



PUBLIC SCHOOL SEVEN

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19K007

ADDRESS: 858 JAMAICA AVENUE, BROOKLYN, NEW YORK 11208

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 007 **SCHOOL NAME:** Abraham Lincoln Elementary School

DISTRICT: 19 **SSO NAME/NETWORK #:** Knowledge Network

SCHOOL ADDRESS: 858 Jamaica Avenue, Brooklyn, New York 11208

SCHOOL TELEPHONE: 718-647-3600 **FAX:** 718-827-4004

SCHOOL CONTACT PERSON: Delia Torres-Crespo **EMAIL ADDRESS:** Dtorres10@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Delia Torres-Crespo

PRINCIPAL Nydia Acevedo

UFT CHAPTER LEADER Isabel Youssef

**PARENTS' ASSOCIATION
PRESIDENT** Jennifer Nieves

STUDENT REPRESENTATIVE
(Required for high schools) N/A

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Martin Weinstein

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Nydia Acevedo	*Principal or Designee	
Isabel Youssef	*UFT Chapter Chairperson or Designee	
Jennifer Nieves	*PA/PTA President or Designated Co-President	
Lata Sukhra	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nelcia Cruz	Parent	
Gomattie Sidhari	Parent	
Danielle Triggiani	Staff	
Ellen Kelly	Staff	
Christina Martin	Staff	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Public School 7 is a pre-kindergarten through grade four elementary school of approximately 925 students located in a functionally accessible facility in the Cypress Hills section of Brooklyn, New York. Visitors to our school have described it as “bright, cheerful, and exuding a positive energy” as well as a “nurturing environment for children”. Through consistent monitoring and visitations, our school is classified as a well developed school in good standing due to high achievement and continuous growth. Also, the state recognized our school as one of academic excellence and a “High Performing School” when we met our annual measurable outcomes for three consecutive years in Science, English Language Arts and Mathematics. Our school was also recognized as one of the best schools in New York City in a school review in 2003. In addition to these accomplishments, our school is now an official Core Knowledge School. We have successfully implemented the curriculum and we provide a visitation site to other schools in our city.

Our vision at Public School 7 is to educate the whole child, while fostering intellectual, creative, social and physical development. We aim to create a safe, engaging and challenging environment in every classroom. We encourage our students to participate actively in an educational community that promotes independent strategic learners, self-reliance and critical thinking. Believing in the inherent strengths of a diverse citizenry, we celebrate the cultural differences, individual interests and personal talents of our students. **Our mission is to provide** an individualized quality education with respect, dedication and unity in order to enable our community to reach high expectations. The community is home to a diverse population, which is represented well in our School Leadership Team. At P.S. 7 we want the school to be an integral component of the neighborhood and therefore the school building is available to the community six days a week. The learning community may utilize the building for parent workshops, staff development, English as a Second Language for adults, Saturday Academy, an after school program (Kid’s Clubhouse) and a day summer camp run by The Cypress Hills Local Development Corporation for the neighborhood residents. In the last two years the Kid’s Clubhouse program has extended their operation to provide working parents with childcare during some of the holidays when schools are closed. Parents are often invited to participate in their child’s learning through workshops, math games, class trips, volunteering and conferences.

The staff at P.S. 7 is best described as collaborative, professional, caring, supportive, and prepared. We work together to ensure that students are the priority and we want that message to be conveyed to our learning community so they can be partners in our endeavors.

In the last year, our school has launched their school website via the echalk organization (www.007.org). Parents, teachers, and students are using this website to enhance home school communication. Each teacher in our school has a laptop given to them at the beginning of each school year. These laptops help us to not only communicate with the learning community, but also analyze current student data as well as differentiate lessons for our students. The school has made good progress since the last Quality Review particularly in how data is used to set quantifiable and measurable goals for student achievement. During professional development, our staff is constantly monitoring trends in their students’ data and applying this to their individualized and differentiated lessons. If you enter our school building it will be evident that we are keeping up with technology, data, research based curricula and still maintaining the traditional routines that help a good school provide a secure learning environment for their students.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	007				
District:	19	DBN #:	19K007	School BEDS Code #:	331900010007

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	70	71	71		92.2	92.1	92.1		
Kindergarten	168	143	164						
Grade 1	184	181	178						
Grade 2	195	167	161	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	177	180	165		89.2	92.6	90.6		
Grade 4	185	163	174						
Grade 5				Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					95.3	84.1	83.2		
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11					6	10	3		
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total	980	905	914		13	23	20		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	11	12	22						
No. in Collaborative Team Teaching (CTT) Classes	12	11	8		Principal Suspensions	1	2	0	
Number all others	17	23	31	Superintendent Suspensions	6	14	8		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	134	115	109	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	31	53				
# receiving ESL services only	81	79	88	Number of Staff:			
# ELLs with IEPs	4	4	1	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	61	68
				Number of Administrators and Other Professionals	13	8	13
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	3	TBD	5
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	98.5
American Indian or Alaska Native	1	.7	.9	Percent more than two years teaching in this school	71	75.4	72.1
Black or African American	16	15	14	Percent more than five years teaching anywhere	58.1	57.4	55.9
Hispanic or Latino	70	71	74				
Asian or Native Hawaiian/Other Pacific Isl.	13	12	11	Percent Masters Degree or higher	89	93	93
White	.4	1	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.5	88.7	98.7
Multi-racial	0	0	0				
Male	51	52	49				
Female	49	48	51				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/>	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:	IGS		ELA:	
	Math:	IGS		Math:	
	Science:	IGS		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	v	v	v			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	v	v	v			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	v	v	v			
Economically Disadvantaged	v	v	v			
Student groups making AYP in each subject	6	6	4			

Key: AYP Status

v	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
v ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	53.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	9	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	16.3	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	28.6	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0	Quality Statement 5: Monitor and Revise	W

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Strengths and Accomplishments

PROGRESS REPORT

- Identifying our bottom 1/3 group of students, targeting and providing them with academic intervention services via the inquiry team has helped to make a statistically significant improvement in student achievement.
- As per our most recent Progress Report, we have seen a 75% increase in the bottom 1/3 students' scores in the area of English Language Arts.
- As per our most recent Progress Report, we have seen a 53.7% increase in the bottom 1/3 students' scores in the area of Mathematics.
- Providing 100% of teachers and parents with access to a school website.
- Becoming an official Core Knowledge School (we have implemented the curriculum throughout all grades, and have also become a model school for visitations).

Other strengths are evident in our School Progress Report and Quality Review. We are listed as a school in good standing in ELA, Math, and Science. Also, we are classified as a well developed school in all quality statement scores as shown on page 8 of our CEP.

ACUITY ASSESSMENTS(student performance trends and challenges)

Based on results from our Acuity assessments in the Spring 2008 we can conclude the following areas are in need of improvement in English Language Arts and Math:

- Choosing a synonym
- Main idea
- Drawing conclusions
- Making an inference
- Root words
- Measurement of length
- Fluency in multiplication
- Pictographs
- symmetry

Barriers:

- SIFE students and English Language Learners who have limited or no formal education.
- SIFE or English Language Learners who arrive at our school after 1st grade and have no phonic, reading, or math skills.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1

By June 2009, professional development opportunities will strategically utilize and target student performance progress data, teacher needs and interest as measured by 75% of faculty conferences and grade meetings being on professional development based on data analysis from periodic data, ARIS data, student portfolios, and teacher created assessments. Also, 80% of students will be aware of their strengths and weaknesses in both Mathematics and ELA and utilize this knowledge to independently work on these areas.

Goal 2

By June 2009, the instructional curriculum will provide students with thematic instruction via the implementation of the Core Knowledge Curriculum and therefore have 80% of student art projects relate to New York State standards and the Core Knowledge Curriculum, as well as integrated unit plans and teacher lessons. The art cluster positions will infuse the arts into the Core Knowledge curriculum and vice versa.

Goal 3

By June 2009, in order to identify and replicate successful strategies, the inquiry team will collaborate with key personnel to identify specific students in greatest academic need (15-30 students), develop strategies for improvement, and follow the progress of each student throughout the year.

Goal 4

By June 2009, we will have expanded our students' knowledge base in selected content areas by implementing the Core Knowledge Curriculum in 100% of classes in grades Kindergarten through 4.

Goal 5

By June 2009, we will have consistently and regularly, analyzed periodic data to set goals and plan the instructional program for students in the bottom 1/3 of 3rd and 4th graders and therefore show the following measurable outcome: 70% of students increase performance in main idea and context clues, 70% increase in running record levels, 70% increase in ECLAS/DRA by 2 levels, 70% on M.C. on in house.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, we will provide professional development opportunities strategically targeted to and utilizing student performance progress data, teacher needs and interest as measured by 75% of faculty conferences and grade meetings being on professional development based on data analysis from periodic data, ARIS data, student portfolios, and teacher created assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>From September 2008 to June 2009</p> <ul style="list-style-type: none"> • Conduct common preps, lunch and learn faculty conferences, and study groups • Work with data specialist to deepen staff awareness and understanding of both hard and soft data. • Conduct data-day per grade. • Support teachers in the use of technology to access data from periodic assessments • Provide each teacher with a laptop to better help them access student data. • Collaborate with LSO staff to enhance our professional development offerings. • Conduct parent workshops
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Mentors TL Fair Student Funding Coaches Facilitators Assistant Principals Consultants</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Agendas Sample model lesson plans LSO-Professional Development Calendar Teacher professional resources Study groups Visitation schedules Administration collects/reviews data with individual teachers Grade level standards (indicators that represent grade level reading standards). Action plans by grade, class individual students</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Core Knowledge Curriculum/Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, we will enhance the instructional curriculum by providing students with thematic instruction via the implementation of the Core Knowledge Curriculum and therefore having 80% of student art projects related to New York State standards and the Core Knowledge Curriculum, as well as integrated unit plans and teacher lessons. The art cluster positions will infuse the arts into the Core Knowledge curriculum and vice versa.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>From September 2008 to June 2009</p> <ul style="list-style-type: none"> • All students will participate in projects based on the Core Knowledge curriculum via the arts (fine arts and/or dramatic arts) • Provide professional development to support goal • Purchase required materials and supplies • Collaborate with outside organizations, art partners, museums, etc. • Schedule celebrations, culminating activities monthly per grade • Collaborate with LSO cohort leader and content area specialist
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Core Knowledge Staff Developer – Title I SWP Art Clusters (3) TL Fair Student Funding Supplies – TL NYSTL</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Photographs of student work, hallway display Projects grade, class, group and individual Performances Lesson plans, informal and formal observations Unit plans
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Inquiry Team/Academic Intervention**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In order to identify and replicate successful strategies, by June 2009, the inquiry team will have collaborated with key personnel to identify specific students in greatest academic need (15-30 students), develop strategies for improvement, and follow the progress of each student throughout the year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>From September 2008 to June 2009</p> <ul style="list-style-type: none"> • Maintain a school inquiry team based on school focus • Inquiry team will analyze and implement focused scaffolded strategies based on student needs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per session for teachers when meeting before or after school – TL Fair Student Funding Title I SWP</p> <p>Data specialist - TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parent school surveys Quality Review Progress reports (individual progress reports) Informal feedback and parent concern forms</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Core Knowledge

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, we will expand our students’ knowledge base in selected content areas by implementing the Core Knowledge Curriculum in 100% of classes in grades Kindergarten through 4.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>From September 2008 to June 2009</p> <ul style="list-style-type: none"> • Fund Core Knowledge facilitator/Coach/AP who will provide support and professional development for teachers in curriculum implementation. • Provide selected staff members with ongoing professional development provided by UFT TC • Schedule common planning time model lessons, Core Knowledge content area meetings • Provide content area materials, attendance at Core Knowledge conference, events to involve parents, parent newsletter, additional supplies for projects and trips. • Involve parents in projects, trips, events • Intervisitation schedules
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Core Knowledge staff developer – Title I SWP Supplies – TL Fair Student Funding Per session for p.d. and planning – TL Fair Student Funding, Title I SWP</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Student portfolios/projects Photographs of student work displays Participation in core knowledge trivia contest, student trips Programs for celebratory events Agendas from professional development Sample unit plans/exemplary lesson plans Teacher lesson plan which include Core Knowledge topics and materials
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REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	0	0	0
1	188	188	N/A	N/A	20	0	0	0
2	186	186	N/A	N/A	15	0	0	0
3	154	154	N/A	N/A	18	0	0	0
4	160	160	160	160	25	0	0	7
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction via Wilson(during resource room), morning intervention novel studies (Monday, Tuesday) , extended day Kaplan test prep (Tuesday, Wednesday, Thursday), Saturday Academy(Saturday), Push-in for small group instruction (daily) during guided reading, AIS pull-out program (daily)
Mathematics:	Morning Intervention Math Steps (Wednesday, Thursday), Saturday Academy (Saturdays 9Am-12noon), extended day Kaplan test prep (Tuesday, Wednesday, Thursday)
At-risk Services Provided by the Guidance Counselor:	Pull out program for group counseling (daily) for approximately 45 minutes with a small group
At-risk Health-related Services:	Asthma training/workshops for students provided by nurse according to schedule which usually takes place with a small group during lunch.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	1	<i>ESL Teacher:</i>	2
<i>Assistant Principals:</i>	2		
<i>Guidance Counselor:</i>	1	<i>Literacy Coach:</i>	1
<i>Content Area Teacher:</i>		<i>Math Coach:</i>	1
<i>Content Area Teacher:</i>		<i>Parent</i>	1
		<i>Coordinator:</i>	

II. Teacher Qualifications

PS 7 has an eager staff servicing the ELL population consisting of five bilingual certified teachers and two ESL certified teachers.

II. ELL Demographics and School Description:

Abraham Lincoln is an elementary school with 931 students from PK through grade 4. The school is located in the Cypress Hill section of East New York, Brooklyn. The school population comprises 15% Black, 71% Hispanic, 3% White, and 11% Asian students. The student body includes 24.3% English language learners and 7.1% special education students. The average attendance rate for the school year is approximately 91%. The school is in receipt of Title 1 funds.

In addition, the school qualifies for Title III supplementary funding for ELL.

PS 7 serves a large population of English Language Learners. The admission of new students includes procedures to identify, place and serve ELLs within the required ten days or sooner. During registration, parents/guardians of all new students are required to complete the Home Language Identification Survey (HLIS). In such cases as the parent/guardian indicates that a language other than English is dominant, the student is then given the Language Assessment Battery (LAB-R). The test is administered within the first ten days of admittance to ensure appropriate placement and services. The parents are notified by letter of the results. If the child is identified as an ELL / LEP) as evidenced by the results of the LAB-R, the parents are invited to an orientation meeting and provided an opportunity to discuss and select an instructional program for their child. Parents complete a survey/questionnaire where they indicate the program of choice for their child, bilingual, dual language or ESL. Students are then placed according to the parent preference. The school conducts a general orientation session at the Open House evening event for parents in September. During the course of the evening an ELL orientation sessions is held to further inform parents of academic programs offered to ELL students at PS 7. Parents are informed about the bilingual/ ESL programs offered at the school.

V. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

Parent workshops will continue to be offered to parents of English Language Learners in all subject areas. The workshops will be conducted by our math and literacy staff developers, coaches, and parent coordinator 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. 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. 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 2008/09 school year include 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.

V. Current English Language Learners Instructional Programs

All K- 4th grade English Language Learners participate in a literacy program which is based on balanced literacy. Also, in grades K-4, ELLs benefit from the school wide Core Knowledge program. In the bilingual/ ESL program, in addition to "Core Knowledge", two other programs are implemented to further support ELLs in literacy-ESL/ELA. The bilingual teachers working with K-2 ELLs use a supplementary program, *Story Town*. These programs incorporate ESL methodologies and provide additional support to the ELLs in meeting the needs of all levels of language acquisition in listening, speaking, reading and writing. The program includes a strong phonemic component that is crucial to early literacy development including letter – sound recognition, word study and vocabulary development. The ESL teachers use a content area focused English program, *Into English*, which helps to strengthen vocabulary and supports a thematic and interdisciplinary approach.

The bilingual instructional model offers one Spanish dual language class in each grade, K-4. These classes modify language instruction to differentiate and accommodate the many language levels of the ELLs participating in the class. Two teachers and one paraprofessional work together in the first grade bilingual dual language class. In each class grades 2-4, a bilingual teacher works with the students to provide instruction in all areas, ELA/ESL, Math, Science, SS,. The teachers support student academic language development in ESL. 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. The science cluster/content area teacher/specialist is a bilingual teacher. The Science bilingual teachers provide instruction to support the native language and the second language in the science class.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- 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 ESL, 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.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The teachers at PS 7 K implement “Core Knowledge” throughout the school. The program is based on the research of Dr. E.D. Hirsch. Core Knowledge is designed to support and expose children to different experiences, themes, and topics in each of the content areas. There is a full time Core Knowledge facilitator that works closely with the teachers to support the implementation of the program. The Core Knowledge program is content-based and interdisciplinary. There is a strong focus on vocabulary development, and the use of visual aids. The program is implemented in all K-4 bilingual classes. All classroom teachers, as well as ESL and cluster teachers work together to support instruction that is aligned to the thematic units designed within “Core Knowledge” for each grade. Many of the components of the program include activities that address all of the learning modalities.

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

An Extended Day / After School Instructional Program

The extended day program is implemented one hour each day on Tuesdays, Wednesdays, and Thursdays. The program is implemented for six weeks beginning in March. ELLs in grades two (2) and four (4) are provided an opportunity to participate in small group instruction to strengthen content area vocabulary development, knowledge and skills. Teachers support instructional through the use of technology including smart board, computers, audio equipment, and visual aides.

The Saturday Academy

The Saturday Academy is implemented on Saturday from 8:30 a.m. to 12:00 p.m. for six weeks, beginning in March. ELLs in grades two (2) and four (4) participate in instructional activities that are differentiated to further support their linguistic and academic needs. Students work in small grouping, with a buddy, independently and / or with the teacher. The focus for the Saturday Academy program is Science. Teachers

use technology assisted instructional strategies to further support ELL students. Students work on grade appropriate topics in a bilingual setting to further the children's understanding of the content and language. Teachers use pictures, graphic organizers, computer software and programs to facilitate comprehension as well as enable ELLs to speak, listen, read and write in English.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

/I. Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. We do find that some students are not moving to the next proficiency level until about two academic years.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Utilization of the Achieve 3000 and Destination Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE classes, ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

II. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

II. Plan for SIFE

The SIFE population has increased SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment

- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

X. Plan for Long Term ELLs

Long terms ELLs are the largest number of ELLs across the grades . An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Achieve 3000 and Destination Math to enrich their language and academic skills

X. Plan for Special Needs Students

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

(I. Professional Development:

ESL/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 core curriculum and the application of the ESL 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. ESL in-service courses are being offered to all teachers of immigrant students to support 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.

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.

Targeted differentiated professional development delivered on a regular basis 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-visitation, 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 2008-2009 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

- ESL methodologies – The Inductive Approach, Grammar - Translation Approach, Direct Method, Cognitive Approach, Situational Approach, Comprehension-based Approach and Total Physical Response, CALLA
- NY State ESL Standards
- Best practices for instructing ESL students through the Balanced Literacy philosophy
- Differentiated Instruction in the Content Area-Math, Science, SS, Technology
- Technology Assisted Instruction in the ESL/bilingual Classroom

Professional development sessions in ESL will be held for teachers in-house during common preparation periods on the following dates: October 10, 21, 27 and 30, 2008, November 4, 2008, December 10, 2008, January 8, 2009, February 2, 2009, March 10, 2009, April 8, 2009, and May 7, 2009. Monthly meetings are offered to ESL teachers by our Learning Support Organization, in which the latest advances for ELLs are introduced. The ESL teachers turnkey all new information to the staff.

Those responsible for providing the training are:

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

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual ___ESL x Both **Number of LEP (ELL) Students Served in 2008-09:** 189
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Abraham Lincoln is an elementary school with 931 students from PK through grade 4. The school is located in the Cypress Hill section of East New York, Brooklyn.. The school population comprises 15% Black, 71% Hispanic, 3% White, and 11% Asian students. The student body includes 24.3% English language learners and 7.1% special education students. The average attendance rate for the school year is approximately 91%. The school is in receipt of Title 1 funds. In addition, the school qualifies for Title III supplementary funding for ELL.

PS 7 serves a large population of English Language Learners. The admission of new students includes procedures to identify, place and serve ELLs with in the required ten days or sooner. During registration, parents/guardians of all new students are required to complete the Home Language Identification Survey (HLIS). In such cases as the parent/guardian indicates that a language other than English is dominant, the student is then given the Language Assessment Battery (LAB-R). the test is administered within the first ten days of admittance to ensure appropriate placement and services. The parents are notified by letter of the results. If the child is identified as an ELL / LEP) as evidenced by the results of the LAB-R, the parents are invited to an orientation meeting and provided an opportunity to discuss and select an instructional program for their child. Parents complete a survey/questionnaire where they indicate the program of choice for their child, bilingual, dual language or ESL. Students are then placed according to the parent preference. The school conducts a general orientation session at the Open House evening event for parents in September. During the course of the evening an ELL orientation sessions is held to further inform parents of academic programs offered to ELL students at PS 7. Parents are informed about the bilingual/ ESL programs offered at the school.

At PS 7 K, ELLs are provided the opportunity to participate in a Dual Language Bilingual Program model and Push-In and Pull-Out ESL program. The bilingual/ ESL programs are instructed by licensed bilingual and ESL teachers. ELL students who score at the beginner or intermediate level of proficiency in ESL as evidenced by the LAB-R or the NYSESLAT receive 360 minutes of ESL/ELA instruction weekly. Advanced students receive 180 minutes of ESL instruction weekly.

The teachers at PS 7 K implement "Core Knowledge" throughout the school. The program is based on the research of Dr. E.D. Hirsch. Core Knowledge is designed to support and expose children to different experiences, themes, and topics in each of the content areas. There is a full time Core Knowledge facilitator that works closely with the teachers to support the implementation of the program. The Core Knowledge program is content-based and interdisciplinary. There is a strong focus on vocabulary development, and the use of visual aids. The program is implemented in all K-4 bilingual classes. All classroom teachers, as well as ESL and cluster teachers work together to support instruction that is aligned to the thematic units designed within "Core Knowledge" for each grade. Many of the components of the program include activities that address all of the learning modalities.

All K- 4th grade English Language Learners participate in a literacy program which is based on balanced literacy. Also, in grades K-4, ELLs benefit from the school wide Core Knowledge program. In the bilingual/ ESL program, in addition to “Core Knowledge”, two other programs are implemented to further support ELLs in literacy-ESL/ELA. The bilingual teachers working with K-2 ELLs use a supplementary program, *Story Town*. These programs incorporate ESL methodologies and provide additional support to the ELLs in meeting the needs of all levels of language acquisition in listening, speaking, reading and writing. The program includes a strong phonemic component that is crucial to early literacy development including letter – sound recognition, word study and vocabulary development. The ESL teachers use a content area focused English program, *Into English*, which helps to strengthen vocabulary and supports a thematic and interdisciplinary approach.

The bilingual instructional model offers one Spanish dual language class in each grade, K-4. These classes modify language instruction to differentiate and accommodate the many language levels of the ELLs participating in the class. Two teachers and one paraprofessional work together in the first grade bilingual dual language class. In each class grades 2-4, a bilingual teacher works with the students to provide instruction in all areas, ELA/ESL, Math, Science, SS,. The teachers support student academic language development in ESL. 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. The science cluster/content area teacher/specialist is a bilingual teacher. The Science bilingual teachers provide instruction to support the native language and the second language in the science class. Throughout the day ELL students participate in all activities including chess club, dance program, basketball and runners’ clubs.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parent workshops will continue to be offered to parents of English Language Learners in all subject areas. The workshops will be conducted by our math and literacy staff developers, coaches, and parent coordinator 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. 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. 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 2008/09 school year include 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.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Depending on grade level, parent approval, and language needs, our newly enrolled Spanish speaking ELL students are immediately placed in a dual language classroom where they receive instruction from a certified classroom teacher as well as the support of an ESL teacher. Our ELLs receive 90 minutes of ESL services daily. We also have ELLs in monolingual classes who are serviced by certified ESL teachers daily.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

At Public School 7 curriculum team meetings are held on a weekly basis to assess, review and revise the professional development program/plan. The curriculum team consists of our principal, UFT Chapter Chairperson, PTA President, a Title I Parent Representative, three parents, and three staff members. The plan offers teachers multi-faceted and differentiated professional development opportunities. There is a strong focus on the Principles of Learning to guide the team in planning staff development which is conducted in classrooms during weekly common preparatory periods and also after school. Although, the

bilingual and ESL teachers participate in training to support classroom instruction aligned to Balanced Literacy Approach, Core Knowledge and Everyday Mathematics programs, they are given the opportunity to form cohort groups to further identify and address their needs. In addition, the teachers discuss and modify instruction to best address the ELL population that they serve in their classes. Teachers review and discuss student writing samples, and projects. Materials are reviewed and adapted to further achieve the instructional goals. The bilingual teacher cohort examines and disaggregates ELL data to further assess student needs and areas of growth. These sessions offer the opportunity to guide and realign program goals and objectives.

The bilingual teachers utilize the various forms of data, both quantitative and qualitative, to guide their planning and instruction. Classroom teachers collaborate with cluster and ESL/Bilingual teachers through common preparation periods and inter-visitation. The Inquiry Team members are represented by staff from all grades and disciplines. The team meets the first Friday of each month to discuss ELL data and collaborate with the data specialist.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

ELL students in grades K through 4 classes are provided ESL instruction daily by ESL teachers. Instruction is designed to meet their needs as reflective of their individual level of proficiency in ESL- NYSESLAT test. Students are pulled out to work in small groups to develop their listening, speaking, reading and writing skills based on NYS ESL standards. LEP students also receive small group instruction during our morning intervention program where differentiated instruction is applied according to their areas in need of most improvement. P.S. 7 implements an after-school extended day program to LEP students in second, third and fourth grades to prepare for NYS exams. In addition, LEP students may also attend a Saturday Academy program which provides assistance to students in ELA, Math and Science. Teachers work with small groups using a tutorial model to ensure a high teacher-student ratio during instruction.

ELL students are provided additional support and services to ensure success in school. There is a full time guidance counselor at the school. The parent coordinator works closely with P 7 families to create a strong relationship between home and school. Members of the School Based Support team work closely with teachers, parents and administrators to assist and support students in various matters that impact learning and teaching for ELLs.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

P.S. 7 currently conducts various assessments of ELLs to assess both first language and second language development. These include:

- Core Curriculum Benchmarks –ELA and Math,
- ECLAS-Grades K,1,2,3
- El Sol - Grades K,1,2,3
- ELL Predictive Assessments – grades 3,4
- ELE Exam
- ELA State test –Grades 3,4
- Math State Test –Grades 3,4
- Science State Test –grade 4

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09


School District: _____ **District 19** _____

Type of Program: ESL Bilingual Both
(Check one only)

School Building _____ **P.S. 7 Abraham Lincoln** _____

(Complete this form for each school building with LEP students in grades K-6 during 2008-09)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL	
Arabic (ARB)	1		1							1		1										
Bengali (BEN)	1		1	1		1	1		1													
Bosnian (BOS)																						
Chinese (CMN)	1		1	1		1				3		3	2		2							
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)	20	15	5	45	19	26	43	19	24	35	15	20	33	16	17							
Vietnamese (VIE)																						
Cantonese				1		1																
SUB TOTALS 	23	15	8	48	19	29	44	19	25	39	15	24	35	16	19							

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in 2008-09
 (Do not include long-term LEPs) (Do not include long-term LEPs)
 (Long-term LEP= over 6 years of service)

Total Number of LEP students in grades K-6 **Served**
 in the Building in 2008-09
 Bilingual ESL

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Number of Teachers and Support Personnel for 2008-09

School Building: _____ P.S. 7 _____ District _____ 19 _____

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2008-2009				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Abraham Lincoln	5	2			1		8
TOTALS	5	2			1		Grand Total 8

The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2008-2009 teacher reported data. Districts randomly selected will be required to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: ___ Free-Standing ___ Push-in ___x___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___x___ Advanced

School District: _____19_____ School Building: _____P.S. 7_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 To: 9:25	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading
2	From: 9:25 To: 10:10	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading
3	From: 10:10 To: 10:55	Subject (Specify) Reading	Subject (Specify) reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading
4	From: 10:55 To: 11:40	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL
5	From: 11:50 To: 12:35	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:40 To: 1:25	Subject (Specify) Physical Education	Subject (Specify) Math	Subject (Specify) Technology	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:30 To: 2:15	Subject (Specify) Math	Subject (Specify) Art	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Social Studies
8	From: 2:15 To: 3:00	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Math
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: __x__ TBE ___ Dual Language
 Indicate Proficiency Level: __x__ Beginning ___ Intermediate ___ Advanced

School District: _____ 19 _____ School Building: P.S. 7 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 To: 9:25	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Art	Subject (Specify) Math
2	From: 9:25 To: 10:10	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) ESL	Subject (Specify) Math
3	From: 10:10 To: 10:55	Subject (Specify) ESL/Reading	Subject (Specify) ESL/Reading	Subject (Specify) ESL/Reading	Subject (Specify) ESL/Reading	Subject (Specify) ESL/Reading
4	From: 10:55 To: 11:40	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
5	From: 11:50 To: 12:35	Subject (Specify) Spanish Language Arts/Reading	Subject (Specify) Spanish Language Arts/Reading	Subject (Specify) Spanish Language Arts/Reading	Subject (Specify) Spanish Language Arts/Reading	Subject (Specify) Spanish Language Arts/Reading
6	From: 12:40 To: 1:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 1:30 To: 2:15	Subject (Specify) Music	Subject (Specify) Physical Education	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Technology
8	From: 2:15 To: 3:00	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Visual Arts
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Part C: For schools that will receive Title III ELL Supplemental Services for 2008-09:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) **K - 4** Number of Students to be Served: 189 LEP Non-LEP

Number of Teachers **7** Other Staff (Specify) 1 Paraprofessional

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

Form III – A (1)(a)

Grade Level(s) K - 4 **Number of Students to be Served:** 189 **LEP** **Non-LEP**

Number of Teachers 7 **Other Staff (Specify)** 1 Paraprofessional

School Building Instructional Program/Professional Development Overview

Abraham Lincoln is an elementary school with 931 students from PK through grade 4. The school is located in the Cypress Hill section of East New York, Brooklyn.. The school population comprises 15% Black, 71% Hispanic, 3% White, and 11% Asian students. The student body includes 24.3% English language learners and 7.1% special education students. The average attendance rate for the school year is approximately 91%. The school is in receipt of Title 1 funds. In addition, the school qualifies for Title III supplementary funding for ELL.

The Title III program facilitates additional supplemental instructional services to ELLs. The Title III program facilitates supplementary instructional support to both the day time program and the extended day program.

Title III funds are used to provide the following enrichment activities:

A- An Extended Day / After School Instructional Program

The extended day program is implemented one hour each day on Tuesdays, Wednesdays, and Thursdays. The program is implemented for six weeks beginning in March. ELLs in grades two (2) and four (4) are provided an opportunity to participate in small group instruction to strengthen content area vocabulary development, knowledge and skills. Teachers support instructional through the use of technology including smart board, computers, audio equipment, and visual aides.

B- The Saturday Academy

The Saturday Academy is implemented on Saturday from 8:30 a.m. to 12:00 p.m. for six weeks, beginning in March. ELLs in grades two (2) and four (4) participate in instructional activities that are differentiated to further support their linguistic and academic needs. Students work in small grouping, with a buddy, independently and / or with the teacher. The focus for the Saturday Academy program is Science. Teachers use technology assisted instructional strategies to further support ELL students. Students work on grade appropriate topics in a bilingual setting to further the children’s understanding of the content and language. Teachers use pictures, graphic organizers, computer software and programs to facilitate comprehension as well as enable ELLs to speak, listen, read and write in English.

C- Curriculum Development /Curriculum Mapping

The bilingual and ESL teachers participate in training during the school day as scheduled to support classroom instruction aligned to Balanced Literacy Approach, Core Knowledge and Everyday Mathematics programs. In addition, the ELL teaching team including bilingual and ESL teachers are given the opportunity to participate in curriculum development sessions after school. The teachers work independently and in groups to further identify and address the needs of ELLs. Teachers review and discuss student writing samples, work folders and projects. Materials are reviewed, adapted and often translated to further support the instructional goals of ELLs. The bilingual teacher team examines and disaggregates ELL data to further assess student needs and areas of growth. These sessions offer the opportunity to guide and realign program goals and objectives.

The bilingual teachers utilize the various forms of data, both quantitative and qualitative, to guide their work to develop curriculum maps that reflect “Core Knowledge” scope and sequence and student language needs. Bilingual classroom teachers work closely with cluster and ESL teachers throughout.

The curriculum mapping sessions are conducted on Tuesdays, Wednesdays, and Thursdays in May and June. Sessions are one hour in duration. This allows teachers to reflect on the work in progress and to align curriculum topics and themes for continued work with student.

D- Dual Language Classroom Program- Day Time Program Enrichment Support

The Title III program provides support to all ELLs by facilitating the purchase of additional materials and technology to further enhance and support instructional activities for ELLs throughout the day.

The bilingual teachers working with K-2 ELLs use a supplementary program, *Story Town*. This program incorporates ESL methodologies and provides additional support to ELLs in meeting the needs of all levels of language acquisition in listening, speaking, reading and writing. The program includes a strong phonemic component that is crucial to early literacy development including letter – sound recognition, word study and vocabulary development.

In addition, teachers use pictures, graphic organizers, computer software and programs to facilitate comprehension as well as enable ELLs to speak, listen, read and write in English. Students work on grade appropriate topics in math, science, social studies, the arts and literacy engage in class instruction through visual and interactive activities facilitated through the use of technology assisted instruction that includes the use of smart boards, specialized software, and other equipment to enhance classroom instruction.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

ESL/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 core curriculum and the application of the ESL 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. ESL in-service courses are being offered to all teachers of immigrant students to support 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.

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.

Targeted differentiated professional development delivered on a regular basis 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- visitation, 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 2008-2009 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

- ESL methodologies – The Inductive Approach, Grammar - Translation Approach, Direct Method, Cognitive Approach, Situational Approach, Comprehension-based Approach and Total Physical Response, CALLA
- NY State ESL Standards
- Best practices for instructing ESL students through the Balanced Literacy philosophy
- Differentiated Instruction in the Content Area-Math, Science, SS, Technology
- Technology Assisted Instruction in the ESL/bilingual Classroom

Professional development sessions in ESL will be held for teachers in-house during common preparation periods on the following dates: October 10, 21, 27 and 30, 2008, November 4, 2008, December 10, 2008, January 8, 2009, February 2, 2009, March 10, 2009, April 8, 2009, and May 7, 2009. Monthly meetings are offered to ESL teachers by our Learning Support Organization, in which the latest advances for ELLs are introduced. The ESL teachers turnkey all new information to the staff. Those responsible for providing the training are:

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

Description of Parent and Community Participation—Explain how school will use Title III to increase parent & community participation ELLs

The title III parent component will address two distinct parent needs, parent education and adult ESL 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 will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. Parent workshops will be directed by Bilingual and ESL certified teachers 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 ESL language acquisition sessions designed for adult learners.

All written communications being sent home in English will be translated. Parent coordinators and Family Assistants will support efforts to involve parents in the school and community. Interpreters will facilitate communication with parents in native language where available.

Form TIII – A (1)(b)
Title III LEP Program

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$12,000	Saturday Academy – March - April 3Trs.X 1Day X 3.5 Hrs X 6 Wks X \$49.73 \$ 3134.
		After school Programs- March -April 5Trs.X 3 Day (T, W, Th.) X 1 Hr. X 6 Wks X \$49.73 \$ 4475.
		Curriculum Mapping Sessions May-June 5Trs.X 3 Day (T, W, Th.) X 1 Hr. X 6 Wks X \$49.73 \$ 4475.
	\$2,519.00	Parent Involvement Program 2Trs.X 1 Day X 1.5 Hr. X 1 Wks X \$49.73 \$ 149.
		Parent ESL Workshops 2Trs.X 2 Day X 2 Hr. X 6 Wks X \$49.73 \$ 2388.
Purchased services such as curriculum and staff development contracts		NA
Supplies and materials	\$18,000	Instructional Materials to support ELL instruction <ul style="list-style-type: none"> • Saturday and After School Program materials, • Materials to differentiate instruction including literacy program and equipment to support technology assisted instruction in ELA/ESL, science, math including Smart boards, computers, projectors, senseio systems and Story Time Literacy Program
Travel		NA
Other		NA
TOTAL	\$32,519.00	

SECTION XVII
BUDGET NARRATIVE

School District 19 For Title III
BEDS Code 331900010007

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<p>Saturday Academy – March - April 3Trs.X 1Day X 3.5 Hrs X 6 Wks X \$49.73 \$ 3134.00</p> <p>After school Programs- March -April 5Trs.X 3 Day (T, W, Th.) X 1 Hr. X 6 Wks X \$49.73 \$ 4475.00</p> <p>Curriculum Mapping Sessions May-June 5Trs.X 3 Day (T, W, Th.) X 1 Hr. X 6 Wks X \$49.73 \$ 4475.00</p> <p>Parent Involvement, 2Trs.X 1 Day X 1.5 Hr. X 1 Wks X \$49.73 \$ 149.00</p> <p>Parent ESL Workshops 2Trs.X 2 Day X 2 Hr. X 6 Wks X \$49.73 \$ 2388.00</p>
<i>Code 16 Support Staff Salaries</i>	NA
<i>Code 40 Purchased Services</i>	NA
<i>Code 45 Supplies and Materials</i>	<p>Instructional Materials to support ELL instruction</p> <ul style="list-style-type: none"> • Saturday and After School Program materials, • Materials to differentiate instruction including literacy program and equipment to support technology assisted instruction in ELA/ESL, science, math including Smart boards, computers, projectors, senseio systems and Story Time Literacy Program

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this Title)</i>

This entire section must be completed for each budget submitted.

School District 19

For Title III

BEDS Code 331900010007

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
We held several meetings at our school with coaches, staff developers, and administrators to assess the need for materials and resources to be translated for parents. Further investigation took place as to what was available to purchase. We also elicited teacher feedback as to individual needs. Also, during professional development teachers shared ways that can simplify translation. For example, the website: freetranslation.com was recommended during an after school teacher workshop. Also, our parent coordinator and P.T.A. President give us feedback and suggestions.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found that the following was needed in Spanish:

Teacher Resource Copymasters from the books Math Steps

The Game Masters from the Everyday Math Program in grades 1-4

Literacy packets created by our literacy team must be translated in order to support regional initiatives (genre of the month and enrichment home activities).

The learning community was informed via curriculum team meetings, common preps, and faculty conferences.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We have a large amount of bilingual staff members who will be paid to translate correspondence after school.

Appropriate Spanish instructional materials will be purchased. Currently, our pupil personnel secretary, Y. Mitjans, helps our school to meet these needs by being the lead document translator. If Ms. Mitjans does not translate documents she proofs them to ensure accuracy.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our oral interpretation services will be provided by in-house staff and/or parent volunteers. . Currently, our pupil personnel secretary, Y.

Mitjans, helps our school to meet these needs by being the lead document translator. If Ms. Mitjans does not translate documents she proofs them to ensure accuracy.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Home language surveys will be completed at time of registration in order to identify parents who require language assistance. Home contact forms will be revised to include parents' primary language. Notices to parents will be translated and distributed along with the English format (usually on a double-sided copy if space permits) and no later. Also, for regional or central forms or correspondence, we will research the DOE website and download and print the appropriate languages needed for our community. During Open House, P.T.A., Parent Teacher Conferences and parent workshops we will include staff members who are able to interpret to non-English speakers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$894,583.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$8,945.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$42,438.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 98.7%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

P.S. 7 will send designees to job fairs, recruit from universities and work closely with the DOE Office of Recruitment and Professional Development to obtain services of qualified teaching fellows. We will also continue ongoing professional development to ensure any teachers not certified seek the proper certifications and licensing.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic

achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Public School Seven

Statement of Parent Policy

P.S. 7 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. 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. All correspondence sent home will be translated to Spanish and when possible in Cantonese. Our Comprehensive Education Plan will be available in the 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 Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, portfolios, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- 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.
- 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, book sales, following directions, reading recipes, etc.). Our literacy and math staff developers and coaches will conduct parent workshops to help parents acquire study skills they can use with their children. Third and fourth graders will receive agenda books to help improve parent/teacher daily communication.
- 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, 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 who 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.
- 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 Regional 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 Award's Assembly will be held at the end of each year.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school. Agenda books for third and fourth graders will be an additional way to inform parents of upcoming events.
- The school calendar will be disseminated each month to all parents, one week before the start of the month.
- After school and/or weekend English as a Second Language (ESL) and Computer workshops will be held for parents.

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

Professional Development:

Monthly professional development for parents provided by regional 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 financial liaison will help to explain the budget and how it affects and coincides with our Comprehensive Educational Plan.

ELL Professional Development: Monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL 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.

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. The book, School, Family, and Community- Techniques and Models for Successful Collaboration by Michael J. Dietz, will be utilized to guide us in evaluating our current parent volunteer program.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Public School Seven
858 Jamaica Avenue
Brooklyn, New York 11208
718-647-3600/718-827-4004
2008/09

Title I School-Parent Compact Framework

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

P.S. 7 will:	The Parent/Guardian will
<p>P.S. 7, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (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 2008/09.</p> <p>P.S. 7 will:</p> <ul style="list-style-type: none"> • 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 (at least twice annually 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: November 2008 and March 2009. 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's classroom • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups. <p>[Describe the ways in which students will support their academic achievement, such as: <u>Student Responsibilities</u></p>

- Provide parents with frequent reports on their children's progress.
During Parent Teacher Conferences and scheduled meetings during teacher preparatory periods.

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

During teacher preparatory periods.

- 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 Schoolwide 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.

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

SIGNATURES :

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Public School 7 will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards. School Leadership Team members will be trained on how to effectively conduct a PASS Review at our school.

P.S. 7 will use disaggregated student results on State and City assessments, District benchmark assessments, Acuity assessments, the Early Childhood Language Arts System (ECLAS-2), portfolios, teacher feedback, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved. Ongoing data analysis takes place during curriculum team meetings, School Leadership Team meetings, curriculum team meetings, common preps (professional development), and grade conferences.

2. Schoolwide reform strategies:

As a Schoolwide Program school, *P.S. 7*, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- **Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.**
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments, the Early Childhood Language Arts System (ECLAS-2), and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding

in which our students need additional support, in order to meet State standards.

- **The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.**
 - **Implementation of the New Continuum.**
 - **Implementation of the Core Knowledge program**
 - Opportunities for applied learning.
 - The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
 - The use of culturally balanced instructional programs and materials.
 - **Effective use of technology to support instruction and student learning.**
 - **Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.**
 - **All school-wide reform strategies being implemented in P.S. 7 are designed to implement the Regional District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan NCLB Addendum.**
3. **Instruction by highly qualified staff.**

All teachers hired at P.S. 7, for the 2008/09 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in P.S. 7, that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S. 7 and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

P.S. 7 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

4. Professional development for staff will be coordinated at P.S. 7 by the Curriculum Team, which includes Principal, Assistant Principals, Literacy and Math Coaches, the Core Knowledge staff developer, Academic Intervention Service Teachers, and Parent

Coordinator. The team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for P.S. 7. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

5. Strategies to increase parental involvement through means such as family literacy services.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State run preschool program, to local elementary school programs.

We will help to make this a smooth transition by providing workshops for parents. Also, we will individualize instruction throughout our thematic units so children can learn according to their developmental learning stage and ability.

- 7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

We have created a “data day” for each grade in order to facilitate data input and analysis. Also, data is at the forefront of every common prep and professional development session. In addition to this, teachers use the data findings to create their own assessments and individualize instruction for their students.

- 8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Periodic assessments, informal assessments, unit tests, running records are utilized to ensure that students are identified on a timely basis. Trends and patterns are identified via these periodic assessments and specific assistance is provided to students.

- 9. Coordination and integration of Federal, State, and local services and programs including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

We utilize many funding sources to service the learning community via a crisis intervention program which utilized a character education curriculum as well as a mediation program. Also, our guidance counselor and parent coordinator are an excellent resource for our parents who have diverse needs and concerns.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Core Knowledge uses a comprehensive, shared, solid, sequenced curriculum. In all academic areas it builds on the previous year's curriculum and prepares the student for the following year. In Social Studies and Science topics are revisited in later grades allowing for greater depth and understanding. The Core Knowledge curriculum is clearly delineated and outlined for each grade through a yearlong curriculum and a day-by-day planner. This curriculum has been correlated and aligned with the NYS curriculum.

We have materials to support the curriculum:

Core Knowledge Sequence Book

Core Knowledge Handbooks for each grade

Pearson Learning Core Knowledge – History and Geography for each grade

What Your Child Needs to Know for each grade

Scholastic Core Knowledge Libraries in each classroom

Grace Abounding – Poetry

Small group and class sets of Core Knowledge literature

The Core Knowledge curriculum allows teachers to teach the subject matter in the manner best suited for their class. This gives them the opportunity to zero in on the needs of the English Language Learner in addition to differentiating the instruction to meet the special needs of students in their class.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Core Knowledge is aligned with NYS standards and allows our school to differentiate as well as infuse throughout all subject areas to reinforce continuity and communication across teachers and grades.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.N/A

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Classroom observations, periodic assessments, portfolio assessments.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

UPDATED – SEPTEMBER 2008

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our current math scores are evidence that our students are meeting New York State and city standards. Portfolio assessment unit tests show students are meeting or mastering what is asked of them.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Classroom observations, walkthroughs, snapshots, teacher feedback, grade conferences and common preps.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The Core Knowledge curriculum provides the content base for ELA instruction through read-alouds, shared readings, test prep materials and writing prompts. There is special emphasis on enlarging vocabulary through the use of domain, student and teacher vocabulary. All subjects including art and music are included in the Core Knowledge curriculum to make it more hands on.

Also, assembly programs, trips and other culminating activities both in and out of the classroom setting reinforce more student participation, active learning, and cooperative learning.

Literature circles and book clubs also allow our students to actively participate in their learning during the reading block.

Our school has established "data days" to allow teachers time to assess, input, and interpret student data in order to better prepare for differentiating their instruction. Also, to prepare for "data day", data is an integral component and focus of all professional development, grade conferences, curriculum team meetings, School Leadership Team meetings, and common preps.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Classroom observations, teacher feedback.

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our math program includes many hands on experiences which include but are not limited to math games and cooperative learning. Students' time on task is evident in a majority if not all classrooms. Spring 2008 math scores are evidence that teachers' instruction is showing results.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Personnel data and records.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We do not have a high turnover rate nor a relatively high percentage of new or transfer teachers. Nearly 100% of our teachers are experienced and fully certified. The professional development is differentiated for any new or transfer teachers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Teacher feedback, monitor postings on bulletin boards

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? There are various ways our school communicates this information to our staff. There are two highly prominent and visible bulletin boards which display all professional development that is offered to teachers. Teachers are aware that they are allowed to attend these workshops and/or trainings. During common preps and professional development periods teachers communicate their needs to our support staff who turnkey this information during grade conferences and/or curriculum team meetings. Our school budget allows for outside trainers to service our teachers in-house if necessary.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

UPDATED – SEPTEMBER 2008

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Teacher feedback during common preps, interviewing ESL personnel.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? ESL teachers receive test scores for the students they service. Our ESL teachers provide grades to classroom teachers for each marking period for all students they service. Also, our data specialist helps to interpret disaggregated data during common preps and professional development days. The use of our ATS system helps us to access disaggregated data for the entire school and therefore we are able to carefully monitor student progress and data (NCLB Disaggregation Groups Report (RDGS)). Also, our school's Inquiry Team carefully tracks students who are not performing up to par some of which are English Language Learners.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Teacher feedback, interviews during common preps and grade conferences.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

UPDATED – SEPTEMBER 2008

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? An average percentage of general education teachers have expressed concerns about lack of training or information that could better help them service special education students and/or differentiate their instruction. Based on this feedback our school has hired an outside staff developer to train teachers on differentiation in special education classrooms. Also, teachers are able to meet with their cluster teachers who service their children with special needs. Individual Education Plans are shared with all staff who services special needs children. We have currently brought in a special education consultant and allowed monies in our budget to pay for these services. The consultant is helping our general education teachers to create a knowledge base that will better help them provide the proper and fair differentiated instruction each special needs student deserves. Also, through the use of technology, our technology cluster teachers as well as the outside consultant, are helping our general education teachers learn techniques and strategies to engage the special needs student.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Teacher feedback during common preps, examining IEP's.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our school utilizes the SBST team to meet these needs. We have IEP meetings which include classroom teachers, cluster teachers, resource room teacher, guidance personnel and other student support services personnel. Behavioral plans are worked on are evident in student IEP's.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SE requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 17, 2008** Email address: **naceved3@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	19K007
School Name	P.S. 7
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 280,954
Principal Name	Nydia Acevedo
Principal Email	naceved3@schools.nyc.gov
Principal Phone	7186473600

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 90,147
Summer School Programs	
Dedicated Instructional Time	\$ 95,403
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

An AIS instructor will be assigned to work with the students ranging from the bottom 1/3 of the 1st and 2nd grade based on their ECLAS-2 ; instructor will personalize instruction based on needs collected from the data and creat small group or one-to-one instructional models. Various programs will be utilized for these at risk learners.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

\$ 95,403

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Please describe the program.

Coaches will provide staff development opportunities for beginning teachers as well as teachers newly assigned to a grade. They will mentor instructional support on how to use data obtained to differentiate instruction for all types of learners.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Coaches will continue to utilize the teaching standards and collaborate with the mentor program. They will expand their practices to teachers well as ESL and Special Education teachers. Afterschool workshops will be held to assist these teachers with programs, current driven less differentiated instruction.

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No



Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No