



**P.S. 7Q**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 24Q007**  
**ADDRESS: 80-55 CORNISH AVENUE, ELMHURST, N.Y 11373**  
**TELEPHONE: 718-446-2726**  
**FAX: 718-397-7916**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 24Q007 **SCHOOL NAME:** Louis F. Simeone

**DISTRICT:** 24 **SSO NAME/NETWORK #:** \_\_\_\_\_

**SCHOOL ADDRESS:** 80-55 Cornish Avenue, Elmhurst, N.Y. 11373

**SCHOOL TELEPHONE:** 718-446-2726 **FAX:** 718-397-7916

**SCHOOL CONTACT PERSON:** Sara Tucci **EMAIL ADDRESS:** [stucci@schools.nyc.gov](mailto:stucci@schools.nyc.gov)

**POSITION/TITLE:** PRINCIPAL

**PRINT/TYPE NAME:** SARA TUCCI

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Madalena Causi

**PRINCIPAL**

Sara Tucci

**UFT CHAPTER LEADER**

Rachel Cohn

**PARENTS' ASSOCIATION  
PRESIDENT**

Jennifer Santana

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

\_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Catherine Powis

**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
Sara Tucci	*Principal or Designee	
Rachel Cohn	*UFT Chapter Chairperson or Designee	
Jennifer Santana	*PA/PTA President or Designated Co-President	
Albert L. Arbelo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Madalena Causi	Chairperson, Second Grade Teacher	
Linda Bolger	Secretary, First Grade Teacher	
Leigh Pena	Dual Language Teacher	
James Powers	AIS Teacher	
Almas Alidina	Parent	
Elena Pascual	Parent	
Monica Lopez	Parent	

\* 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**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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

The Louis F. Simeone School 7Q, is a barrier free school located in the Elmhurst section of Queens, New York. Our building opened in 1994 and provides a child-centered, stimulating learning environment for approximately 1,197 students in grades Kindergarten through Grade 3. Due to overcrowding, as of September 2003, our fourth and fifth grade students moved to the 51<sup>st</sup> Avenue Academy. In September 2004, the Academy became a separate and independent entity, P.S. 877Q.

Our school works in conjunction with external organizations in order to meet our student's needs. We work in collaboration with Teachers College in implementing our reading and writing curriculum. Teachers College staff developers work with teachers in implementing reading and writing workshop units of study. In addition, we also work with Queens Child Guidance. Members of their staff come to our school to help students deal with emotional problems.

We have also provided a number of educational resources and programs for our parents, such as: Parent Lending Library and Mommy & Me classes, to provide our parents with resources to promote social skills, oral language development and kindergarten readiness skills. We also provide workshops on different curriculum areas and ESL classes. We have also instituted a new Enrichment/Literacy program to provide enrichment activities for higher achieving students which include: small group pull-out instruction, push-in after school during extended time, chess club, strategic games, and programs in the arts.

We are continuing to provide more technology in the classrooms. A grant provided by Councilwoman Helen Sears, helped us to supply classrooms with more laptops. As a result, students are able to have access to educational software which helps to differentiate individual instruction in math and reading. We have introduced the use of smart boards in some classrooms and plan to increase the number of classrooms using them in the future.

**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					
<b>School Name:</b>	P.S. 7Q				
<b>District:</b>	24	<b>DBN #:</b>	24Q007	<b>School BEDS Code #:</b>	34-24-00-01-0007

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					95%	95.1%	95.3%		
Kindergarten	325	263	340						
Grade 1	271	291	307						
Grade 2	303	251	271	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	254	263	279		1125	1137	1138		
Grade 4									
Grade 5									
Grade 6				<b>Eligible for Free Lunch:</b> (% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					70%	63%	73.5%		
Grade 8									
Grade 9									
Grade 10				<b>Students in Temporary Housing:</b> (Total Number as of June 30)	2006	2007	2008		
Grade 11					0	2	7		
Grade 12									
Ungraded Elementary									
Ungraded Secondary				<b>Recent Immigrants:</b> (Total Number as of October 31)	2006	2007	2008		
Total					176	156	90		
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	4	4	5						
No. in Collaborative Team Teaching (CTT) Classes	3	4	3	Principal Suspensions	2	1	3		
Number all others				Superintendent Suspensions	0%	0%	0%		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	43	54	58	Early College HS Participants			
# in Dual Lang. Programs	0	0	11				
# receiving ESL services only	596	600	646	<b>Number of Staff:</b>			
# ELLs with IEPs	64	77	84	(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	98	97	94
				Number of Administrators and Other Professionals	12	11	11
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	18	17	16
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(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%	100%
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	92%	91%	92%
Black or African American	1.0	.90	.78	Percent more than five years teaching anywhere	90%	87%	84%
Hispanic or Latino	42.0	45.3	43.09				
Asian or Native Hawaiian/Other Pacific Isl.	49.0	46.2	49.92	Percent Masters Degree or higher	100%	96%	93%
White	8.0	7.31	6.04	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
Multi-racial	0	0	.17				
Male	50.70	51.71	51.71				
Female	49.30	48.29	48.29				

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

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level	
	ELA:	Improvement (Year 2)		ELA:	N/A
	Math:	Good Standing		Math:	N/A
	Science:	N/A		Grad. Rate:	N/A

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	249	274	N/A			
<b>Ethnicity</b>						
American Indian or Alaska Native	0	0				
Black or African American	5	6				
Hispanic or Latino	153	149				
Asian or Native Hawaiian/Other Pacific Islander	110	112				
White	7	7				
Multiracial	0	0				
<b>Other Groups</b>						
Students with Disabilities	40	38				
Limited English Proficient	122	118				
Economically Disadvantaged	248	249				
Student groups making AYP in each subject	Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander	Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander				

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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	N/A	Overall Evaluation:	
Overall Score	N/A	Quality Statement Scores:	
Category Scores:	N/A	Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	N/A

**UPDATED – OCTOBER 2008**

Additional Credit		Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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?
- 

A review of the school's data shows several student performance trends and indicators of progress. In the 2007 – 2008 school year, student performance on the English Language Arts test results increased 6% from 64% to 70%. General trends indicate that the number of English Language Learners scoring at levels 1 and 2 has decreased. In the 2006 – 2007 school year, 26% of ELL students scored level 1 compared to 2007 – 2008 when 14% scored level 1. Likewise for level 2, 36% of ELL students scored level 2 in 2006 – 2007, compared to 14% of ELL students who scored level 2 in 2007 – 2008. This decrease in levels 1 and 2 for English Language Learners may be attributed to the increased focus during professional development on vocabulary instruction and oral language development. These areas of instruction will continue to be a focus for the 2008 – 2009 school year.

In addition, the gap between genders has decreased. In the 2006 – 2007 school year, 63% of girls scored at level 3 compared to 54% of boys. There was a 9% gap between the two genders. In the 2007 – 2008 school year, 32% of girls scored level 3 compared to 26.8% of boys. The gap decreased by 6%. An increase in male friendly topics and characters in classroom leveled libraries has contributed to an improvement in male performance. This also continues to be a focus for the 2008 – 2009 school year in order to further decrease the gap between boys and girls.

Math scores have also increased 6% from 87.5% in 2006 – 2007 to 93% in the 2007 – 2008 school year. The percentage of students scoring at levels 1 and 2 has decreased. 10% of students scored at level 2 in 2006 – 2007, whereas 5% scored at this level in 2007 – 2008. There was an increase in level 3 performance from 49% in 2006 – 2007 to 57% in 2007 – 2008. This upward trend in level 3 may be the result of an increased use of math manipulatives, conferring with students and small group instruction. We believe that the increased use of balanced literacy in math may have also contributed to the increase of scores. The math coach and math consultant also assist teachers in planning for their math block in regards to using manipulatives, and small group instruction. Teachers and parents have been provided with various workshops focusing on differentiated instruction and higher order thinking to help the students with problem solving strategies. In addition, more math manipulatives were purchased, as well as literature to supplement lessons. As indicated by the Needs Assessment Survey, teachers felt that they needed more professional development on how to manage the Everyday Math curriculum within the math block. The focus for the 2008 – 2009 school year will be to assist teachers with management of lessons, as well as an increased use of balanced literacy within the math block.

Inquiry Team members focused on second grade students scoring in the bottom third, consisting mostly of ELL students. In examining Teachers College running records and ECLAS results, it was found that students were deficient in decoding, therefore, there was an increased focus in word study. Students showed progress in reading levels. As decoding skills strengthened, it was revealed that students struggled with comprehension. As a result, for the 2008 – 2009 school year, there will be an increase in professional development to provide teachers with the opportunity to learn how to use technology and various spreadsheets to accurately track student assessments, and identify various needs in comprehension sub-skills. This will enable teachers to differentiate instruction in order to attain a stronger grasp on how to group students based on common strengths and weaknesses.

The Quality Review also summarizes the school's strengths and accomplishments. The suggestions from the 2006 – 2007 Quality Review were followed through and implemented for the 2007 – 2008 school year. For example, one goal from the 2006 – 2007 was to refine plans to include short term goals and timelines so the school can measure progress towards its targets and make changes as necessary. The school needed to develop mechanisms to extend the sharing of school goals and plans to all constituencies. This has been successfully accomplished during the 2007 – 2008 school year. For instance, the school goals were shared with the staff during the first faculty meeting and have been revisited during grade conferences throughout the year to decide what is and is not working. Professional Development was provided for teachers on how to utilize assessments to devise goals for students. Parents were notified of these goals during Parent Association meetings. Parents were also notified of student's progress and teacher goals for their child. Letters are sent home notifying parents of their child's present reading levels, as well as future goals for reading levels.

Another suggestion was to extend the good relationship with parents to include a greater focus on supporting parents to help their children achieve. In order to meet this goal, a Mommy & Me Program was developed. Young children along with their parents are invited to build a good literacy and social foundation. In addition, parent workshops are offered monthly to advise parents of how they can help their children in many different areas such as literacy, math, science, and social studies. There was also an increase in the languages that letters are translated into. Meet the Teacher Night allows parents to acquaint themselves with their child's teacher, along with expectations for the school year. We have also continued to provide parents with ESL classes. Family Math Night allows parents together with their children to develop a better understanding of mathematical concepts and skills through the use of manipulatives and games.

The school continued to develop programs and resources to meet the needs of higher achieving students as well. High achieving students have been recognized through the development of an enrichment program. An enrichment teacher was hired. A chorus was developed, as well as an enrichment program that focuses on content area projects. Science Clubs were formed led by science cluster teachers. In addition, teachers were trained on how to teach students to play chess. Enrichment is also provided by classroom teachers on a weekly basis based on students' needs and interests.

The suggestions for the areas of improvement involve building upon what the school is already doing. The school was asked to build upon the effective use of assessments to back map skills identified in summative assessments and examine the curriculum in K – 3.

In addition, the school should maximize the existing collaboration between classroom teachers and content specialists to develop a deeper understanding of best practices across content areas. This corresponds with the science and social studies section of the Needs Assessment survey. Most teachers felt they needed more knowledge regarding the science and social studies curriculum.

The Quality Review results considered the school Well Developed with Outstanding Features. The school was considered “Excellent” in regards to organizational systems around data collection. Clear expectations have been set on every grade and in every classroom, allowing for collaboration towards students’ and teachers’ growth. Creative parental outreach has established the expectation that parents are welcomed as equal partners in their children’s academic and personal growth. The school was considered “Outstanding” for having created unique systems and approaches to parental outreach thereby increasing parental involvement. Further accomplishments include an increase in student attendance. Parents are continuously contacted to ensure that students are in school. The number of referrals has decreased. This may be due to new programs such as Headsprout and Foundations which are phonics-based. Award Reading was also implemented in some classrooms including ESL classrooms. This program focuses on vocabulary development through themes. Through the ELLAC Meetings teachers provided feedback and discussed how it did not meet the needs of the students, as does Balanced Literacy.

Coaches and staff developers continue to support the school in its improvement efforts. Through staff development, teachers can gain a deeper understanding on how to analyze data, and thus use data to plan for instruction. In addition, several self contained ESL classes have been formed to meet the needs of the English Language Learners, as well as four bilingual classes. In order to overcome any barriers towards further improvement, there needs to be a positive school culture and climate where every staff member is willing to accept and embrace changes in school policy and instructional process.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, 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. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Literacy**

- By June 2009, 10% (26 out of 263) of students in grade 3 will perform at level 3 or more in reading as measured by the Teachers College Reading Running Records (*Fountas & Pinnell Levels*).

### **Inquiry Team**

- By June 2009, the work of the Inquiry Team will be expanded to grades K – 3 to include recommendations given by the 2007-2008 Quality Review Team as measured by minutes, agendas, and student results/data.

### **Math**

- By June 2009, 10% (27 out of 263) of students in grade 3 will perform at level 3 or 4 in problem solving skills in mathematics through the use of Balanced Literacy strategies as measured by math writing rubrics and math portfolios.

### **Enrichment**

- By June 2009, 100% of the targeted students in the enrichment pull out program, (grades 1 - 3), as well as all students in the classroom will participate in activities driven from various enrichment models as measured by their enrichment portfolios, independent research projects, work folders and extension menus /evaluations.

### **English Language Learners**

- By June 2009, 10% of our 27 English Language Learners in grade 3 performing at the beginning level will increase their level to intermediate as measured by the NYSESLAT.

**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 schools that received a C for two consecutive years, 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):** LITERACY

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2009, 10% (26 out of 263) of students in grade 3 will perform at level 3 or more in reading as measured by the Teachers College Reading Running Records (<i>Fountas &amp; Pinnell Levels</i>).</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Teachers will participate in monthly differentiated professional development: TC calendar days, lab-sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, inter-visitation, and one-on-one support as provided and monitored by administrators, literacy coaches and TC Staff Developer.</li> <li>➤ Teachers will ensure students will receive 10 books to take home every week.</li> <li>➤ Students will be assessed quarterly (October, January, March and May) by the classroom teacher through the Teachers College Running Records, 2 times a year in ECLAS 2, and the Writing Continuum to determine flexible grouping, and differentiated instruction.</li> <li>➤ Teachers will ensure 3rd grade students’ reading logs are collected every month to assess reading stamina.</li> <li>➤ AIS and/or ESL teachers will provide literacy/language support services to students of all grades depending on reading assessment and NYSESLAT results.</li> <li>➤ AIS, ESL, and classroom teachers will instruct at risk students during after school program, extended day and ESL Early Bird.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>➤ Principal, Assistant Principals and classroom teachers, AIS Providers, Literacy Coach.</li> <li>➤ Title I, Title III, Targeted assistance PCEN, Tax Levy, Special Needs, Early Grade Class Size Reduction.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Administrators, coaches, classroom teachers and AIS specialists will periodically review the following instruments of measure to evaluate students and plan accordingly to increase students reading levels (from levels one to level two etc.)</p> <p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>➤ Evidence of best teaching practices, classroom organization, and environment being implemented in the classroom by formal/informal observations, and walkthroughs using a checklist for reading.</li> <li>➤ Evidence of flexible grouping</li> <li>➤ Lesson plans</li> <li>➤ Reading summary logs</li> <li>➤ Students' Book Bags</li> <li>➤ Conference notes</li> </ul> <p><b>Monthly:</b></p> <ul style="list-style-type: none"> <li>➤ P.D. agendas and attendance to indicate teacher participation in professional development.</li> </ul> <p><b>Quarterly:</b></p> <ul style="list-style-type: none"> <li>➤ Running Records</li> </ul> <p><b>Semi Annually:</b></p> <ul style="list-style-type: none"> <li>➤ ECLAS2</li> </ul>

**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 schools that received a C for two consecutive years, 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**                    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2009, the work of the Inquiry Team will be expanded to grades K – 3 to include recommendations given by the 2007-2008 Quality Review Team as measured by minutes, agendas, and students’ results/data.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Members of the Inquiry Team will meet once a week to monitor students’ academic progress as measured by the weekly attendance, agendas and minutes taken during the meetings. Members of the English Language Learners Advisory committee. (ELLAC) will meet once a month to monitor student progress and to assess instructional programs to better meet the needs of the English Language Learners.</li> <li>➤ Monthly professional development will be provided to the members of the Inquiry Team by administrators and coaches.</li> <li>➤ Inquiry Team will turn key to staff monthly.</li> <li>➤ Data specialist will provide 3<sup>rd</sup> grade teachers, Inquiry team, AIS, and ESL teachers with training on Aris and Acuity.</li> <li>➤ Teachers will be provided with monthly professional development by administrators and coaches on how to analyze and interpret data, set goals with timeframes and plans of actions to effectively differentiate instruction to develop school wide priorities.</li> <li>➤ Monthly collaboration and articulation of best teaching practices, analyzing data and discussing student performance will be increased between classroom teachers and content specialists as measured by the congruence records and planning periods.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>➤ Principal, Assistant Principal, Classroom Teachers, Inquiry Team and Data Specialist Funds.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>➤ Members of the different Inquiry Teams (seven teams) meet to analyze student assessment results and suggest best teaching practices to modify curriculum to increase students' levels.</li> <li>➤ Teachers and members of the Inquiry Teams will use the following assessments to evaluate students and develop plan of actions with time frames to help students increase academic performance: <ul style="list-style-type: none"> <li>➤ Writing portfolios</li> <li>➤ ECLAS2</li> <li>➤ Acuity</li> <li>➤ Conference notes</li> <li>➤ TC Writing Narrative Continuum</li> </ul> </li> </ul> <p><b>Monthly:</b></p> <ul style="list-style-type: none"> <li>➤ Progress of the Inquiry Team is to turnkey to staff during grade and faculty conference to increase awareness and communication regarding Inquiry Team activity.</li> </ul> <p><b>Quarterly:</b></p> <ul style="list-style-type: none"> <li>➤ Inquiry Team progress is communicated through a newsletter.</li> </ul>



	<p>position and ensure the availability of Project Arts allocations. All teachers are highly qualified.</p> <ul style="list-style-type: none"> <li>➤ The administrators and classroom teachers are responsible for establishing a weekly period of enrichment, which may focus on any of the content areas, including the arts.</li> <li>➤ The enrichment teacher will coordinate and facilitate the presentation of multicultural assembly programs in the areas of dance, drama and music. All students will attend at least 8 assembly programs per year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>➤ Principals, Assistant Principals, Enrichment Teachers. Classroom teachers, Teaching artists, Arts organization coordinators.</li> <li>➤ Fair Student Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will attain an independent reading level that is at least one level higher than the expectations for the students' grade at the specific time by one or more as measured by TC running records.</p> <p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>➤ Program cards for music teacher</li> <li>➤ Program cards for enrichment teacher</li> <li>➤ Daily schedule for classroom teachers</li> <li>➤ Student products in alignment with recognized enrichment models including Blooms Taxonomy, Brainstorming and questioning, Thinking Caps and Renzulli model.</li> <li>➤ Pictures of students performing in Spring Concert, Ballet Hispanico and classroom presentations are available on an ongoing basis.</li> <li>➤ Attendance of students participating in enrichment programs</li> <li>➤ Agendas and lesson plans</li> </ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>➤ Announcements of art events and special projects</li> <li>➤ Portfolios</li> </ul> <p><b>Monthly:</b></p> <ul style="list-style-type: none"> <li>➤ Purchase orders for arts consultants and enrichment materials to ensure maintenance of scheduled programming.</li> <li>➤ Invoices paid to Project Arts providers will be reviewed.</li> </ul> <p><b>Bi Monthly</b></p> <ul style="list-style-type: none"> <li>➤ Review of TC Running records</li> </ul> <p><b>Semi Annually:</b></p> <ul style="list-style-type: none"> <li>➤ Professional Development agendas and sign in sheets.</li> </ul> <p><b>Annually:</b></p> <ul style="list-style-type: none"> <li>➤ Posting for the enrichment, music, art and science positions.</li> </ul>

**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 schools that received a C for two consecutive years, 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):** English Language Learners

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2009, 10% of our 27 English Language Learners in grade 3 performing at the beginning level will increase their level to intermediate as measured by the NYSESLAT.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Professional Development will continue to be provided monthly by school coaches, TC staff developers and ICI network staff for teachers in all components of Balanced Literacy and best teaching practices in order to strengthen teacher’s ESL methodologies and approaches.</li> <li>➤ Administrators, coaches, data specialist, and classroom teachers will monthly assess ELL progress by monitoring assessments such as, Running Records, and the Language Acquisition Checklist for ELL students.</li> <li>➤ Teachers will ensure students’ reading stamina is increased monthly.</li> <li>➤ Teachers will ensure students’ book bags are monitored monthly to determine just right books.</li> <li>➤ Hire Bilingual ESL Coach and Bilingual and ESL teachers.</li> <li>➤ Utilize Contract for Excellence Funds to support the instructional programs and materials.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>➤ Principal, Assistant Principals, classroom teachers, AIS Providers, Bilingual/ESL Literacy Coach</li> <li>➤ Contract for Excellence Fund, Title III, Fair Student Funding, Title I, Part 154</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

Administrators, coaches, classroom teachers and AIS specialists will periodically review the following instruments to insure that grade 3 students performing at the beginning level will progress to the intermediate level in all four modalities of language (listening, speaking, reading and writing.)

**Daily:**

- Classroom teachers and AIS specialists will review student writing and conference notes to effectively plan instruction geared to increase students' ability to use language in all four modalities.
- Classroom teachers and AIS specialists confer with students daily to assess improvement and determine needed skills.
- Lesson Plans and program cards.
- Supervisory walkthroughs and formal/informal observations

**Weekly:**

- Study Group-attendance sheets and minutes
- ELL Language Acquisition Checklist

**Bi-Monthly:**

- Running Records

**Monthly:**

- Professional Development agendas and attendance

**Quarterly:**

- Portfolios

**Semi-Annually:**

- ECLAS 2
- Parental Choice Program
- Results of regular and interim assessments



	<ul style="list-style-type: none"> <li>➤ Through the collection and interpretation of math data, administrators and math coach will provide staff members with quarterly professional development to effectively differentiate instruction for students through small group and partner work.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>➤ Classroom Teachers, AIS Math Teacher, Math Coach, Math Consultant, SETSS Provider, Test Prep Classes, Extended Day Title I, Title II, Title III, Tax Levy, 504, PCEN, Part 154, Fair Student Funding, Mayors Early Grade</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Administrators, math coach, math specialist and classroom teachers will periodically review the following instruments of measure to ensure that 10% of students in grade 3 will increase their problem solving skills in mathematics:</p> <p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>➤ Math Journals</li> <li>➤ Math Notebooks</li> <li>➤ EDM checklists</li> <li>➤ Conference notes</li> <li>➤ Evidence of small group work and partner work (differentiated instruction)</li> <li>➤ Alignment of NYS math goals</li> <li>➤ Lesson plans reflecting the problem solving and the communication strands</li> <li>➤ Classroom visits/daily walkthroughs by the supervisors, math coach and math consultant</li> </ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>➤ EDM checklists</li> <li>➤ Conference notes</li> <li>➤ Formal and informal classroom observations using a checklist</li> </ul> <p><b>Monthly:</b></p> <ul style="list-style-type: none"> <li>➤ EDM checklists</li> <li>➤ Classroom and hall bulletin boards displaying students' math work</li> <li>➤ Conference notes</li> <li>➤ Professional Development attendance and agendas</li> </ul> <p><b>Quarterly:</b></p> <ul style="list-style-type: none"> <li>➤ Portfolios</li> </ul> <p><b>Semi Annually:</b></p> <ul style="list-style-type: none"> <li>➤ Math Writing Portfolios</li> </ul>

## **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: CONTRACTS 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	24	0	N/A	N/A	22	N/A	0	13
1	255	0	N/A	N/A	40	N/A	0	16
2	234	0	N/A	N/A	18	N/A	0	21
3	280	140	N/A	N/A	21	N/A	0	18
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>➤ Kindergarten and 1<sup>st</sup> grade teachers are using the Foundations Phonics program with all of their students during the school day. Some second grade teachers are using Foundations with a small group of students during the school day.</li> <li>➤ Headsprout is an individualized computer program that teaches phonics, decoding and comprehension skills. It is provided during the school day as well as during extended day/37 ½ minutes.</li> <li>➤ Wilson is utilized in small groups with 3<sup>rd</sup> grade students. This program is used during the school day. It teaches decoding and encoding skills through daily drills.</li> <li>➤ Academic Intervention Support staff work with 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students during the school day. They work with at risk students in small groups, or one-on-one, based upon student assessment and consultation with the classroom teacher. This provider frequently collects data to plan for instruction and monitors student progress.</li> <li>➤ Test preparation program for the English Language Arts Exam was provided for 3<sup>rd</sup> grade students before and after school in order to reinforce and practice strategies and skills taught in the classroom.</li> <li>➤ Early Bird/After School English as a Second Language program is provided to 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> grade students before and after the school day. Students are taught both one-on-one, or in small groups in order to assist them in building basic language skills in listening, speaking, reading and writing.</li> <li>➤ Lexia, an individualized computer program that teaches phonemic awareness and decoding is offered during the school day to the special education students in a 3<sup>rd</sup> grade collaborative team teaching class.</li> <li>➤ Extended Day, 37 ½ minutes, Monday through Thursday after school is geared toward at risk students in grades K-3. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance one-on- one and in small groups.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>➤ Academic Intervention Support provider for math works with small groups of third grade students during the school day in order to assist them in attaining state math standards.</li> <li>➤ Test preparation program for the New York State Mathematics Test provided for 3<sup>rd</sup> grade students before and after school in order to reinforce and practice strategies and skills taught in the classroom.</li> <li>➤ Extended Day, 37 ½ minutes, Monday through Thursday after school is geared toward at risk students in grades K-3. It reinforces and reviews strategies and skills taught in the</li> </ul>

	classroom to improve academic performance one on one and in small groups.
<b>Science:</b>	<ul style="list-style-type: none"> <li>➤ Differentiated instruction is provided in small group work during the day by classroom and science cluster teachers</li> <li>➤ AIS Science instruction is implemented with at risk students during the 37 ½ minute extended day period. Instruction reinforces science skills learned in the classroom to help improve academic performance and better prepare students for the upcoming 4<sup>th</sup> grade test.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>➤ Differentiated instruction is provided in small group work during the day by classroom and social studies cluster teachers</li> <li>➤ AIS social studies instruction is implemented with at risk students during the 37 ½ minute extended day period. Instruction reinforces social studies skills learned in the classroom to help improve academic performance.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>➤ Guidance counseling addresses emotional, social and behavioral needs/weaknesses in order to improve student achievement with students in grades K – 3, one-on-one, and in small groups during the school day.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>➤ Social worker will meet with some kindergartens, 1<sup>st</sup> grade 2<sup>nd</sup> grade students one-on-one during the school day.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>➤ The occupational therapist and physical therapist meet with students during the school day one-on-one in order to meet their needs, specified on their Individualized Educational Plans.</li> <li>➤ At Risk speech is offered to students in grades K – 3 during the school day one-on-one and in small groups, to meet their needs specified on their Individualized Educational Plans.</li> </ul>

## 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.

### **Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual \_\_\_ ESL  Both      Number of LEP (ELL) Students Served in 2007-08: 635  
(No more than 2 pages)

- I. Instructional Program for ELL students (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:

#### **I Instructional Program for ELL Students**

The programs offered at P.S. 7: freestanding ESL, Transitional Bilingual Education, and the Dual Language program are aligned with parent requests, as well as mandates of C R Part - 154. ESL teachers deliver the ESL instruction through a push-in team-teaching model during a 90-minute literacy block, i.e. Writing/Reading workshops, Word Work, Shared Reading and Read Aloud.

The composition of classes in P.S. 7 determines the variety of programs set in place at the school. P.S. 7 has 54 classes with a total number of 1,197 students. Classes with ELL students in them constitute about 78% of all classes. In grades K-3, students will receive single or double periods of ESL instruction as mandated. All ELL students will be grouped within the classes according to their language proficiency levels to meet their instructional needs.

##### ***Kindergarten***

3 self contained ESL classes (*English*); 1 Transitional Bilingual Education class (TBE) (*Spanish/English*); 2 Dual Language classes (DL) (*Spanish/English*); 1 12:1:1 Special Education class (*English*); 5 general education classes with ESL services (*English*); 3 General education non-service class (*English*).

##### ***First Grade***

2 Self-contained ESL classes (*English*); 1 TBE class (*Spanish/English*); 1 Collaborative Team Teaching Bilingual class (CTT) (*Spanish/English*); 1 Special Education class (*English*); 5 General education classes with ESL services (*English*); 4 General education non-service classes (*English*).

### **Second Grade**

1 TBE class (*Spanish/English*); 1 CTT class (*English*); 1 Special Education class (*English*); 7 General education classes with ESL services (*English*); 1 General education non-service classes (*English*).

### **Third Grade**

1 CTT class (*English*); 1 Special Education class (*English*); 1 Special Education Bilingual class (*Spanish/English*); 5 General education classes with ESL services (*English*); 5 General education non-service classes (*English*).

### **Free Standing English as a Second Language (ESL) Program**

Students in Free Standing English as a Second Language programs receive all instruction in English, in compliance with NYS CR -Part 154. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies.

### **The Dual Language Program (*Spanish/English*)**

The Dual Language program launched during 2008-2009 school year is developmental and language-enriched. English proficient and native language (Spanish) proficient students are paired to receive instruction in two languages. All students in Dual Language programs develop their second-language skills while learning content knowledge in both languages. This program accepts children from different ethnic backgrounds as long as they meet the requirements.

Students are expected to build academic skills in their first language and eventually transfer these skills to a second language. English Language Learners and English Proficient (EP) students are linguistically integrated for all content area instruction. These students are also expected to comprehend, speak, read and write in both languages upon their completion of a Dual Language program.

### **Bilingual Education Program (*Spanish*)**

In a TBE class Spanish and English will be taught as per the LAP, in a 60% to 40% model because the students are at the beginning and intermediate levels. As students' English proficiency improves instruction in English will increase and instruction in Spanish will decrease. In the ESL program, the school will continue to ensure that students receive the required amount of ESL/ELA Instruction.

The Bilingual Grade 3 Special Education population is serviced in a bilingual 12:1:1 setting. This class will be taught by a Bilingual certified Special Education teacher. All students receive instruction and related services in English and Spanish, as per the NYC Department of Education LAP Guidelines, in accordance with CR Part 154 and their Individualized Education Plan (IEP). The student's IEP and/or NYSESLAT/LAB-R scores will solely determine entry into and exit from this program.

The Bilingual classes and the Bilingual self-contained Special Education class include an ESL component designed to develop English language skills and assist each ELL student in attaining English language proficiency.

Instruction in these classes also includes a Native Language Arts (NLA) component designed to develop all four-language modalities in Spanish. Content area instruction: science, social studies, and mathematics will be taught both in Spanish and English using ESL strategies and instructional scaffolding techniques. New concepts will be presented in the students' native language. A linguistic summary will always be provided in English at the end of the lesson. Content area instruction will be aligned with New York City and New York State content and performance standards.

**UPDATED – OCTOBER 2008**

In all programs at P.S.7 multiple assessments, e.g. student portfolios, city and state standardized tests, informal assessments; ECLAS and Language Acquisition Checklist are used to drive content area instruction as well as language development.

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In order to boost/facilitate language acquisition, literacy skills and knowledge in content area all ELL students in grades K-3 will receive services by AIS personnel on an on-going basis.

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All teachers in P.S. 7 meet qualification requirements. Of the 90 teachers assigned to PS 7, 100% are licensed and permanently assigned. All ESL, Bilingual and Dual Language Teachers are fully certified. The majority, 84% have a minimum of 5 years experience. There is a high rate of teacher stability (83% of teachers have taught at PS 7 for two or more years) in our school. Over 93% of our teachers have a masters degree or higher.

ESL teachers employ various approaches within the framework of TC Reading/Writing Workshop models. There is explicit evidence of ESL instruction in each program.

- Instructional materials are standards-based and age-appropriate.
- Classroom libraries offer students multiple entry points (leveled book libraries)
- Materials used in the classroom are appropriate for students' proficiency levels as determined by the LAB-R and NYSESLAT results.
- Most of the classes have libraries in students' native languages.
- Word Walls in classrooms provide support for building up skills in phonemic awareness, phonics and writing. Centers for task-based activities are in place in every classroom.
- Students' individual portfolios with collected reading and writing products reflect their progress.

### **Technology**

P.S 7 provides technology based-instruction. Each classroom K-3 is equipped with laptops or stationary computers with access to instructional programs both for literacy and content area. The school also boasts a fully equipped computer lab. Some Smart Boards are in use in some classrooms to facilitate instruction. The students also have access to listening centers with rich libraries of books on tapes.

### **School Based Supervisory Support**

School based supervisory support includes administration, Data Inquiry Team (DIT) and Academic Intervention Team (AIT) that meet once a week to monitor students' academic progress; English Language Learners Advisory Committee (ELLAC) that meets once a month to monitor student progress and assess instructional progress.

### **External Organizations**

P.S. 7 utilizes external organizations such as Columbia University, Teachers College, Supreme Evaluation Services (SES), Adult ESL program through CWE (Consortium for Worker Education) as well as Learning Leaders to provide curricular programs, professional development, extra-curricular activities for children and learning experiences for their parents.

The parent orientation sessions are provided for parents of new admits. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) languages provides parents of newly enrolled ELL students in the New York City school system with an explanation of their right to choose educational options for their child as per the Commissioners Regulations. Based on the information provided by parents in the Home Language Questionnaire the students are administered the Lab-R in compliance with NYS mandates.

Students are placed within 10 days of enrollment in the appropriate program. Parents may opt out of Bilingual Education, but may not opt out of ESL instruction. If parents do not select a program, the student is automatically placed in a Bilingual class, if it is available; otherwise, the student is placed in a class with ESL services.

Each spring ELL students are retested to evaluate their English proficiency level using the NYSESLAT. ELL students that continue to score below a certain level of English proficiency continue to be entitled to ESL services.

Teachers of ELL students use the data from multiple assessments to make informed decisions on language development for subject-area instruction. Data centers in each classroom include assessment binders in reading, writing and math, consisting of periodic assessments, writing portfolios, ECLAS-2, El Sol, La Cartilla, the Language Acquisition Checklist and results of NYSESLAT.

## **IA**

### **Curricular Programs**

Differentiated ESL instruction is provided within the Balanced Literacy model, which includes Reading and Writing Workshop, Read Aloud, Shared Reading, Word Study and Interactive Writing, as well as small group work, such as guided reading and strategy lessons and one on one conferring. Instruction is driven by NYS standards, the units of study provided by Teachers College for reading and writing, and ongoing assessment. In regards to word study, teachers follow Month-by-Month Phonics by Patricia Cunningham, Foundations and Phonics Lessons by Fountas and Pinnel. There is a daily schedule to ensure that all the components of balanced literacy are being addressed. Reading and Writing workshop occur daily following TC curricula and the architecture of the lesson. ex. Mini-lesson, guided reading, conference etc.

Both formal and on-going informal assessments help teachers to identify the remediation that is needed. Academic Intervention Programs include Head Sprout, Foundations and Wilson. In addition, other intervention and enrichment services include Extended Day as well as Saturday and Early Bird Programs to help students meet the standards.

All teachers are trained to employ and scaffold instruction using various approaches. Total Physical Response, the Cognitive Academic Language Approach (CALLA), Sheltered English and Language Experience Approach within the framework of Teachers College Reading/Writing workshop model.

The mathematics workshop model at P.S. 7 infuses the revised NYS Mathematics Standards with the Everyday Mathematics Program. Tasks are designed to promote computational fluency, procedural fluency and problem solving through engaging games, specific use of manipulatives and graphic organizers that support visual learners, as well as students with organizational difficulties. Content language is supported through Accountable Talk, word wall development and written responses.

**UPDATED – OCTOBER 2008**

Students are provided with remediation by AIS support as well as the classroom teacher during the math workshop and by a Math Cluster teacher. Science includes context-embedded experiences that engage ELL students in all language modalities, Speaking, Listening, Reading and Writing. Second and Third grade classes are provided with two periods of science by a science cluster teacher. K – 1 classes are provided with one period of science by a cluster teacher.

### **Extra-Curricular Programs**

Under Title 111 Part A of NCLB, the following are the Early Bird/ after school funded programs provided at P.S. 7:

- ELA and Math Test preparation programs where 50% of the students participating are ELL students. The program is offered 3 days a week for one-hour sessions by certified ESL/Bilingual teachers.

Supreme Evaluation is PS 7Q's in-house educational provider for supplemental services in reading and math for those children needing early intervention in grades K-3. The service is provided three days per week from 3:15 -4:45 p.m. as well as on Saturday morning, with a maximum CAP of 10 students per classroom. Looking at the data from our past year, the students who qualified for Supplemental Educational Services were low income with the majority being comprised of our ELL student population.

Enrichment during 37-½ minutes block

Targeted students including ELL students participate four times a week during the 37-½ minutes/extended time in a science club, and chorus.

- 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.

### **II Parent/Community**

The Parent Coordinator sponsors many school-related activities. Parent workshops are held throughout the year to address Kindergarten Orientation, ELL, How to Help Your Child Succeed in School, Discipline, SES (Supplemental Education Services), Math, N.Y. State Math Test, Literacy, N.Y. State ELA Test, NYSESLAT Test, Science, Social Studies, Art, Holiday crafts, Immigration, Health Issues, Nutrition, and Learning Fun in NYC, amongst others. Flyers are sent home in English, Spanish, & Chinese. Most flyers are sent to the translation unit for translation. If they cannot provide services within reasonable time, P.S.7 translates in-house using services of staff.

The school also provides parent outreach by holding ESL classes for parents, Family Nights, lunches, Saturday Art workshops, and scheduled outings for the students and their families, for example, baseball games and ballet shows.

The Parent Coordinator organizes an Adult ESL Program through CWE (Consortium for Worker Education). Two part-time teachers provide classes three mornings per week in the Cafeteria for Beginners and Intermediate/Advanced students.

P.S.7 also works with Learning Leaders to provide training for parents to help their children at home and to assist in the school if time and schedules permit.

**UPDATED – OCTOBER 2008**

The Parent Association is active in our school. They hold meetings each month in the evening and inform parents of activities in the school.

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

A kindergarten orientation led by the Principal, Assistant Principal, Bilingual Specialist, Parent Coordinator, Nurse Practitioner and Kindergarten Teachers, is held each June to ease the transition of our newly enrolled Kindergartners. A handbook that will help ready their children for the first day of school is given along with other materials. Parents of all grades will also have the opportunity to meet their child's individual teacher in September of each year to learn how to enable their child to meet the standards in all curriculum areas. A Parent Coordinator is available to support the needs of all parents and offer ideas on how they can help their children. A parent newsletter will provide pertinent information on how parents can assist their children to meet or exceed the standards in all curriculum areas. These orientations are ongoing throughout the year for all new admits.

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.

Teachers participate in monthly professional development: TC calendar days, lab-sites, in house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, inter-visitation, and one-on-one support by literacy coaches and teacher supervisory conferences.

The following areas will be addressed during professional development meetings:

- Basic interpersonal communication versus cognitive academic language proficiency.
- Language Acquisition Stages and check list
- ESL methodology and strategies with the workshop model and units of study.
- The importance of meaningful context-embedded tasks to support the language and cognitive needs of ELL students.
- Differentiated instruction to meet individual needs of ELL students. (Focus on oral language development for beginners and intermediates)
- Providing ELL readers with the support they need to take the ELA, NYSESLAT, Science and Math exams.
- Cultural sensitivity toward LEP students coming from diverse ethnic backgrounds and infusion of multicultural themes in the school curriculum.
- Scaffolding and instructional strategies for teaching ELL students in all content areas.
- Strategies needed to prepare ELL students to meet city and state standards and provide teachers with a clear familiarity of ELA, NYSESLAT, CTB and others.

Study groups will be conducted specific to the needs of ELL students focusing on literacy such as, *Learning in a Second Language* by Pauline Gibbons, *Amazing English* by Teresa Walter and *Classroom Discussions* by S. Chapin

Some of the Professional Development Meetings:

April 2008 How to Teach Word Study to ELL students, May 2008 – Introduction to Dual Language, August 2008 – Classroom Environment for ELL students, September 2008 – Methodologies and Strategies for ELLS using Teacher College Model, November 4, 2008 – Instructional Strategies to Develop Literacy December 2008 – Discussion of the book *Amazing English* by T. Walter and the Stages of Language Acquisition, January – Differentiated Instruction to meet the needs of ELL students etc.

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

The following support services are provided for ELL students: AIS for reading and math, Academic Intervention Services (AIT) for students at risk, Data Inquiry Team (DIT) for bringing low performing students across all grades up to grade level.

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 ELL students who are in a bilingual program.

The assessments the bilingual teachers use to assess the level of native language development and proficiency of the students are: El Sol, Spanish LAB-R, Teachers College Running Records in Spanish, teacher made assessments, oral language development, guided reading, conferring, math portfolio assessment in Spanish, and writing portfolios. In addition to the above assessments, the Kindergarten and First Grade bilingual classes also use La Cartilla teacher made tests.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2008-09**

**School Building: P.S. 7Q District 24**

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

Number of Teachers 2008-2009				Number of Teaching Assistants		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
S. Gonzales	G. Alicea			Gabriel Cotto		20
R. Isabella	Boer Chen			Karina Bailon		
X. Munoz	Natalia Dasrath					
L. Pena	H. Dudas					
O. Guerra	I.Santiago					
X. Munoz	Lily Zhang					
A. Aurigemma	A.Tkacikova					
	Kim Ng					
	S. Cho					
	P. Rodriguez					

\* 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 2006-2007 teacher reported data. Districts randomly selected will be asked 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.

#### **Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels 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 the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts 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  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced  
**ESL 3<sup>rd</sup> GRADE**

School District: **24** School Building: **P.S. 7**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From:8:10 To:8:20	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines
<b>1</b>	From:8:20 To: 9:05	Subject (Specify)  PREP SCIENCE	Subject (Specify)  SCIENCE	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  WRITERS WORKSHOP ESL
<b>2</b>	From: 9:10 To: 9:55	Subject (Specify) WORD STUDY READ ALOUD ESL	Subject (Specify)  PREP GYM	Subject (Specify)  READERS WORKSHOP	Subject (Specify)  ENRICHMENT PROGRAM	Subject (Specify)  SCIENCE
<b>3</b>	From: 10:00 To: 10:50	Subject (Specify)  WRITERS WORKSHOP	Subject (Specify)  MATH WORKSHOP ESL	Subject (Specify)  READ ALOUD, SHARED READING/ SHARED WRITING	Subject (Specify)  READERS WORKSHOP	Subject (Specify)  SOCIAL STUDIES PREP
<b>4</b>	From: 10:55 To: 11:45	Subject (Specify)  READERS WORKSHOP	Subject (Specify)  WRITERS WORKSHOP	Subject (Specify)  COMPUTER PREP	Subject (Specify)  WRITERS WORKSHOP ESL	Subject (Specify)  READERS WORKSHOP
<b>5</b>	From: 11:50 To: 12:40	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  READERS WORKSHOP	Subject (Specify)  WRITERS WORKSHOP	Subject (Specify)  SCIENCE PREP	Subject (Specify)  MATH WORKSHOP
<b>6</b>	From: 12:45 To: 1:35	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH
<b>7</b>	From: 1:40 To: 2:25	Subject (Specify) SHARED READING/SHARED WRITING, INTERACTIVE READ ALOUD	Subject (Specify) SHARED READERS/SHARED WRITING, INTERACTIVE READ ALOUD	Subject (Specify)  WORD STUDY	Subject (Specify)  READ ALOUD, SHARED READING/ SHARED WRITING	Subject (Specify)  READ ALOUD, SHARED READING/ SHARED WRITING
	From:  To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

## ESL 2ND GRADE BEGINNING & INTERMEDIATE

School District:      24

School Building: P.S. 7Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From:8:10 To:8:20	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines
<b>1</b>	From:8:20 To: 9:05	Subject (Specify) SHARED READING WORD STUDY ESL	Subject (Specify)  SCIENCE	Subject (Specify)  SOCIAL STUDIES PREP	Subject (Specify)  WRITERS WORKSHOP	Subject (Specify) WORD STUDY, SHARED READING, READ ALOUD ESL
<b>2</b>	From: 9:10 To: 9:55	Subject (Specify) SCIENCE	Subject (Specify)  READERS WORKSHOPS	Subject (Specify)  ENRICHMENT PROGRAM	Subject (Specify) WORD STUDY/SHARED WRITING ESL	Subject (Specify)  READERS WORKSHOP
<b>3</b>	From: 10:00 To: 10:50	Subject (Specify)  READERSWORKSHOP ESL	Subject (Specify)  WRITERS WORKSHOP ESL	Subject (Specify)  READERS WORKSHOP ESL	Subject (Specify)  ART PREP	Subject (Specify)  WRITERS WORKSHOP
<b>4</b>	From: 10:55 To: 11:45	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH
<b>5</b>	From: 11:50 To: 12:40	Subject (Specify)  WRITERS WORKSHOP	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  WRITERS WORKSHOP ESL	Subject (Specify) ESL READERS WORKSHOP	Subject (Specify)  SCIENCE PREP
<b>6</b>	From: 12:45 To: 1:35	Subject (Specify)  MATH	Subject (Specify)  GYM PREP	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  MATH WORKSHOP
<b>7</b>	From: 1:40 To: 2:25	Subject (Specify)  READ ALOUD/SHARED WRITING	Subject (Specify)  WORD STUDY /READ ALOUD	Subject (Specify)  READ ALOUD WORD STUDY	Subject (Specify) READ ALOUD SHARED READING/SHARED WRITING	Subject (Specify)  SHARED WRITING READ ALOUD
	From:  To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

## FIRST GRADE – TC MODEL BEGINNING INTERMEDIATE

School District:      24

School Building: P.S. 7Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From:8:10 To:8:20	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines	Subject (Specify)  Morning Routines
<b>1</b>	From:8:20 To: 9:05	Subject (Specify)  WRITERS WORKSHOP ESL	Subject (Specify)  ART PREP	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  READERSWORKSHOP ESL	Subject (Specify)  GYM PREP
<b>2</b>	From: 9:10 To: 9:55	Subject (Specify) READERS WORKSHOP ESL	Subject (Specify)  WORD STUDY/SKILLS	Subject (Specify)  READ ALOUD, SHARED READING/SHARED WRITING	Subject (Specify)  SCIENCE PREP	Subject (Specify)  READERS WORKSHOP
<b>3</b>	From: 10:00 To: 10:50	Subject (Specify)  SOCIAL STUDIES PREP	Subject (Specify)  READERS WORSHOP ESL	Subject (Specify)  SCIENCE	Subject (Specify)  WRITERS WORKSHOP ESL	Subject (Specify)  ENRICHMENT
<b>4</b>	From: 10:55 To: 11:45	Subject (Specify)  SCIENCE	Subject (Specify) WRITERS WORKSHOP ESL	Subject (Specify)  READERS WORKSHOP ESL	Subject (Specify)  WORD STUDY, READ ALOUND	Subject (Specify)  WRITERS WORKSHOP ESL
<b>5</b>	From: 11:50 To: 12:40	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH	Subject (Specify)  LUNCH
<b>6</b>	From: 12:45 To: 1:35	Subject (Specify)  MATH WORKSHOP	Subject (Specify) SHARED READING/SHARED WRITING, READ ALOUD	Subject (Specify)  WRITERS WORKSHOP	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  MATH WORKSHOP
<b>7</b>	From: 1:40 To: 2:25	Subject (Specify) SHARED READING/SHARED WRITING, READ ALOUD	Subject (Specify)  MATH WORKSHOP	Subject (Specify)  LIBRARY PREP	Subject (Specify) SHARED READING/SHARED WRITING, INTERACTIVE READ ALOUD	Subject (Specify)  SHARED READING/SHARED WRITING, READ ALOUD
	From:  To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)**

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

**DUAL LANGUAGE SPANISH GROUP A – ALTERNATE DAYS**

School District: 24

School Building: P.S. 7Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:10 To: 8:20	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES
<b>1</b>	From: 8:20 To: 9:05	Subject (Specify) READERS WORKSHOP	Subject (Specify) READERS WORKSHOP	Subject (Specify) READERS WORKSHOP	Subject (Specify) READERS WORKSHOP	Subject (Specify) READERS WORKSHOP
<b>2</b>	From: 9:10 To: 9:55	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) COMPUTER PREP	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) WRITERS WORKSHOP
<b>3</b>	From: 10:00 To: 10:50	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>4</b>	From: 10:55 To: 11:45	Subject (Specify) SHARED READING/SHARED WRITING INTERACTIVE READ ALOUD	Subject (Specify) MATH WORKSHOP	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) MUSIC PREP	Subject (Specify) MATH WORKSHOP
<b>5</b>	From: 11:50 To: 12:40	Subject (Specify) GYM PREP	Subject (Specify) SCIENCE PREP	Subject (Specify) MATH WORKSHOP	Subject (Specify) ENRICHMENT	Subject (Specify) ART PREP
<b>6</b>	From: 12:45 To: 1:35	Subject (Specify) SCIENCE	Subject (Specify) WORD STUDY, SHARED READING/SHARED WRITING	Subject (Specify) SOCIAL STUDIES PREP	Subject (Specify) MATH WORKSHOP/INTER ACTIVE READ ALOUD	Subject (Specify) SHARED READING SCIENCE
<b>7</b>	From: 1:40 To: 2:25	Subject (Specify) SNACK CHOICE TIME/	Subject (Specify) SNACK CHOICE TIME/	Subject (Specify) SNACK CHOICE TIME	Subject (Specify) SNACK CHOICE TIME	Subject (Specify) SNACK CHOICE TIME

**SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)**

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

**DUAL LANGUAGE ENGLISH GROUP B – ALTERNATE DAYS**

School District:24

School Building: P.S. 7Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:10 To: 8:20	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES	Subject (Specify) MORNING ROUTINES
<b>1</b>	From: 8:20 To: 9:05	Subject (Specify) READERS WORKSHOP ESL	Subject (Specify) READERS WORKSHOP ESL	Subject (Specify) READERS WORKSHOP ESL	Subject (Specify) READERS WORKSHOP ESL	Subject (Specify) READERS WORKSHOP
<b>2</b>	From: 9:10 To: 9:55	Subject (Specify) WRITERS WORKSHOP ESL	Subject (Specify) WRITERS WORKSHOP ESL	Subject (Specify) COMPUTER PREP	Subject (Specify) WRITERS WORKSHOP ESL	Subject (Specify) WRITERS WORKSHOP ESL
<b>3</b>	From: 10:00 To: 10:50	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
<b>4</b>	From: 10:55 To: 11:45	Subject (Specify) SHARED READING/SHARED WRITING INTERACTIVE READ ALOUD	Subject (Specify) MATH WORKSHOP	Subject (Specify) WRITERS WORKSHOP	Subject (Specify) MUSIC PREP	Subject (Specify) MATH WORKSHOP
<b>5</b>	From: 11:50 To: 12:40	Subject (Specify) GYM PREP	Subject (Specify) SCIENCE PREP	Subject (Specify) MATH WORKSHOP	Subject (Specify) ENRICHMENT	Subject (Specify) ART PREP
<b>6</b>	From: 12:45 To: 1:35	Subject (Specify) SCIENCE	Subject (Specify) WORD STUDY, SHARED READING/SHARED WRITING	Subject (Specify) SOCIAL STUDIES PREP	Subject (Specify) MATH WORKSHOP/INTER ACTIVE READ ALOUD	Subject (Specify) SHARED READING SCIENCE
<b>7</b>	From: 1:40 To: 2:25	Subject (Specify) SNACK CHOICE TIME/	Subject (Specify) SNACK CHOICE TIME/	Subject (Specify) SNACK CHOICE TIME	Subject (Specify) SNACK CHOICE TIME	Subject (Specify) SNACK CHOICE TIME

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s)**    2            **Number of Students to be Served:** 137    **LEP**    134    **Non-LEP**

**Number of Teachers** 3            **Other Staff (Specify)**    Assistant Principal

**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.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; 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; and service provider and qualifications.

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Language Instruction Program – Language instruction education programs funded under Title III, Part A of NCLB, will be designed to help LEP students attain English proficiency while meeting state academic achievement standards.

In order to enhance language acquisition for ELL students as well as their academic achievements an enrichment program for second grade ELL students was offered Tuesday, Wednesday and Thursdays commencing on October 14, 2008 and ending on December 18, 2008 from 3:15 p.m. to 4:15 p.m. Of the entire second grade, only thirty six parents accepted to enroll their child. Three classes were formed with three ESL/Bilingual teachers.

All third graders were offered before-school test prep, ninety-two parents accepted. Forty four of these students are ELL student. Six classes were formed with six ESL and regular education teachers. All service providers are highly qualified and fully licensed.

All first and third grade ELL students were offered an ESL enrichment program commencing on March 3, 2009 and ending on May 7, 2009. Five classes were formed for Grade 1 with 59 students attending and three third grade classes with 34 students attending.

All eight teachers are licensed in ESL or Bilingual Education. The classes average of 10 to 13 students.

**UPDATED – OCTOBER 2008**

**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.

The following areas will be addressed during professional development meetings:

- Basic interpersonal communication versus cognitive academic language proficiency.
- Language Acquisition Stages and check list
- ESL methodology and strategies with TC workshop model and units of study.
- The importance of meaningful context-embedded tasks to support the language and cognitive needs of ELL students
- Differentiated instruction to meet individual needs of ELL students. (Focus on oral language development for beginners and intermediates)
- Providing ELL readers with the support they need to take the ELA, NYSESLAT and Math exams.
- Cultural sensitivity toward LEP students coming from diverse ethnic backgrounds and infusion of multicultural themes in the school curriculum.
- Scaffolding and instructional strategies for teaching ELL students in all content areas.
- Strategies needed to prepare ELL students to meet city and state standards and provide teachers with a clear familiarity of ELA, NYSESLAT, CTB and others.

Study groups will be conducted specific to the needs of ELL students focusing on literacy such as, *Learning in a Second Language* by Pauline Gibbons, *Amazing English* by Teresa Walter and *Classroom Discussions* by S. Chapin

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$71,373.00	For teacher per session/ 330 hrs/ for instruction/per session \$16,500.00 A.P. per session/ 35 hrs/ 1,800.00 Principal per session/ 17 hrs/ \$900.00 Bilingual ESL specialist \$52,173 Total - \$71,373.00
Purchased services such as curriculum and staff development contracts	0	
Supplies and materials	\$11,889.00	Instructional materials such as picture cards, flash cards, word study games, journal for the students and instructional books such as leveled library books, multicultural books, and Imagine Learning

		English Program (Technology)
Travel		
Other	\$1,676.00 – Boces Services	Per diem to cover teachers attending ELL workshops
	\$10,000.00 - Equipment	To purchase Smart Boards to support instruction in the ESL Title III program.
<b>TOTAL</b>	<b>\$94,938.00</b>	

### **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**

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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.

In order to assess the school's written translation and oral interpretation needs parents are required to complete a language survey upon registration. This information goes into the ATS system. Therefore, the languages that a majority of the students speak are the languages in which notices are translated.

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.

The ATS system indicates that a majority of students speak Spanish, Chinese, Bengali and Urdu. Therefore, notices are translated into these major languages. The findings of the dominate languages are given to the principal in order for translation services to take place. The findings are also given to the parent coordinator. She uses this information to translate letters and as well as to provide translators for parent workshops. Parents are notified about translation services by large signs located in the inside entrance, by signs in the lobby, signs taped onto the security desk where they sign in, and by signs in the main office.

#### **Part B: Strategies and Activities**

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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. Documents originating from the NYCDOE in multiple translations will be sent out in English, Spanish, Chinese, and Bengali. Additional translations, if available from the NYCDOE, will be copied and given out upon request. Documents originating from the Parent Coordinator or from the Parent Association will be translated by the NYCDOE Translation Unit and sent out in English, Spanish, Chinese, and Bengali. When time is a factor and something needs to go out immediately, such as a meeting reminder memo, it will be translated by a volunteer in Spanish and Chinese and checked by a staff member before being posted.

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. Oral interpretation services for Spanish and Chinese are provided by school staff as available, or by parent volunteers. If no one is available the Translation Unit is called to interpret for parent workshops. During Parent Workshops, parent volunteers are also used to interpret. During parent meetings in school and during the school day, ESL or bilingual staff members are used to interpret, as available and during parent workshops, parent volunteers help as needed and as available. During Parent Teacher Conferences ESL staff is available for Spanish and Chinese translation, additional staff is hired to be available to translate for Bengali or Urdu. Some PA members and parent volunteers also help as needed during Parent Teacher Conferences.
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>.

Parents are notified about translation services by large signs in the inside entrance, by signs in the lobby, by signs taped onto the Security desk where they sign-in, and by signs in the Main Office.

## **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 \$ 780,728
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$ 7,807.
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$ 39,036.
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
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. N/A

### **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. 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.

- a. The school will put programs, activities and procedures into operation for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- c. The school will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- f. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - i. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
  - ii. That parents play an integral role in assisting their child's learning;
  - iii. That parents are encouraged to be actively involved in their child's education at school;
  - iv. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - v. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, 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 compact 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.

P.S. 7Q, The Louis F. Simeone School, 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 (ESCEA) (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 2008-2009.

### School Responsibilities

P.S. 7Q The Louis F. Simeone School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:  
We follow the research based Everyday Math Program as well as Balanced Literacy following the Teachers College structure and workshop. They support all learning styles and levels of development. We provide ESL services for English Language Learners through the use of certified ESL teachers. We follow the No Child Left Behind guidelines. All lessons are standard based following the NYS standards, and all students are held accountable for working towards meeting or exceeding these standards.
2. Hold parent-teacher conferences at least two times a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in mid-November 2008 in both the afternoon and evening as well as in mid-March 2009, both afternoon and evening.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows: Everyday Math individual profiles highlight strengths and weaknesses which will be sent home with the child at least four times per year. Report cards will be sent home three times per year (November, March, June). Parents will have the opportunity to review the portfolios of student work during Parent Teacher Conferences and upon request. Third Grade parents will receive the English Language Arts and NYS Math results by June 2009.
4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meet the Teacher Night was held on September 25, 2008, Parent Teacher conferences held in mid-November 2008 and mid-March 2009, and parents may also meet with teachers upon request as needed. In addition, through Parent Association meetings, orientation meetings, curriculum letters, ongoing conferences between teachers, administrators, and parents, curriculum area workshops, school newsletter, P.S. 7 Stars, and a monthly calendar we update parents of special events and reminders.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can train to become Learning Leader volunteers and help in the classroom or around the school as needed, or they can accompany their child's class on class trips as a volunteer assisting the teacher. In mid-November, Open School Week provides an opportunity to visit their child's classroom to observe classroom activities. Parents are also encouraged to attend monthly Student of the Month assemblies and student performances.

6. Involve parents in the planning, review and improvement of the school's parental involvement policy and involve parents in the joint development of the Schoolwide Program, in an organized, ongoing, and timely way. The School Leadership Team currently consists of 50% parent participation. The team meets once a month to discuss school concerns and progress. Our Parent Coordinator provides parent workshops and meetings to encourage and facilitate parental involvement. Parent Association meetings take place monthly where school policies and parental involvement events are discussed. The Parent's Association Board also meets quarterly with the Principal to discuss PA and school policies.
7. 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 organize the meeting at a convenient time for 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 the parents of all the student's participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. 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.
9. Provide the 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.
10. On the request of parents, we 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.
11. Provide to each parent an individual student report about the performance of their child on the state assessments i.e. math and English Language Arts.
12. 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.

### Parent Responsibilities

We, as parents, will support our child's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television our children watch
- Participating, as appropriate, in decisions relating to my child'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 NYC Department of Education 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 School Leadership Team or the Parent Association

### Student Responsibilities – Grades K – 3

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

- Do our homework everyday and ask for help when needed
- Read at least 30 minutes everyday 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 school every day.

### **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.  
The needs of the students will be determined by ongoing assessments given by teachers in classrooms. These assessments will address the state academic content and student academic achievement standards. Such assessments include; teacher observations, running records, ECLAS 2, checklists, conferring notes, rubrics and portfolios. The results of these assessments will be used to drive and differentiate instruction. Teachers will be provided with professional development on how teachers can use these assessments to address students’ individual needs.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services and mentoring services.

- Are consistent with and are designed to implement State and local improvement, if any.  
There are various school wide reform programs which provide opportunities for students to meet the State's proficient and advanced levels of student academic achievement. Programs such as: Headsprout, Foundations, Wilson, Project Arts, Parents as Arts Partners, Reduced Class Size, the extended school day and morning programs, After School and Saturday programs are some of the reform strategies in use. The extended school days, morning, after school and Saturday programs help increase the amount and quality of learning time. Parents as Arts Partners, Enrichment, Mommy & Me, and Project Arts help provide an enriched accelerated program. All programs help meet the educational needs of historically underserved populations. In order to meet the needs of low academic achieving students, we provide programs such as Counseling, Pupil Personnel Services and Mentoring Services for Teachers. In addition, the Academic Intervention Team and the Inquiry team address the needs of struggling students.
3. Instruction by highly qualified staff.  
Of the 90 teachers at PS 7, 100% are fully certified.
  4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development is ongoing for teachers, administration, coaches and consultants. On site professional development includes Teachers College staff developers. They model best teaching practices in classrooms for teachers to observe. In addition, the coaches and the math consultant provide differentiated professional development to meet the needs of the teachers. Off-site professional development includes workshops from the Office of Integrated Curriculum and Instruction, as well as the Learning Support Organization. Principals and Assistant Principals attend Study Groups as well.
  5. Strategies to attract high-quality teachers to high-need schools.  
P.S. 7's highly qualified staff works cooperatively to meet the needs of all our students and teachers. The teachers will be supported by extensive AIS support personnel including a math specialist, ESL instructors, SETTS team, Academic Intervention team, and School Leadership Team that includes administration, union, teachers, paraprofessionals, and parent representation. Our support of Balanced Literacy is evidenced in the quality training and extensive resources that are abundant in the classrooms as well as in the primary and upper grade literacy centers. Professional development will be on going throughout the year and will provide support for the uniform curriculum established by the Department of Education. Professional development will be differentiated to meet the needs of the teachers. In addition, new teachers received mentoring services given by experienced teachers as part of the NTIMS. The math coach, literacy coach and staff developer will offer support to all teachers in their classrooms in order to facilitate these programs. We will offer a Collaborative Team Teaching opportunity for least restrictive environment. Our library is equipped with computers with internet access and a variety of reference books for teacher use. P.S. 7's modern facility is well maintained and secure. Student learning is enriched by computer labs that support literacy development and mathematics. Our Arts Program provides our students with literacy enrichment through art and music. Project Arts offers teachers and students quality experience in all art mediums. We are fortunate to have the support of an active parent association. The Jeanne Becerra Memorial Fund was established to support our students' needs, due to financial limitations.

6. Strategies to increase parental involvement through means such as family literacy services. Parents are involved on the School Leadership Team. Issues involving the quality of education are discussed on this team and parents are involved in decision making. In addition, parents are encouraged to be involved through Parent Workshops, the training and use of learning leaders, as well as the translation of letters in different languages.
7. 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 invite parents to join us for a kindergarten orientation where both parents and children have the opportunity to visit the school and receive information about our instructional program to help make the transition easier. In addition, we presently implement a Mommy & Me Program for three and four year olds to assist in developing classroom readiness skills, music, arts & crafts and dance/ movement.

8. 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.

Through the collection of Monitoring for Results, Everyday Math Checklist and Language Acquisition Checklist, teachers in collaboration with school leaders, provide valuable information to make decisions about purchasing instructional materials to improve the achievement of individual students and the overall instructional program.

9. 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.

Our at-risk students are weekly assessed by the classroom teachers and AIS providers to determine level of difficulties. Based on data results, students are identified to receive AIS in Reading, Writing, Math, and English as a Second Language by highly qualified teachers. These students are closely monitored during weekly AIT and Inquiry Team meetings in an effort to improve student achievement. In addition, our At-Risk students participate in activities such as Early Bird, After School Reading and ESL classes, SES and Extended Day.

10. 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.

Our school works in conjunction with external organizations in order to meet our students' and parents' needs. We work in collaboration with Teachers College in implementing our reading and writing curriculum. Teachers College staff developers work with teachers in implementing reading and writing workshop units of study. In addition, we also work with Queens Child Guidance which provides our students with counseling based on social and emotional needs. The Consortium of Worker Education offers programs such as ESL and nutritional classes as well as citizenship information.

## **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. The programs in use include Teachers College instructional approach in readers and writer's workshop, using balanced literacy, Word Study using Headsprout , Foundations, month by month phonics, Fountas and Pinnell Phonics lessons, Everyday Mathematics program, Science Scope and Sequence for K – 3 grade, Social Studies Scope and Sequence for K – 3 grade. In addition, our students participate in an enrichment program, physical education, art, music, technology, library, and AIS services in reading, writing, math and ESL.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.

Instruction is planned through the use of Teachers College Units of Study and Pacing Calendars, in all core subjects in conjunction with N.Y.S. Standards. In addition, teachers plan instruction based on data collection and teacher/student observation.

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;

**See #9 page 56**

4. Coordinate with and support the regular educational program;

**See #1 page 56**

5. Provide instruction by highly qualified teachers;  
All our teachers are highly qualified including those teaching Music, Art, ESL, Bilingual Education.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

**See #4 page 55**

7. Provide strategies to increase parental involvement; and

**See #6 page 56**

8. Coordinate and integrate Federal, State and local services and programs.

**See #10 page 56**

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** SINI YEAR 2 **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

The cause for our school to be identified as SINI Year II was ELA-English Language Learners.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

All students will receive ELA instruction by highly qualified teachers using the Teachers College approach within the Balanced Literacy model. Students will participate in all components of this program including Readers & Writers Workshop, Shared Reading, Shared Interactive Writing, Read Aloud and Word Study to aid in the improvement of their reading, writing, and language development skills. Programs such as Headsprout, Foundations, Month by Month Phonics lessons, will support students in their development of language acquisition as the above stated programs aid students in their ability to use and understand language in all modalities of development. Our ELL students will receive support and additional instruction by ESL and bilingual teachers.

Early Bird ELA classes are offered to 3<sup>rd</sup> grade students to help support their ELA learning. Early Bird ESL classes are given to all students to increase the language acquisition and usage by our students on all grades.

SES classes are offered weekday afternoons after school and on Saturdays to support the literacy instructional needs of our students.

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<sup>1</sup> School Under Registration Review (SURR)  
**UPDATED – OCTOBER 2008**

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$ 787,728; 10% of Title I allocation = \$ 104,347.

(b) Describe how the 5 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Teachers participate in Teachers College Professional Development both in-house and off-site. In addition teachers participate in educational conferences such as SABE, Dual Language, Bilingual Education, ESL, and Special Education. Content area teachers also participate in content based professional development and conferences.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers receive weekly mentoring from highly qualified staff members. The goal for mentoring is to help each new teacher navigate the challenges of classroom life and to embed into their teaching practices effective teaching habits as per the Santa Cruz Professional Teaching Standards. New teachers are assigned an experienced buddy teacher to assist them in the implementation of best teaching practices.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents were invited to attend a meeting in our school auditorium where they were informed both orally and in writing about the school's identification for school improvement. Translation in Spanish, Chinese, Bengali and Urdu was provided. In addition, a letter was also sent to all parents in Spanish, Chinese, Bengali and Urdu outlining the school's identification for school improvement.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**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.

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**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 analysis 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)*<sup>2</sup> 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.

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<sup>2</sup> 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.**

A team including the principal and SLT members reflected on the findings and ascertained that they were not applicable. A review of current programs such as: Balanced Literacy using the Teachers College Instructional Approach, Head-sprout, Foundations, Wilson, Month by Month Phonics, and Phonics Lessons in comparison with the NYS standards, indicates that they are in alignment.

With regard to curriculum mapping, we have again found that the findings are not applicable. The curriculum maps not only address content topics, but skills to be mastered, strategies to be utilized, and student outcomes to be attained.

Additionally, we have found that the finding stating that the taught ELA curriculum is quite broad but lacks depth in any one area is not relevant to our school. A review of the of the curriculum along with the following assessments such as ECLAS, student writing, student conferences, and reading notebooks, indicates that there are detailed skills and strategies within each content area being taught.

Upon review of our ELA materials we feel they meet the needs of English Language Learners, Students with Disabilities, and struggling readers. Inventories are given out to teachers regarding books they will need to help meet the needs of the students. A review of invoices reflects that books have been ordered to meet the needs of multiculturalism, bilingualism, and gender.

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

Applicable  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?**

The findings regarding the written curriculum in many schools not aligned with the state standards in terms of the range of topics covered and the depth of understanding required, is not applicable. The Teachers College Units of Study and the teaching points are directly aligned with the NYS ELA Standards. A direct comparison of the standards along with the curriculum indicates a direct relationship between the two. The Balanced Literacy Model is directly related to the NYS ELA Standards because the students are required to be read to, teachers are to read with students, and students are to read independently. Therefore, there are no gaps in the curriculum since the curriculum requires students to be engaged in various approaches of literacy learning. Phonics programs such as Headsprout, Foundations, Wilson, Month by Month and Phonics Lessons directly teach such skills as knowledge of letters and sounds, phonemic awareness and reading words which is standard 1: The Print Sound Code. Multiple assessments are used to ensure that the programs meet the needs of the students, as well as address all components of the standards. Such assessments include Teachers College Running Records, Writing Continuum, Conference notes, ECLAS, Headsprout reports, Acuity and Reading notebooks.

With regards to Curriculum mapping, we have found that we addressed the content topics as well as the skills to be mastered, strategies to be utilized, and student outcome to be attained. Teaching points in all literacy areas are written with specific goals and strategies in mind. Coaches and teachers create these teaching points with specific student outcomes in mind.

Teaching points are created so that each content area is taught in depth. Emphasis placed on speaking, listening, reading and writing. The specific Units of Study are taught within a specific time frame (approximately one month) where skills and strategies are taught in depth in a scaffolded manner. Assessments such as the Language Acquisition Checklist for English Language Learners points to the emphasis put on speaking and listening in this area. For example, within this checklist the different levels of language acquisition are listed as well as the expectations at each level. Teachers are able to determine small group and individual lessons.

Our ELA materials meet the needs of our ELLs, students with disabilities, and struggling readers. Inventories are distributed to teachers regarding students' needs and therefore books are ordered accordingly. Multi-cultural and Bi-lingual books have been ordered and are available to teachers. Due to past ELA performance indicators, we have ordered more male oriented books based to the findings that girls scored higher than boys.

The finding is not relevant to our school's English Language Arts instruction. When comparing the NYS standards with the reading and writing curriculum, there is a direct alignment between the two. Through ongoing in-house and offsite professional development teachers, coaches and administrators continually review our curriculum maps to ensure they include skills to be mastered as well as strategies to be utilized by the students.

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.

## **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.

A team including the principal and SLT members reflected on the findings and ascertained that they were not applicable. The findings were not relevant to our school's educational program because we are meeting both content and process strands based on our data. A review of the data shows that there is an alignment between process and content strands. The various data includes Acuity, Predictive, ITA Assessments, math portfolios, NYS math tests, Everyday Mathematics unit tests and checklists, math journals, and notebooks. We analyzed and compiled the above data and found that our students are doing well in this area. This is reflected in the results of the NYS mathematics assessment.

**UPDATED – OCTOBER 2008**

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

Applicable  Not Applicable

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?

The findings are not relevant to our school's educational program because we are meeting both content and process strands based on our data. Teachers are using data to drive and inform instruction. Therefore, this dispels the relevance of this finding to our school's educational program. This is evident through teacher lesson plans and a review of the Everyday Mathematics Curriculum along with the NYS Mathematics Standards.

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.

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## **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.**

A team including the principal and SLT members reflected on the findings and ascertained that they were not applicable. In examining our workshop practices we have found that through the workshop model, teachers follow an instructional framework in which direct instruction is given for a specific amount of time (10 – 15 minutes). Students are provided with time for independent, partner, and group work (30 – 40 minutes). Teachers address the needs of students during independent work time by working with small groups of students and conferring with individual students. Approximately five to ten minutes is provided at the end of each workshop to share what they worked on that day.

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

Applicable  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?

Students are engaged in direct instruction as well as small group and individual work throughout the day. This is evident through formal and informal feedback given to teachers by supervisors, flow of the day schedules, teachers program cards, workshop lesson plans such as strategy lessons, conferences notes, portfolios, writing notebooks, running records, and checklists. Ongoing professional development provides teachers with the tools to engage their students in various ways to meet their needs.

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.

**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* (SOM<sup>3</sup>) 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

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<sup>3</sup> 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.

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.

A team including the principal and SLT members reflected on the findings and ascertained that they were not applicable. In examining our instructional practices we found that through the workshop model, teachers follow an instructional framework in which direct instruction is given for a specific amount of time (approximately 10 to 15 minutes). Students are provided with time for independent, partner, and group work. Teachers address the needs of students during independent work time by working with small groups of students and conferring with individual students on a specific strategy. Through game day, explorations, and portfolio activities, students are provided with additional instructional vehicles through which to better understand mathematics, reinforce and retain 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. We are in the process of incorporating technology during math instruction through the introduction of smartboards in numerous classrooms, as well as the use of Everyday Mathematics computer math games. Our goal for the future is to include all classrooms in this initiative.

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

Applicable  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?

The finding is not relevant to our school's mathematics instruction because through the workshop model, teachers follow an instructional framework in which direct instruction is given for a specific amount of time (approximately 10 to 15 minutes). Students are provided with time for independent, partner, and group work. Teachers address the needs of students during independent work time by working with small groups of students and conferring with individual students on a specific strategy. Through game day, explorations, and portfolio activities, students are provided with additional instructional vehicles to better understand 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. Students engage in technology as they practice mathematical skills with Everyday Mathematics software.

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.

### **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.

A team including the principal and SLT members reflected on the findings and ascertained that they were not applicable. A review of the Table of Organization within galaxy indicates that there has not been a high teacher turnover in our school. In addition, a review of past reorganization sheets shows a teacher turnover has not been high.

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

Applicable  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?

A comparison of the table of organization within galaxy for the past two years indicates that although there have been some changes, a high number of teachers remain in our school. In addition, a comparison of the reorganization sheets for the past three years, have also indicated that there have been few changes in teacher turnover. New teachers were hired based on new positions.

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.

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### **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:

**UPDATED – OCTOBER 2008**

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.

A review of the following indicates that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered for our staff: In house Professional Development agendas, registration forms for ELL off site professional development, Needs Assessment Survey, attendance at study groups on ELL topics, agendas and minutes from the ELL Advisory Committee (ELLAC), grade conference agendas, and the creation of a new ESL/Bilingual coach position.

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

Applicable  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?

In house professional development is attended by staff members during grade conferences and faculty conferences as well as professional development days. Teachers have been trained on how to meet the needs of ELLs in regards to listening, speaking, reading, and writing. Teachers attend Teachers College Calendar Days where there is a specific focus on addressing the needs of ELLs (copies of these invitations are on file for review.) Integrated Curriculum and Instructional Learning Support Organization (ICISLO) invitations through emails offer professional development as well. Registration forms are available to indicate the teachers who have attended these workshops. Study group minutes are also available upon request as well as minutes from the ELLAC Committee.

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.

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#### **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:

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.

Our school does provide specific monitoring of ELLs academic progress and English language development. A review of the Language Development Checklist shows how teachers monitor each child's stage of language development. NYSESLAT and LAB R scores provide teachers with proficiency levels for each ELL.

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?

The Language Development checklist assesses the levels of language proficiency for speaking, listening, reading and writing. Teachers use this checklist to help them determine progress as well as to inform instruction. NYSESLAT and Lab-R scores indicate the level of language proficiency and teachers are provided with this information at the beginning of the school year. NYSESLAT scores indicate levels of proficiency in speaking, listening, reading and writing. This allows teachers to plan for instruction accordingly. In addition, teachers use assessments such as conference notes, Teachers College running records and the Writing Continuum to help determine the needs of the ELLs and inform instruction.

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.

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## **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.

A team including the principal and SLT members reflected on the findings and ascertained that they were not applicable. A review of in house professional development agendas indicate that there has been professional development and implementation of teaching practices indicated

**UPDATED – OCTOBER 2008**

on the IEP. The School Psychologist, Social Worker and Special Education Teacher Trainer Specialists (SETTS) have been involved in professional development. In addition, minutes and agendas from the academic intervention team (AIT), School Based Support Team, (SBST) and Inquiry Team indicate recommendations given to teachers regarding how best to help children achieve their goals on the student's IEP. Furthermore, a review of the invitational summaries of special education workshops given by Teachers College indicates the strategies learned by teachers working with special needs students. Moreover, summaries of professional development presented by staff developers from the Integrated Curriculum and Instructional Learning Support Organization (ICISLO) have been reviewed to indicate how professional development has enabled teachers to better support the students needs.

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

Applicable  Not Applicable

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?

A review of in house professional development agendas indicate that there has been professional development and implementation of teaching practices indicated on the IEP. The School Psychologist, Social Worker and Special Education Teacher Trainer Specialists (SETTS) have been involved in professional development. In addition, minutes and agendas from the Academic Intervention Team (AIT), School Based Support Team, (SBST) and Inquiry Team indicate recommendations given to teachers regarding how best to help children achieve their goals on students' IEPs. Furthermore, a review of the invitational summaries of special education workshops given by Teachers College indicates the strategies learned by teachers working with special needs students. Moreover, summaries of professional development presented by staff developers from the Integrated Curriculum and Instructional Learning Support Organization (ICISLO) have been reviewed to indicate how professional development has enabled teachers to better support the students needs.

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.

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#### **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.

A team including the principal and SLT members reflected on the findings and ascertained that they were not applicable. A review of students' IEPs indicate that short term and long term goals include accommodations and or modifications for the classroom environment including instruction. In addition, a review of IEPs indicates that instructional goals are scaffolded and modified to align with grade level state tests. Also, IEPs do include behavioral plans including behavioral goals and objectives for students with documented behavioral issues and concerns.

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

Applicable  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?

A review of students IEPs indicate that short term and long term goals include accommodations and/or modifications for the classroom environment including instruction. In addition, a review of IEPs indicates that instructional goals are scaffolded and modified to align with grade level state tests. Also, IEPs do include behavioral plans including behavioral goals and objectives for students with documented behavioral issues and concerns.

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.

## 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 Excellence 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 SED requirements.

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

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Submit date: **Jul 11, 2008**      Email address: **stucci@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	24Q007
School Name	P.S. 7Q
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 434,053
Principal Name	Sara Tucci
Principal Email	stucci@schools.nyc.gov
Principal Phone	7184462726

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

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

- 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 an existing 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 Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 434,053

Please describe the program.

**Bilingual program- first grade- second grade Dual Language-Kindergarten Bil/ESL coach Instructional supplies**

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

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