



P.S. 7Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24Q007
ADDRESS: 80-55 CORNISH AVENUE, ELMHURST, NY 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

SCHOOL ADDRESS: 80-55 Cornish Avenue, Elmhurst, NY 11373

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

SCHOOL CONTACT PERSON: Sara Tucci EMAIL ADDRESS: stucci@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

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) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 SSO NAME: ICI

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madeline Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group 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>	
Maria Farazdel	Assistant Principal	
Madalena Causi	Member/Chairperson - 2 & 3 Grade Representative	
Linda Romay-Bolger	Member/Secretary - K & 1 st Grade Representative	
James Powers	Member/AIS Cluster Representative	
Naomi Landau	Member/Teacher	
Elodia Aquilar	Member/Parent	
Moshamad Akter	Member/Parent	
Delfina Chavez	Member/Parent	
Sindy Cheng	Member/Parent	
Ritu Singh	Member/Parent	
Ali Syed	Member/Parent	

Signatures of the members 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.

* Core (mandatory) SLT members.

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.

Our mission statement at P.S. 7Q is to inspire a love of literacy and 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 we share amongst 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 21st 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 1,232 students in grades Kindergarten through 3. Due to overcrowding, as of September 2003, our fourth and fifth grade students moved to the 51st 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 students' 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 to our parents, such as: a Parent Lending Library and Mommy & Me classes. These 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 instituted a new Enrichment/Literacy program to provide advancement 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 and prometheam 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				
School Name:	P.S. 7Q			
District:	24	DBN #:	24Q007	School BEDS Code #: 34-24-00-01-0007

DEMOGRAPHICS									
Grades Served in 2008-09:	<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"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					95%	95.1%	95.3%		
Kindergarten	325	263	340						
Grade 1	271	291	307						
Grade 2	303	251	271						
Grade 3	254	263	279						
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Ungraded									
Total									
				Poverty Rate: % of Enrollment					
				(As of October 31)	2006-07	2007-08	2008-09		
					70%	63%	73.5%		
				Students in Temporary Housing: Total Number					
				(As of June 30)	2006-07	2007-08	2008-09		
					0	2	7		
				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
					176	156	90		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	44	44	58						
No. in Collaborative Team Teaching (CTT) Classes	28	39	27	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							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	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	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	64	77	84	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	98	97	94
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	11	11
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	18	17	16
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% 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 checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification: _____	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year _____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	Did not make AYP	ELA:	
	Math:	Made AYP	Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	274	279				
Ethnicity						
American Indian or Alaska Native	0	0				
Black or African American	4	4				
Hispanic or Latino	114	113				
Asian or Native Hawaiian/Other Pacific Islander	137	143				
White	18	18				
Multiracial	1	1				
Other Groups						
Students with Disabilities	35	36				
Limited English Proficient	106	109				
Economically Disadvantaged	238	241				
Student groups making AYP in each subject	7	8				

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	Proficient
Overall Score	N/A	Quality Statement Scores:	
Category Scores:	N/A	Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	N/A	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	N/A	Quality Statement 5: Monitor and Revise	Proficient

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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. 2008-2009 student performance on the English Language Arts test increased by 11% from the previous year. Currently 80% of our students scored at levels 3 and 4 as opposed to 68% from the 2007-2008 school year. General trends indicate that the number of English Language Learners scoring at levels 3 and 4 has also increased by 11%. In the 2007-2008 school year, 50% of our ELL students scored at levels 3 and 4, whereas 61% scored at this level in the 2008-2009 school year. These results 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 2009-2010 school year.

Within the gender subgroup, ELA performance has increased for both male and female students. In the 2007-2008 school year, 71% of males scored at levels 3 and 4, whereas 73% scored at this level during the following school year. Female performance has also increased from 66% to 86% during the same time frame. However, the gap between males and females seems to have grown. In the 2007-2008 school year, male performance was 5% higher than female performance, whereas female performance was 13% higher than male performance during the following school year. In order to narrow the gender gap there needs to be an increase in male friendly topics and characters in classroom leveled libraries. Professional Development will also be given to teachers in order to incorporate TPR (Total Physical Response) instruction in the classroom. In addition, an increased focus will be placed upon improving literacy skills of all subgroups in the lower grades. Differentiated Professional Development will be given to all grade level teachers to further improve upon literacy skills in the lower grades, thus, helping students gain proficiency in needed skills before entering the third grade.

There has been a decrease in the number of students scoring 3 and 4 within the student with disabilities subgroup. In the 2007-2008 school year, 33% of students scored at these levels, opposed to 29% during 2008-2009.

Math scores have increased by 3% with 96% of students scoring 3 or higher during the 2008-2009 school year as opposed to 93% during the previous school year. Increased performance has been shown within each subgroup. This upward trend in levels 3 and 4 may be the result of an increased use of math manipulatives, conferring with students and small group instruction. We believe the accelerated use of balanced literacy in math may have also contributed to the increase of scores.

The math coach also assists 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 was to assist teachers with management of lessons, as well as an increased use of balanced literacy within the math block. This continues to be the focus for the current school year, specifically for grades 1 and 2. A review of student performance has indicated a need for further instruction to develop the skills and strategies needed to improve students' problem solving abilities. Problem solving skills continue to be a focus during staff development and included as a focus in inquiry team work.

The Quality Review summarizes the school's strengths and accomplishments. Teachers were considered effective in analyzing a wide range of data to understand progress and set appropriate student goals as well as engage students in self assessment. The work of the inquiry teams continues to be successful in encouraging teachers to become reflective in their teaching as they address specific student needs.

The work of the Inquiry Team was expanded to include all grade levels. There was a continued focus on literacy. In examining Teachers College running records and ECLAS results it was found that students were deficient in decoding, therefore, there was an increase in word study. In the 2009-2010 school year the work of the Inquiry Team will increase to include more teachers and students as these teams focus on various content areas.

The suggestions for areas of improvement include: Further development of assessment and monitoring in science and social studies, so that rigorous processes, including detailed rubrics matched to units of study, need to be put into place similar to those used in English Language Arts and Math. In addition, the school's professional development program should continue to be differentiated, individualized and goal oriented to meet the specific needs of experienced teachers as well as those of new staff.

Also a distribution of leadership, strong communication and collaboration to ensure the responsibility for new initiatives needs to be delegated to a wide range of staff.

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 Dual Language and two 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.

A needs assessment of student literacy performance shows a need to further increase student writing skills and language development, thus, increasing ELA and NYSESLAT scores. During the 2009/2010 school year there will be an increased focus on writing development in the classroom. This will take place during professional development and the use of assessment to drive language and writing.

An assessment of all curricular areas shows a need for the increased use of technology in the classroom. During the current school year there will be a focus on improving skills throughout all content areas through the use of technology in instruction. Both professional development and the purchase of new technological materials will be used to improve student achievement in all curricular areas.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.

1. Writing

By June 2010, 10% of 3rd grade students (24 out of 246) will perform at level 3 or 4 in writing as measured by the Teachers College Writing Continuum.

After conducting our needs assessment, the SLT found that our students' writing ELA and NYSESLAT writing performance was in need of improvement. As a result, all third grade teachers will assess their students four times per year using the Teachers College Writing Continuum and use such results to differentiate instruction to increase students' writing levels.

2. Reading

By June 2010, 10% of 2nd grade students (28 out of 286) will perform at level 3 or higher (Fountas & Pinnell level L or higher) in reading as measured by the Teachers College Reading Running Records.

After conducting our needs assessment, the SLT found that in order to further increase third grade ELA scores, more planning and instruction needs to be implemented in the lower grades. Thus, helping to increasing students' reading development and scores as instruction continues to be driven by the data gathered from the above assessment.

3. Math

By June 2010, 10% of students in grades 1 and 2 will perform at level 3 or higher in problem solving as measured by the Everyday Math Assessment and rubrics.

After conducting our needs assessment, the SLT found that in order to further increase NYS Math Examination scores, students need to develop the skills and strategies to problem solve using effective replicated good instructional practices.

4. Technology

By June 2010, 35% of classroom teachers (20 out of 57) will be using and implementing technology tools across all content areas. (Smartboards/promethean boards, computers, digital cameras, elmos, video cameras) as measured by classroom inventories and formal and informal supervisory observations and walk through checklists.

After conducting our needs assessment, the SLT found that in order to ready students for higher learning and the future workforce there needed to be a greater effort to increase student performance in all content areas through the use of technology. Such instruction will motivate students to increase their learning as they also develop the skills needed to use technology both in and out of the classroom.

5. **Inquiry Team**

By June 2010, 90% of the teachers in our school will participate in Inquiry Team work in an effort to increase student achievement as measured by Inquiry Team meeting attendance and agendas along with the use of Inquiry Space on Aris.

After conducting our needs assessment, the SLT found that in order to increase the student learning and New York State examination scores specific student deficiencies needed to be identified. Thus, this information is to be used to further differentiate instruction to meet the educational needs of various subgroups along all curricular areas. Therefore, Inquiry Teams will focus on improving students' performance across the content areas by teaching skills specific to individual needs.

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 2009-10 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, Corrective Action, Restructuring, 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): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 3rd grade students (24 out of 246) will perform at level 3 or 4 in writing as measured by the teachers College Writing Continuum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Title 1 Funds will be used to purchase the Teacher’s College Instructional Program to support teachers in professional development. • Teachers will participate in professional development: TC calendar days, lab-sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, inter-visitation, one-on-one support by literacy coaches and teacher supervisory conferences in an effort to deepen their understanding in conferring, read aloud, strategy lesson, shared writing, independent writing as well as using the T.C. Writing Continuum to assess students and differentiate instruction during the Writer’s Workshop. • Students will be assessed quarterly (October, January, March and May) through the Teachers College Writing Continuum, and 2 times a year in ECLAS2, to determine flexible grouping, and differentiated instruction. • Students will participate in AIS and/or ESL services depending on reading/writing assessment and NYSESLAT results. • At risk students will participate in the after school programs, and extended day. • Students’ writing notebooks and writing portfolios will be monitored monthly to determine writing volume and growth. • Students will create their own writing goals based on their needs as assessed by the Teachers College Writing Continuum. • Student portfolios are assessed quarterly using rubrics developed in accordance with Teachers College units of study. • Parents and students will participate twice a year in Family Literacy Night through the use of phonics, reading and writing activities.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AIS Providers, Literacy Coaches, Principal, Assistant Principals, Classroom Teachers • Title I, Title I ARRA SWP, Early Grade State Funding, Early Grade Federal Program, TL Fair Student Funding, Contract for Excellence, Title III, Class Size Reduction.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • P.D. agendas and attendance • Classroom visits with A.P.s and coaches using walkthrough checklists • Students' writing notebooks, portfolios and work in progress folders • Writing Conference Binders • Writing Continuum Assessments • Evidence of best teaching practices being implemented in the classroom by formal and informal observations using a checklist for reading and writing workshops • Lesson plans using T.C. templates • Classroom organization and environment • Teachable charts created with the students • Bulletin Boards in the hall and classrooms • Students' writing goals • Template of students-parents writing goals

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 10% of 2nd grade students (28 out of 286) will perform at level 3 or higher (Fountas & Pinnell level L or higher) in reading as measured by the Teachers College Reading Running Records.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 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, one-on-one support by literacy coaches and teacher supervisory conferences in an effort to deepen their understanding in all teaching practices such as conferring, read aloud, shared reading, guided reading, strategy lesson, shared reading and independent reading. • Students will receive 10 books to take home every week. • Students will be assessed quarterly (October, January, March and May) through the Teachers College Running Records, and 2 times a year in ECLAS2, in order to determine flexible grouping and differentiated instruction in moving the students to the next reading level. • 2nd grade students' reading logs will be collected every month to assess reading stamina. • Students will participate in AIS reading and/or ESL services depending on reading assessment and NYSESLAT results. • At risk students will participate in the extended day and after school program. • Students' book bags will be monitored monthly to determine just right books as measured by their reading level using running records. • Students will generate goals based on their needs and ongoing assessments and checklists. • Parents and students will participate twice a year in Family Literacy Night through the use of phonics, reading, and writing activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • AIS Providers, Literacy Coaches, Principal, Assistant Principals, Classroom Teachers • Title I, Title I ARRA SWP, Early Grade State Funding, Early Grade Federal Program, TL Fair Student Funding, Contract for Excellence, Title III, Class Size Reduction.

Indicators of Interim Progress and/or Accomplishment

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

- P.D. agendas and attendance
- Classroom visits with A.P.s and coaches using walkthrough checklists
- Reading conference binders
- Running records-Monitoring for Results
- Evidence of best teaching practices being implemented in the classroom by formal and informal observations using a checklist for reading workshop
- Lesson plans using T.C. templates
- Classroom organization and environment
- Teachable charts created with the students
- Evidence of groupings and differentiated instruction
- Reading summary logs
- Students' Book Bags
- Students' reading goals

Indicators of Interim Progress and/or Accomplishment

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

- Classroom and hall bulletin boards displaying students' math work
- EDM checklists
- Portfolios
- Math Journals
- Formal and informal classroom observations using a checklist
- Conference notes
- Evidence of small group work and partner work (Differentiated instruction)
- Classroom visits/daily walkthroughs by the supervisors, and math coach
- Alignment of NYS math goals
- Lesson plans reflecting the problem solving strand and the communication strand
- Students' math goals
- Professional Development attendance and agendas
- Math Writing Rubrics

TECHNOLOGY

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 35% of classroom teachers (20 out of 57) will be using and implementing technology tools across all content areas (Smartboards/promethean boards, computers, digital cameras, video cameras) as measured by classroom inventories and formal and informal supervisory observations and walk through checklists.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Selected teachers will participate in the T4 Technology Grant Professional Development • Teachers will participate in in-house professional development by our technology teacher/staff developer, and T-4 technology staff developer. • Teachers will participate on inter-visitation and intra-visitation • Utilize Contract for Excellence Funds, Grants, and Reso Funds to purchase promethean boards and lap-tops • Students will participate in technology lessons both in the classroom and technology lab • Students will participate in many technology activities such as: blogging, video taping, smart boards, digital movies, power point, Headsprout and Imagine Learning Computer Reading Program • Students will generate individual technology goals • Classroom teachers will generate professional technology goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Bilingual/ESL Grants, Fair Student Funding, RESO Grant
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • P.D. agendas and attendance • Proof of purchase orders of smart and promethean boards, lap tops, video cameras, digital cameras, and head phones • Classroom visits with A.P. s and coaches using walkthrough checklists • Evidence of best technology teaching practices being implemented in the classroom by formal and informal observations • Lesson Plans • Classroom organization and environment • Bulletin Boards in the hall and classrooms demonstrating the use of technology

- | | |
|--|---|
| | <ul style="list-style-type: none">• Evidence of groupings and differentiated instruction• Students' technology goals• Student technology projects• Headsprout and Imagine Learning English progress charts |
|--|---|

Subject/Area (where relevant): INQUIRY TEAM

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 90% of the teachers in our school will participate in Inquiry team work in an effort to increase student achievement as measured by Inquiry Team meeting attendance and agendas along with the use of Inquiry Space on Aris.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Members of the Inquiry Team will meet once a week to monitor students' academic progress • Professional development for the members of the Inquiry Team • Inquiry Team will turn key to staff • Aris training for all teachers including AIS, ESL and content area teachers • Acuity training for the 3rd grade, AIS and ESL teachers • Teachers will be provided with professional development on how to analyze and interpret data to inform and differentiate instruction • Teachers will use data to set goals with time frames and plan of action to effectively differentiate instruction for targeted students during school hours and extended time • Teachers will be trained in co-teaching strategies and how to implement to scaffold both the strategies and scaffold instruction to meet the needs of all students • Additional preparation periods will be given to teachers to work collaboratively in raising student performance • Inquiry Team findings will be used to generate action plans with time frames and interim goals to develop school-wide priorities • Targeted students will generate goals in reading, writing, science, math and enrichment
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Inquiry Team Funds, Fair student Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Assessment binders: Reading, Writing, Math • Periodic Assessments, Running Records, ECLAS 2, Writing Continuum • Writing, Math, Enrichment, and Science Portfolios • Minutes of meetings • Plan of action for targeted students with time frames • Classroom visits using a walkthrough checklist

	<ul style="list-style-type: none">• Evidence of data driven decision making in lesson plans• Evidence of data driven instruction in the classroom during formal and informal observations• Evidence of small group work to differentiate instruction• PD attendance and agendas• Student assessment results used to guide modifications to school practices and curriculum development• Inquiry Team Interface• Students' goals achieved in Reading, Writing, Math, Science, and Enrichment
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K	0	0	0	0	41	0	0	33
1	65	0	15	0	43	0	0	23
2	75	16	51	0	10	0	0	40
3	89	60	35	0	15	0	0	45
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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Kindergarten and 1st 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. • 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. • Academic Intervention Support staff work with 1st, 2nd and 3rd 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. • A test preparation program for the English Language Arts Exam is provided for all 3rd grade students during extended day and for some 3rd grade students after school in order to reinforce and practice strategies and skills taught in the classroom. • After School English as a Second Language program is provided to 1st and 2nd and 3rd grade students. Students are taught both one-on-one, and in small groups in order to assist them in building basic language skills in listening, speaking, reading and writing. • Lexia, an individualized computer program that teaches phonemic awareness and decoding, is offered during the school day to the special education students in a 3rd grade collaborative team teaching class. • Extended Day, 37 ½ minutes, Monday through Thursday after school is geared toward at risk students in grades 1-2 and all 3rd graders. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance one-on- one and in small groups. • Imagine Learning, a computer program, was implemented in some ESL and Bilingual Kindergarten classes (to develop listening, speaking, and reading skills).
Mathematics:	<ul style="list-style-type: none"> • 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. • A test preparation program for the New York State Mathematics Test will be provided for 3rd grade students after school in order to reinforce and practice strategies and skills taught in the classroom. • Extended Day, 37 ½ minutes, Monday through Thursday after school is geared toward at risk students in grades 1 and 2, along with all 3rd grade students. It reinforces and reviews

	strategies and skills taught in the classroom to improve academic performance through one-on-one and small group instruction.
Science:	<ul style="list-style-type: none"> • Differentiated instruction is provided in small group work during the day by classroom and science cluster teachers • 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 4th grade test.
Social Studies:	<ul style="list-style-type: none"> • N/A
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Guidance counseling addresses emotional, social and behavioral needs/weaknesses in order to improve student achievement with students in grades K – 3, this is facilitated one-on-one and in small groups during the school day. • At-Risk services are provided by Guidance Counselors on an as needed basis.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • N/A
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • N/A
At-risk Health-related Services:	<ul style="list-style-type: none"> • The occupational therapist and physical therapist meet with students during the school day one-on-one in order to meet their needs as specified on their Individualized Educational Plans. • At Risk speech is offered to students in grades K – 3 during the school day one-on-one and in small groups, to meet the needs specified on their Individualized Educational Plans.

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 (2009-2010) LAP narrative to this CEP.

PS 7Q

LANGUAGE ALLOCATION POLICY 2009-2010

Part 1: School ELL Profile

A. Language Allocation Policy Team Composition

P.S. 7 is a barrier-free K-3 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 1,232 students. The student body is served by 90 professionals and support staff, including one Principal, two Assistant Principals, one Math Coach and one Bilingual/Literacy Coach, eight ESL Teachers, one Bilingual Coordinator, two Speech Teachers, one IEP Teacher, two Guidance Counselors, one Clerical Worker, one Bilingual School Psychologist one Social Worker, two Occupational Therapists, two Physical Therapists, six AIS Teachers, sixteen Teaching Assistants, one Parent Coordinator, four Secretaries, two School Safety Officers, seventeen School Aides, one School Nurse, and six Custodians.

The team members of the Language Allocation Policy are: Sara Tucci (Principal), Maria Farazdel (Assistant Principal), Joyce Serra (Parent Coordinator), Iclia Santiago (Dual Language Teacher), Purificacion Rodriguez (Bilingual Coordinator), Ircania Stylianou (Bilingual/Literacy Coach), Leigh Pena (Dual Language Teacher), and Giulia Alicea (Self-Contained ESL Teacher).

B. Teacher Qualifications

Of the 90 teachers assigned to PS 7, 100% are licensed and permanently assigned. All ESL, Bilingual and Dual Language Teachers are fully certified. Copies of all teachers' licenses/certifications are on file. Over 93% of our teachers have a master's degree or higher. The majority, 84%, have a minimum of five years experience. There is a high rate of teacher stability in our school (92% of teachers have taught at PS 7 for two or more years). At P.S 7 we have a total of six Certified Bilingual Teachers and one Special Ed. Teacher with Bilingual Extension.

PS 7's highly qualified staff works cooperatively to meet the needs of all our students and teachers. Extensive AIS support personnel, (including a math specialist, ESL instructors, SETTS Team, Academic Intervention team, and a School Leadership Team that includes representation of administration, union, teachers, and parents) support the teachers.

C. School Demographics

At P.S 7 we currently have approximately 1,232 students in grades Kindergarten through three. Our ELL population accounts for 667 students from various ethnic groups. Our ELLs account for 54.13 % of our total population.

Part II: ELL Identification Process

P.S 7 provides various workshops explaining the three ELL program choices. This workshop helps parents understand their parental program choices, TBE, DL, and ESL. As new admits come in throughout the school year, a pedagogue and/or an Assistant Principal interviews the parents and informs them of the programs the Department of Education offers all students. The parent coordinator shows the DOE's informational videos to the parents. During the new admit parental interview, parents fill in their Parental Survey and Program Selection Forms are returned.

During the parental program choice workshops, parents are informed of entitlement letters which will be distributed upon the administration of the LAB-R. As new students come in during the school year, the bilingual specialist tests the students on the very first day so the placement can be completed before the time frame. In September, when the NYSESLAT scores are in, parents are informed of entitlement or non-entitlement throughout the grades.

Upon review of the Parent Survey and Program Selection Forms for the past few years, the trend of program choices at P.S 7 has been Freestanding ESL, Dual Language, and one Transitional Bilingual Education in first grade and one in second grade. Due to Parental Choice we did not have sufficient students to form a Kindergarten TBE class.

P. S 7 offers TBE, Dual Language and ESL Self-Contained program models. Upon parents' selection of the program, students are placed accordingly. We adhere to parents' request and value their program choice.

We build alignment between home and school by providing parents with the program choice they select for their child. In order to further build this alignment between parent's choice and program offerings, we provide parental workshops which explain the program models. In addition, we offer parents suggestions on how they can help their child at home. We also invite our parents to attend open school week, as teachers, the Bilingual Coordinator and the Bilingual/ESL Coach are available to answer any questions or concerns the parents may have about any of our program models.

Part III: **ELL Demographics**

A. ELL Programs

The neighborhood where P.S. 7 is located is home to many new immigrants. P.S. 7's greatest strength lies in its cultural diversity. The ethnic distribution of our student population is 43% Hispanic Americans, 55% Asian Americans, .48% African Americans and .1.21% Caucasian. Of the total school's population, 54.13% of the students are designated as English Language Learners. Although a large percentage of the schools population consists of students from Asian and Spanish-speaking countries, families in the school community have emigrated from nearly 30 other countries; such as India, Thailand, Peru, Bangladesh, etc. The total population is 1,232 students. Out of this number, 667 students are designated as English Language Learners. (ELLs).

Number of Students in TBE by grade and Language

Grade	Total of Students	Language
First Grade	24	Spanish
Second Grade	24	Spanish
Total	48	

Number of Students in Dual Language by grade

Grade	Total of Students
Kindergarten	34
First Grade	36

Number of Students in Dual Language by Language

Grade	English	Spanish	Chinese	Bengali	Indian	Gujarati	Thai	Korean	Phillipino
Kindergarten	8	12	5	4	1	1	2	1	
First Grade	10	18	3	1	2		1	1	

In our first grade Dual Language classes 10 out of 36 students are fluent in both languages.

Number of Students in ESL Self-Contained by grade

Grade	Number of Students
Kindergarten	50
First Grade	52

Number of Students in ESL Push-in Program by grade

Grade	Number of Students
Kindergarten	77
First Grade	87
Second Grade	47
Third Grade	59

Programs for ELLs will focus on several key principles:

- All ELLs will be provided with standard-based instruction in both content and literacy areas aligned to ESL, ELA, and NLA standards.
- The language arts instructional component will be delivered using instruction in English with the use of ESL methodologies.
- The instruction will be differentiated for Beginners, Intermediate, and Advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and realia.
- Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, and students' independent work supported by teacher conferences.

- The P.S. 7 administration and teaching staff will meet the individual needs of different categories of ELL's coming to this school.
- Newcomers will receive support in their native language. Teachers will provide an anxiety-free environment by pairing newcomers with buddies who speak the same language or help them learn English through interpersonal communication.
- SIFE students will be placed in the age-appropriate grade and receive various supports that enable them to function in the class: access to classroom libraries with books in their native language, partner work, and Academic Intervention Services. Materials in the classroom will be of high interest and at diverse readability levels, age appropriate and culturally diverse. The books will be two grades below and one grade above the level of SIFE. The students will be allowed to take the books home. All SIFE teachers will be appropriately certified. Extended services for SIFE students will be provided during the after school programs. These programs will be in compliance with CR Part 154 and NCLB.
- Students who exit from the ESL program will receive additional support through a transition program that will help them reach proficiency in the English language.
- The Instructional plan for ELLs having special needs will adhere to their IEPs.

B. ELL Years of Service and Programs and ELLs by Subgroup

Currently we have eleven SIFE students in third grade and 118 ESL newcomers to our school. These students were placed according to the (LAB-R) and their language proficiency levels i.e. Beginner, Intermediate, and Advanced. Beginners and Intermediates receive two periods of ESL services four times a week. Advanced students receive one period of ESL instruction four times per week. Groupings are flexible within classes to enable ELLs the opportunity to work together with students who have gained some proficiency of the English language. ESL teachers employ various approaches which include scaffolding, Total Physical Response, the Cognitive Academic Language Approach (CALLA), Sheltered English, and the Language Experience Approach within the framework of the Teacher's College Reading/Writing Workshop model as well as Math Workshop using the Everyday Math Program. Students new to the country usually read below level compared to their peers. However, teacher assessments indicate the level of math performance is equivalent or near equivalency to that of their peers except in word problems. Such students are able to solve word problems in their native language. This was verified this by assessing them verbally with a pedagogue/teacher assistant. These children are given extra help in the form of tutoring, peer coaching, small group differentiated instruction, Inquiry Team groups, after school programs and extended day small groups. As per the new ruling, P.S. 7 continues using the testing modifications for our third grade students in the ELA, MATH and NYSESLAT test.

Number of ESL Students in Special Education by grade:

<u>Grade</u>	<u>Number of Students</u>
Kindergarten	11
First	13

Second	5
Third	8
Total	37

ELLs – RYOS ESL Service Report

	0 years in ESL	1 year in ESL	2 years in ESL	3 years in ESL	4 years in ESL	5 years in ESL
Kindergarten	6	204				
First Grade	4	23	148			
Second Grade	2		5	53	4	
Third Grade			3	12	53	2

Instructional adaptations are made according to the needs of the students. Teachers use a variety of methods, including scaffolding, graphic organizers, contextualization, visuals, realia, portfolio assessments, etc. to insure optimum learning. ELLs continue to receive supplementary instruction after school, during extended day and throughout the school day which focuses on listening/speaking and reading/writing.

C. Home Language Breakdown and ELL program

Bilingual Education Program

During the 2009-2010 school year, P.S.7 has one first and one second grade Transitional Bilingual class.

In a TBE class, Spanish and English will be taught as per the LAP. At the commencement of the school year, a 60% - 40% model will be used with the students who are at the beginning and intermediate levels. In the ESL program, the school will continue to ensure that students receive the required amount of ESL/ELA instruction.

In all Bilingual classes available in P.S. 7, beginning and intermediate ELLs will receive 360 minutes of ESL instruction and 180 minutes of Native Language Arts as required by Commissioner’s Part 154 Regulation.

The Transitional Bilingual Education class includes an ESL component designed to develop English language skills and assist each student in attaining English language proficiency.

Instruction will also include a Native Language Arts (NLA) component designed to develop all four-language modalities: listening, speaking, reading, and writing in Spanish.

Content area instruction in science, social studies, and mathematics will be taught both in Spanish and English using ESL strategies and instructional scaffolding techniques. As students' English proficiency improves, instruction in English will increase and instruction in Spanish will decrease. New concepts will be presented in the native language. During the work period, students will work in either Spanish or English depending on their English proficiency level. A linguistic summary will be provided in English at the end of the lesson.

- **Small Group Instruction/Differentiation of Instruction** – Daily, for 10-15 minutes with various groups within the reading, writing and math workshops. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this time ELLs receive small group instruction, one on-one conferences, partner reading, etc.
- **Content area in first grade**
 - Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
 - Science – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
 - Social Studies is delivered by a Social Studies cluster teacher and the classroom teacher.
- **Content area in second grade**
 - Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
 - Science – Two 45 minute periods per week by a cluster teacher, and one 45 minute period per week by the classroom teacher
 - Social Studies is delivered by a Social Studies cluster teacher and the classroom teacher.

In the bilingual program the content area is taught in Spanish with summaries in English.

- The instruction will be differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, making connections to experiences, building new knowledge, using visuals and realia. Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, as well as students' independent and small group work supported by teacher conferences.
- Content area instruction will be aligned with New York City and New York State content and performance standards.

- Multiple assessments, (e.g. student portfolios, city and state standardized tests, informal assessments; ECLAS 2, Language Acquisition Checklist, EL Sol, Writing portfolios, Conferences, Everyday Math unit assessments, strategy and guided reading group checklists and conferences) are used to drive content area instruction as well as language development.

The classroom environment in the Transitional Bilingual Education Program will reflect the following:

- Flow of the Day indicating language of instruction and duration of lesson
- Well-equipped centers
- Leveled classroom libraries in Spanish and English
- Students' work displayed in each language
- Word walls defined by different color for each language
- Computer Center
- Data Center in which the teachers maintain a record of students writing and reading conferences, math portfolios, strategy groups, guided reading groups and Headsprout.
- At P.S. 7 approximately 90 percent of the teachers participate in the various Inquiry Teams. Therefore, many of our bilingual and ELL students are provided with extra support and individualized instruction in order to improve their academic needs.

Our objective is by June 2010 65% of English Language Learners in grades K through 3 will approach a higher level of language acquisition and literacy as measured by the NYSESLAT. In order to improve performance on the NYSESLAT, all ELLs in grades K-3 will receive services by AIS personnel on an on-going basis. This comprises small group guided reading/writing lessons, on line tutorials (Headsprout) to master skills, sub skills and learning strategies, peer grouping and when necessary one-to-one conferencing.

All ESL and bilingual teachers are fully certified in their area of teaching. There are no uncertified teachers working under ESL or Bilingual licenses at P.S.7.

The Dual Language Program

P.S. 7's Dual Language program, first launched during the 2008-2009 school year, is developmental, and language-enriched.

Four certified teachers (two in kindergarten and two in first grade) work collaboratively to instruct the students in two languages (Spanish/English). English proficient and native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. We are implementing the 50:50 model in which the students selected are 50% English speakers from different countries and the other 50% are native Spanish speakers. The teachers use the roller coaster instructional approach, which allows the students to receive an equal amount of instructional days in each language (Spanish/English). Our dual language program promotes bilingualism, multiculturalism, and bi-literacy for our children. The Kindergarten teachers work side-by-side in the same classroom. The first grade teachers are in separate classrooms.

All students in the Dual Language program develop their second-language skills while learning content knowledge in both languages. Students alternate each day between English and Spanish instruction. Instruction is given in English one day and is continued in Spanish the next day. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish dual language teacher. Emergent literacy is taught simultaneously. The goals for students in both language groups of the dual language are as follows.

- Meet or exceed New York State and City standards.
- Maintain, strengthen, and enrich mastery of their native language.
- Develop proficiency in their second language.
- Develop positive cross-cultural attitudes, behaviors, and skills that will enable students to function in a global society.
- Support the acquisition of increased self-esteem.
- This program promotes bilingualism, multiculturalism, and bi-literacy for our children.

- **Small Group Instruction** – Daily, for 10-15 minutes with various groups within the reading, writing and math workshops. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this time ELLs receive small group instruction, one-on-one conferences, partner reading, etc.

- **Content area in Kindergarten** and across the grades is delivered using ESL methodologies such as scaffolding, realia, TPR, hands on, etc.
 - Science – one 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
 - Social Studies is delivered by a Social Studies cluster teacher and the classroom teacher.
 - Math Workshop is delivered daily including math routines, plus an additional 30 minute workshop.

- **Content area in First Grade**
 - Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
 - Science – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
 - Social Studies - is delivered by a Social Studies cluster teacher and the classroom teacher.

- The instruction will be differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, making connections to experiences, building new knowledge, using visuals and realia. Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, as well as students' independent and small group work supported by teacher conferences.

Students are expected to build academic skills in their first language and eventually transfer these skills to the 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 the Dual Language program.

The P.S. 7 community recognizes that the above model must be applied coherently. With this focus, P.S. 7 develops and implements its own Language Allocation Strategies which align with regional goals and are shared with feeder schools to ensure coherency in the future. Every stakeholder shares the responsibility of understanding and articulating the Language Allocation Strategies in order for it to be meaningful and valued in the school community. Parents play a particularly important role in this process.

The Free Standing English as a Second Language (ESL) Program

Students in Free Standing English as a Second Language programs receive all instruction in English. The New York State Commissioner's Regulations Part 154 determines how many units of ESL instruction each student should receive according to his or her English proficiency level on the Language Assessment Battery-Revised (LAB-R) and/or the New York State English as a Second Language Achievement Test (NYSESLAT) score.

- All students are provided with high-quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.
- Beginning and intermediate students receive 360 minutes a week of ESL instruction. One period a day will be strictly ESL, and the second period will be using ESL within the content areas.
- Advanced students must receive 180 minutes a week of ESL within the content areas.
- Instruction is differentiated to ensure academic success.
- The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language teaching methodologies.
- ESL teachers deliver the ESL instruction through a push-in co-teaching model during a 90-minute literacy block, i.e. Writing/Reading workshops, Word Work, Shared Reading, Shared Writing, and Read Aloud.
- There are three self-contained Kindergarten classes as well as two First Grade self-contained ESL classes.
- 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 1,232 students. Classes with ELL students constitute about 85% of all classes. Classes are heterogeneously grouped. 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.
- Educational programs for ELLs embody challenging content and well-developed learning strategies that prepare ELLs to think critically, solve problems, and communicate in the language of instruction. In order to accomplish this goal, programs for ELLs at P.S.7 will focus on several key principles:
 - All ELLs will be provided with standards-based instruction in both content and literacy areas aligned to ESL, ELA, and NLA standards.
 - The literacy instructional component will be delivered through instruction in English Language Arts and English as a Second Language.
 - **Small Group Instruction** – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this time ELLs receive small group instruction, one-on-one conferences, partner reading, etc.
 - **Content area in Kindergarten** and across the grades is delivered using ESL methodologies such as scaffolding, realia, TPR, hands on, etc.

- Math Workshop is delivered daily including math routines, plus an additional 30 minute workshop.
- Science – one 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.
- Social Studies is delivered by a Social Studies cluster teacher and classroom teacher.
- **Content area in First Grade**
 - Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
 - Science – One 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.
 - Social Studies is delivered by a Social Studies cluster teacher and the classroom teacher.
- **Content area in Second Grade**
 - Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
 - Science – Two 45 minute periods per week by a cluster teacher and one 45 minute period per week by the classroom teacher.
 - Social Studies is delivered by a Social Studies cluster teacher and the classroom teacher.
- **Content area in Third Grade**
 - Math Workshop – Daily including math routines, plus an additional 75 minute workshop.
 - Science – Two 45 minute periods per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.
 - Social Studies - is delivered by a Social Studies cluster teacher and the classroom teacher.
- The instruction will be differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, making connections to experiences, building new knowledge, using visuals and realia. Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, and students' independent and small group work supported by teacher conferences.

Breakdown of ELLs by Grade and Language

Language	Kindergarten			Grade 1			Grade 2			Grade 3		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Slovak (SO)												
Bengali (BEN)	11		11	15		15	9		9	7		7
Madarin	36		36	13		13	22		22	13		13
Chinese (CMN)	15		15	26		26	11		11	12		12
Urdu (UD)	0		0	2		2	2		2	1		1

Indonisian(IN)											
Burmese (BS)											
Japanese (JPN)	2		2				1		1		
Korean (KOR)	1		1								
Polish (POL)											
Hindi	6		6	3		3	5		5	5	5
Pashto (PA)											
Spanish (SPA)	75		75	105	24	81	77	24	53	53	53
Vietnamese (VIE)											
Other	91		91	13		13	4		4	31	31
SUB TOTALS →	237		237	177	24	153	131	24	107	122	122

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 Identified in the Building in 2008-09 (Do not include long-term LEPs)	Total Number of LEP students in grades K-6 Served in the Building in 2009-10 (Do not include long-term LEPs)
109 Bilingual 537 ESL	48 Bilingual 619 ESL
Total 646	Total 667

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All English Language Learners are grouped in classes according to their proficiency levels (Beginners, Intermediate and Advanced). Beginner and intermediate students receive two periods of ESL push-in services four times a week. Advanced students receive four periods of ESL a week. Groupings within classes are flexible in order to enable ELLs to work together with students who are proficient in English and/or have gained some proficiency in English. ESL teachers employ various approaches which include: scaffolding, TPR, and the Language Experience Approach within the framework of Teacher’s College Reading/Writing Workshop Model as well as the Math Workshop.

English Proficiency Levels by Grade

2008 – 2009

Proficiency Level	Kindergarten	Grade 1	Grade 2	Grade 3	Total
Beginner	68	66	18	27	179
Intermediate	55	75	56	42	228
Advanced	91	26	64	58	239
Total # of ELLs	214	167	138	127	646

English Proficiency Levels by Grade in NYSESLAT

May 2009

Proficiency Level	Kindergarten Lab R Fall 2009	Grade 1	Grade 2	Grade 3	Total
Beginner	121	81	20	9	231
Intermediate	5	66	31	29	131
Advanced	88	30	81	86	285
Proficiency	73	22	29	64	115
Total # of ELLs	214	199	161	188	762

According to research ELL's take three to five years to acquire BICS, (Basic Interpersonal Communication Skills) and eight to ten years to acquire CALP, (Cognitive Academic Language Proficiency). Our above data confirms research findings.

Since P.S. 7 is a K-3 school, there will be no long-term ELLs in the school's program. For the 2009-2010 school year, the breakdown of the 54 classes at P.S. 7 will be as follows:

Kindergarten

- 2 self contained ESL classes

- 2 Dual Language classes (DL)
- 1CTT Collaborative Team teaching
- 1 12:1:1 Special Education class
- 9 general education classes with ESL services

First Grade

- 2 Self-contained ESL classes
- 1 TBE class
- 1 Collaborative Team Teaching Bilingual class (CTT)
- 1 Special Education class
- 6 General education classes with ESL services
- 2 General education non-service classes

Second Grade

- 1 TBE class
- 1 CTT class
- 1 Special Education class
- 7 General education classes with ESL services
- 3 General education non-service classes

Third Grade

- 1 CTT class
- 2 Special Education class
- 6 General education classes with ESL services
- 3 General education non-service classes

D. Programming and Scheduling Information

The following is a description of how instruction is delivered.

PS 7 follows a balanced literacy model. In this approach there is a balance of the following:

- Reading, Writing and Word Work
- The delivery of teaching to, with and by students
- The language arts: Listening, Speaking, Reading, Writing and Viewing.

Within this model students are involved in 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. Instruction is driven by the New York State Standards, the units provided by Teacher's College for reading and writing, along with ongoing assessment. In regards to word study, teachers follow Month by Month Phonics by

Cunningham and Hall, Phonics Lessons by Fountas and Pinnell, or Foundations. There is a daily schedule to ensure that all components of balanced literacy are being addressed. Reading and writing occur daily. The workshop time begins with a mini-lesson in which there is explicit modeling and opportunities for students to practice the strategy being taught. During the work time students are reading or writing independently and the teacher provides support to differentiate instruction based on independent needs.

A balance of assessment helps teachers to determine the remediation or enrichment that is needed. The academic intervention programs include: Headsprout, Foundation, and Great Leaps. In addition, other intervention and enrichment services include extended day, and after school programs to help students meet and exceed the standards.

Special Education Program

The special education program at P.S 7 consists of one CTT class in the following grades Kindergarten, second and third. In addition, we have one self-contained class in Kindergarten, grade one and grade two and two in grade three. In this setting, beginning and intermediate ELL students receive 360 minutes of ESL instruction as required under Commissioner's Regulation Part 154. A certified Special Education teacher teaches this class. All students receive instruction and related services in English according to their Individualized Education Plan (IEP). The student's IEP solely determines entry into and/or exit from the special education programs.

- **Instruction in this class includes a push-in ESL component designed to develop all four-language modalities: listening, speaking, reading and writing.**
- **Content area instruction in science, social studies, and mathematics are taught in English using ESL strategies and instructional scaffolding techniques.**
- **Content area instruction is aligned with New York City and New York State content and performance standards.**
- **Multiple assessments, (e.g. student portfolios, city and state standardized tests, informal assessments, language acquisition checklists, ECLAS) are used to drive content area instruction as well as language development.**

The following is a description of how instruction is delivered in all programs, general education, TBE, Dual Language, ESL self-contained and Special Education Programs at P.S 7:

**Instructional Practice
Kindergarten**

September – December

- ❖ **Reading Workshop** – Approximately 20-30 minutes daily
- ❖ **Writing Workshop** – Approximately 20-30 minutes daily
- ❖ **Skills Block** – Approximately 30 minutes daily, using a balance of Month by Month Phonics, Phonic Lessons by Fountas & Pinnell, and Headsprout (starting date will be forthcoming).
- ❖ **Read Aloud** – 2-3 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and two can be a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
- ❖ **Shared Reading** – Daily for approximately 25-40 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop
- ❖ **Shared / Interactive Writing** - Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- ❖ **Math Workshop** – Daily including math routines, plus an additional 30 minute workshop.
- ❖ **Science** – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
- ❖ **Choice Time** – Daily for 45 minutes.
- ❖ **Small Group Instruction** – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
- ❖ **Storytelling and Dramatization** are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.

- ❖ **Enrichment** – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

Instructional Practice Kindergarten

January – June

- ❖ **Reading Workshop** – Approximately 45 minutes daily
- ❖ **Writing Workshop** – Approximately 45 minutes daily
- ❖ **Skills Block** – Approximately 30 minutes daily, using a balance of Month by Month Phonics, Phonics Lessons by Fountas & Pinnell, and Headsprout.
- ❖ **Read Aloud** – 2-3 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and two can be a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
- ❖ **Shared Reading** – Daily for approximately 15-30 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop
- ❖ **Shared / Interactive Writing** - Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- ❖ **Math Workshop** – Daily including math routines, plus an additional 60 minute workshop.
- ❖ **Science** – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
- ❖ **Choice Time** – Two times per week for 30 minutes.
- ❖ **Small Group Instruction** – Daily, for 10-15 minutes with various groups within the

reading, writing and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.

- ❖ **Storytelling and Dramatization** are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
- ❖ **Enrichment** – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

Instructional Practice First Grade

September – June

- ❖ **Reading Workshop** – Approximately 50 minutes daily
- ❖ **Writing Workshop** – Approximately 50 minutes daily
- ❖ **Skills Block** – Approximately 30 minutes daily, using a balance of Foundations, Headsprout, Month by Month Phonics, by Fountas & Pinnell.
- ❖ **Read Aloud** – 1-2 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and one is a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
- ❖ **Shared Reading** – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- ❖ **Shared / Interactive Writing** – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- ❖ **Math Workshop** – Daily including math routines, plus an additional 60 minute workshop.
- ❖ **Science** – One 45 minute period per week by a cluster teacher, and two 45 minute periods

per week by the classroom teacher.

- ❖ **Small Group Instruction** – Daily, for 10-15 minutes with various groups within the reading, writing, and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
- ❖ **Storytelling and Dramatization** are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
- ❖ **Enrichment** – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

Instructional Practice Second Grade

September – June

- ❖ **Reading Workshop** – Approximately 50 minutes daily
- ❖ **Writing Workshop** – Approximately 50 minutes daily
- ❖ **Skills Block** – Approximately 30 minutes daily, using a balance of Foundations, Headsprout, Month by Month Phonics and Phonics Lessons by Fountas & Pinnell.
- ❖ **Read Aloud** – 1-2 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and one is a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
- ❖ **Shared Reading** – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop. As the year progresses, the need for this to be a whole class activity may decrease.
- ❖ **Shared / Interactive Writing** – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.

- ❖ **Math Workshop** – Daily including math routines, plus an additional 60 minute workshop.
- ❖ **Science** – Two 45 minute periods per week by a cluster teacher, and one 45 minute period per week by the classroom teacher.
- ❖ **Small Group Instruction** – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
- ❖ **Storytelling and Dramatization** are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
- ❖ **Enrichment** – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

**Instructional Practice
Third Grade**

September – June

- ❖ **Reading Workshop** – Approximately 60 minutes daily
- ❖ **Writing Workshop** – Approximately 60 minutes daily
- ❖ **Skills Block** – Approximately 30 minutes daily, using a balance of Month by Month Phonics, Phonics Lessons by Fountas & Pinnell, and Headsprout (as needed).
- ❖ **Read Aloud** – 1-2 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and one is a “bedtime” read aloud (cover to cover, for

enjoyment, approx. 5-10 minutes)

- ❖ **Shared Reading** – Can be incorporated during other parts of the day, for example, during morning routines, reading, writing, or math workshop or conducted in small groups during reading workshop as needed.
- ❖ **Shared / Interactive Writing** Can be incorporated during other parts of the day, for example, during morning routines, reading, writing, or math workshop or conducted in small groups during writing workshop as needed.
- ❖ **Math Workshop** – Daily including math routines, plus an additional 75 minute workshop.
- ❖ **Science** – Two 45 minute periods per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
- ❖ **Small Group Instruction** – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
- ❖ **Storytelling and Dramatization** are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
- ❖ **Enrichment** – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

E. Schools with Dual Language Programs

All students in Dual Language programs develop their second-language skills while learning content knowledge in both languages. Instruction is delivered one day in English and continued the next day in Spanish. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish dual language teacher. Emergent literacy is taught simultaneously. The goals for students in both language groups of the dual language are as follows.

- Meet or exceed New York State and City standards.
- Maintain, strengthen, and enrich mastery of their native language.
- Develop proficiency in their second language.
- Develop positive cross-cultural attitudes, behaviors, and skills that will enable students to function in a global society.
- Support the acquisition of increased self-esteem.
- This program promotes bilingualism, multiculturalism, and bi-literacy for our children.

F. Professional Development and Support for School Staff

Professional Development for teachers, assistant principals, bilingual ESL specialist, paraprofessionals, guidance counselors, special education teachers, psychologists, OPTs, speech therapists, parent coordinator, and staff responsible for the delivery of the instruction and services to Limited English Proficient students will be conducted throughout the school year. The 7.5 hours of ELL training for all staff is done during staff development days, grade and faculty conferences as well as the optional lunch and learn meetings. Records of meetings are maintained by sign in sheets and agendas. The following areas will be addressed during professional development meetings:

- Basic interpersonal communication skills (BICS) versus cognitive academic language proficiency (CALP).
- Language Acquisition Stages and checklist.
- ESL methodology and strategies using the TC workshop model and units of study.
- The importance of meaningful context-embedded tasks to support the language and cognitive needs of ELLs.
- Differentiated instruction to meet individual needs of ELLs. (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.
- Some ESL teachers received QTEL training, e.g. Building Base I & II. It will focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on city and state tests. Teachers will be exposed to updated research in their professional area. The Literacy/Math and ESL/Bilingual coaches, will facilitate these professional development sessions. Ongoing professional development and coaching support will deepen content knowledge and strengthen pedagogy.
- Cultural sensitivity toward ELL students coming from diverse ethnic backgrounds and infusion of multicultural themes in the school curriculum.
- Scaffolding and instructional strategies for teaching ELLs in all content areas.
- Strategies needed to prepare ELLs to meet city and state standards and provide teachers with a clear familiarity of ELA, NYSESLAT, CTB, and other examinations.
- Study groups will be conducted specific to the needs of ELL's focusing on literacy such as, Learning in a Second Language by Pauline Gibbons.
- Study groups on ELL training will be conducted for all staff members as per the Jose P. mandates, minimum 7.5 hours. Some of the books that are/will be utilized are **Amazing English Handbook** by Teresa Walter, **Balancing Reading and Language Learning** by Mary Cappellini, **Scaffolding Language Scaffolding Learning** by Pauline Gibbons, **Record of Oral Language and Biks and Gutches** by Mary Clay and **Making Content Comprehensible for English Language Learners** by Jana Echevarria, MaryEllen Vogt, and Deborah Short. **Dual Language Teaching and Learning in Two Languages** by Sonia Soltero, **The Young Child in Mathematics** by Juanita Copley and **Teaching Mathematics Through Problem Solving** by Frank Lester and Randall Charles.
- Lunch & Learn – the coaches meet with classroom teachers on a voluntary basis to discuss Teachers College Reading and Writing Units of Study. This is a forum for teachers to ask any questions or voice concerns they have pertaining to reading or writing workshop.
- In-house Professional Development for new and experienced teachers consist of: Conferring, Overview of the workshop model, Guided Reading, Strategy lessons, Inquiry Team and Assessment.
- Using assessment tools such as a Language Acquisition Checklist

Technology plays a big role in the students' academic life. Teachers have been provided with promethean boards and laptops to aid in the teaching of math, reading, writing, and phonics. Imagine Learning English, a research based technology program specially designed for the ELL population, has also been purchased.

Various assessments are used within the classroom that provide teachers with the necessary tools to assess their students' academic needs. Staff development will be provided to help teachers use these assessments to improve the achievement of individual students and the overall instructional programs. Assessments include running records, rubrics, checklists, ECLAS 2, portfolios, teacher observations and conference notes.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement are provided with timely, effective additional assistance. Such assistance includes measures to ensure that students' difficulties are identified in a timely basis and to provide sufficient information on which to base effective instruction.

Programs such as; Headsprout, Foundations, Project Arts, Parents As Arts Partners, Reduced Class Size, the Extended School Day, and After School programs are some of the reform strategies in use. The Extended School Day and After School Programs help increase the amount and quality of learning time. Parents as Arts Partners and Project Arts help provide an enriched and accelerated program. All programs help meet the academic needs of students. In order to meet the needs of our at-risk students, programs such as Counseling, Pupil Personnel Services, and Mentoring Services for teachers will be in place.

All teachers in P.S. 7 have been provided with resource materials that they have been studying and using extensively for their classroom instruction. Some of the materials are:

A Comprehensive Approach to Balanced Literacy: A Handbook for Educators. New York Department of Education

Units of Study for Primary Writing: A Yearlong Curriculum (7 books) by Lucy Calkins et al., First Hand.

Growing Readers (Units of Study in the Primary Classroom) by Kathy Collins. Stenhouse Publishers, 2004.

How Is It Going: (A Practical Guide to conferring with Student Writers) by Carl Anderson. Heinemann, 2000.

Phonics Lessons by Fountas and Pinnel. First Hand.

MAY 2009

Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

G. Parental Involvement

P.S. 7 respects and values parental involvement in the decision-making process.

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 registered Kindergarten students. The objective of this meeting is to alleviate fears and provide parents with information in the form of a parents' handbook that will help prepare their children for the start of school. Parents of all grades will also have the opportunity to meet their child's teacher at "Meet the Teacher Night" held each September to learn how to enable their child to meet the standards in all curriculum areas. Parents of new admits across the grades are invited to school and get information regarding curriculum, instructional methods, student requirements, and parent support. A Parent Coordinator is also 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.

Administrative practices and procedures to screen students during their enrollment include the administration of the Home Language Survey (HLS) to identify the student's language needs. The survey data is supported by an informal interview in the native language of the child and/or English. Upon having established that the student's home language is that other than English, trained ESL licensed personnel administers the Language Assessment Battery–Revised (LAB-R). The LAB-R measures student's level of English language proficiency, identified as beginning, intermediate, or advanced.

An orientation session for parents of new admits ensure that parents can make informed and educated choices regarding the language services their children receive.

- **Basic parent orientation materials are available in the dominant languages of the school's ELL population.**
- **All parents of ELLs are notified annually or as the need arises in the language of their preference about program choices available. The school has translators to help parents communicate in their native language with school personnel.**
- **The Parent Coordinator and ESL/Bilingual Coordinator are active liaisons between the school and parents.**
- **Materials and notification letters will be available in the preferred languages.**
- **The school will provide translation/interpretation services to help parents communicate in their native language with school personnel.**

- One of the orientations provided is the Programs the Department of Education offers English Language Learners. At this orientation parents are informed of the Free Standing English as a Second Language (ESL), the Transitional Bilingual Education and the Dual Language Programs which are all offered at P.S 7.

The results of the LAB-R combined with parent's choice enables the school to place the students in the programs that best meet their individual needs and recognize their strengths. In addition to the LAB-R for new admits, the NYSESLAT, an annual assessment test, is administered to all ELLs who receive ESL services in one of the above programs. When NYSESLAT results become available the parents of the participating ELLs are notified of program entitlement choices in their preferred language. Parent choice is an important criterion for student's placement.

In order to inform the parents of newly-admitted students about the instructional programs offered at P.S. 7, as well as the school's goals and expectations, orientation meetings will be held prior to each new school year. As Elmhurst is a neighborhood with a high influx of immigrants from all over the world, orientation sessions will be also provided as the need arises throughout the school year.

The school will provide translators at these orientation meetings to help parents understand the information presented as well as to communicate with the school personnel.

Because the state requires that ELLs be placed in the appropriate program within ten days of their enrollment, P.S. 7 makes every effort to stay in close contact with ELL parents, by administering the Home Language Questionnaire, to inform them of their child's eligibility for ESL services, and collecting the forms that indicate the parent's program choice for their child.

The parent coordinator analyzes the DOE school survey and then addresses their needs. P.S 7 administration and staff has an open door policy with all parents. Our parents are actively involved in their child's education.

Ongoing workshops will be provided for parents in order to help them acquire the skills needed to assist their children in the development of print strategies and phonemic awareness, which are essential for student's success. The expertise of all staff members including literacy, math, and technology experts will be utilized in workshop presentation.

The Parent Coordinator sponsors many school-related activities. Parent workshops are held throughout the year to address Kindergarten Orientation, ELL matters, How to Help Your Child Succeed in School, Discipline, Math, State Math Test, Literacy, 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 to accommodate parents. If they cannot provide services within reasonable time, P.S.7 uses the services of staff and parent volunteers for in-house translation. When necessary, the Parent Coordinator uses her cell phone to contact the Translation Unit to provide such services over the phone to answer questions for parents who speak other languages.

The Parent Coordinator implements an Adult ESL Program two mornings per week in the cafeteria for parents of beginner and intermediate students. Some parents attend both classes. In addition to going over grammar and speaking skills, the Parent Coordinator incorporates vocabulary, history, and map skills to enrich and provide more understanding of the weekly lessons. She also makes suggestions for using their new skills while working with their children, so that the ESL class becomes a mini parent workshop as well. The Parent Coordinator organizes curriculum workshops with appropriate staff (Math Staff Developer, ESL/Literacy Staff Developer, and Bilingual Coordinator) throughout the year with emphasis on Math, English Language Arts and NYSESLAT early in the year. In the fall, our parent and bilingual coordinators and ESL/Literacy Staff Developer conducts an orientation for incoming Kindergarten/new admit's parents to familiarize them with the school and programs offered. The NYCDOE video is shown in English and in other languages as requested by the parents. This orientation is repeated in the spring for newly registered Kindergarten parents for the incoming year. The video and the familiarization with school program choices are ongoing throughout the school year as the parents are interviewed at registration by a school pedagogue (Bilingual Specialist, ESL/Literacy Staff Developer and/or an Assistant Principal). The Parent Coordinator makes parents aware of the various events occurring in the school to encourage participation. In January and February State Math, ELA and NYSESLAT workshops are scheduled for all third grade parents in order to enable them to help their children prepare for these examinations. This is especially important for ELL parents in order to gain an understanding of the concepts their children are learning in class to help them at home. In the fall and in the spring, the Math Coach and the Parent Coordinator organize a Family Math Night event. Many ELL families attend (translators in Spanish/Chinese are available). This is a great way to have parents participate with their children to learn math games that they can also play at home. In the spring, the Literacy Coach and the Parent Coordinator work together to provide a similar event with emphasis on literacy and reading skills.

Beginning in January and continuing through March, we will have Cornell Nutrition workshops on Monday mornings for our parents. This will be presented in Spanish and English and will emphasize good nutrition and exercise habits with sample food preparation demonstrated. Parents will receive a certificate at the end of the eight week program.

The ELL parents are also involved in Parent Association activities held at the school, such as picture day, family nights, and holiday celebrations. They attend Learning Leaders training allowing them to volunteer in the school as needed. This year, we have a variety of nationalities represented on our School Leadership Team, and they promise to be an involved and outspoken group.

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. On alternate months they hold Family Events if time and schedules permit. Parents receive three days of training about assisting in schools, how to help students and teachers, as well as appropriate behavior. Training is provided in English, Spanish, and sometimes in Chinese.

The P.S. 7 Parent Association is very active. They hold meetings bi-monthly in the evening to inform parents of the activities in our school. The Principal and Parent Coordinator meet with the parents to provide information and answer questions and staff members make presentations on various topics of interest. Translations are provided to parents and notices go out in English & Spanish.

When necessary the Parent Coordinator uses her cell phone to contact the Translation Unit to provide translation over the speakerphone in order to answer questions for parents who speak another language. The Parent Coordinator assists parents in accessing the new ARIS Parent Link online – a valuable tool for parents to see how their child is doing academically in school.

Part IV: **A. Assessment Analysis**

After reviewing the NYSESLAT scale score conversion chart, the data shows the following trends in performance levels:

- All students, irrespective of their proficiency levels in all the grades, score higher on the speaking and listening parts of the test compared to reading and writing parts.

NYSESLAT Raw Score to Scale Score in Listening and Speaking – 2008-2009

<u>Grade</u>	<u>Beginners</u>	<u>Intermediate</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Total</u>
First	8.49%	27.88%	48.47%	15.16%	165
Second	1.06%	11.64%	53.97%	33.34%	189
Third	0%	3.94%	46.46%	45.67%	127

NYSESLAT Raw Score to Scale Score in Reading and Writing

<u>Grade</u>	<u>Beginners</u>	<u>Intermediate</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Total</u>
First	25.46%	52.13%	13.94%	8.49%	165
Second	4.77%	27.52%	33.87%	33.87%	189

Third	3.94%	20.48%	33.86%	37.80%	127
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NYSESLAT Modality Analysis by Grade

As we analyzed our second and third grade NYSESLAT scores in reading and writing from 2008 and 2009, we have come to the following conclusion:

Grade	Up 1 level	Up 2 levels	Stayed the Same	Down 1 Level
Second (first grade results)	51 %	19 %	27 %	3 %
Third (second grade results)	22 %	1 %	61 %	16 %

NYSESLAT Calculator Scores (www.calcsoda.com) – Spring 2009

<u>Grade</u>	<u>Beginners</u>	<u>Intermediate</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Total # of Students</u>
First	41%	33%	15%	11%	199
Second	13%	19%	50%	18%	161
Third	5%	15%	46%	34%	188

The above chart shows the NYSESLAT scores of our ELL students. The calcsoda calculator was used to determine the students English Language proficiency level.

The following is the ECLAS 2 results from 2008-2009:

Phonemic Awareness	Date of Assessment	Level I	Level 2
	Fall 2008	K	K

Rhyme Recognition	Fall 2008	357 88.0	
Rhyme Generation	Fall 2008	345 70.1	
Syllable Clapping	Fall 2008	354 90.4	
Initial Consonants	Fall 2008	359 91.1	
Final Consonants	Fall 2008		363 86.0
Blending	Fall 2008		360 71.4
Segmenting	Fall 2008		353 65.2

Phonics	Previously mastered	Date	Level I K	Level 2 K	Level 3 Grade I	Level 4 Grade I	Level 5 Grade 2	Level 6 Grade 2
Alphabet Recognition		Fall 2008	85 83.5	299 89.6				
Alphabet Writing		Fall 2008						
Spelling		Fall 2008			248 56.0		198 63.1	
Decoding	309 3.9	Fall 2008		192 50.0	106 86.8	78 84.6	81 88.9	318 97.2

Reading and Oral Expression	Previously Mastered	Date	Level 1 K	Level 2 K	Level 3 Grade 1	Level 4 Grade 1	Level 5 Gr2	Level 6 Grade 2	Level 7 Grade 3	Level 8 Grade 3
Vocabulary		Fall 2008			269 36.4		179 40.2		260 41.5	
Sight Words	205 2.4	Fall 2008		147 69.4	86 87.2	90 97.8	90 91.1	72 94.4	58 86.2	207 99
Concepts of Print		Fall 2008	226 86.7							
Emergent Reading		Fall 2008		253 83.0						
Reading Accuracy	117 0.9	Fall 2008			177 64.4	106 90.6	82 90.2	89 98.9	139 89.9	119 98.3
Reading Comprehension	100 1	Fall 2008			180 63.9	101 90.1	82 86.6	97 91.8	133 82.7	117 85.5
Oral Expression		Fall 2008	65 69.2	113 77.0	152 78.3	103 90.3	82 89.0	95 93.7	133 85	118 93.2
Reading Rate	72 1.4	Fall 2008				147 61.2	66 86.4	78 93.6	108 84.3	88 81.8
Reading Expression		Fall 2008				148 60.8	65 84.6	79 93.7	104 87.5	91 93.4

Listening/Writing	Date	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6 Gr. 2	Level 7	Level 8 Gr. 3

		K	K	Gr. 1	Gr. 1	Gr. 2		Gr. 3	
Listening Comprehension	Fall 2008	0.0 0.0		241 52.3		148 62.2		267 73.0	
Writing Expression	Fall 2008					146 61.6		264 65.5	
Writing Development	Fall 2008	0.0 0.0		227 63.9		146 71.2		241 66.8	

Fall ECLAS 2 2009 – 2010 In Progress

The following is the El Sol results from 2008-2009:

Mastery Level

Kindergarten

Strand	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Alphabet/ Sight Words	38.5%	46.2%	7.7%			
Reading	100.0%					
Writing Mechanics	100 %					

Phonemic Awareness	
	Letter Sound – 53.8 %
	Initial Sound or Syllable ID 15.4 %
	Final Sound or Syllable ID 15.4 %

First Grade

Strand	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Alphabet/ Sight Words	21.62%	21.6%	16.2 %			37.8%
Reading	32.4 %	16.2 %	37.8 %	2.7 %		
Writing Mechanics	21.62 %	16.2 %	32.4 %	2.7 %		

Phonemic Awareness	Letter Sound –	48.6 %
	Initial Sound or Syllable ID	86.4 %
	Final Sound or Syllable ID	86.4 %

Second Grade

Strand	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Alphabet/ Sight Words		35.2%	23.5%	23.5%	17.6%	
Reading		35.2%	17.6%	47%		
Writing Mechanics		23.5%	17.6%	35.2%	11.7%	11.%
Phonemic Awareness						

	Letter Sound –
	Initial Sound or Syllable ID 53 %
	Final Sound or Syllable ID 58.9%

Third Grade (Special Education)

Strand	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Alphabet/ Sight Words			25%			75%
Reading	25%		50%	25%		
Writing Mechanics		50%		50%		

Phonemic Awareness	Letter Sound –
	Initial Sound or Syllable ID 100%
	Final Sound or Syllable ID 100%

Listening Comprehension and Verbal Expressive Language

Kind.	Comprehension ___Insightful ___Literal ___Confused
	Verbal Exp. Lang. <u>43 %</u> Complete <u>32.4 %</u> Adequate ___Limited
Gr. 1	Comprehension ___Insightful <u>81%</u> Literal <u>10.8%</u> Confused

	Verbal Exp. Lang. _____ Complete <u>81%</u> Adequate <u>10.8%</u> Limited
Gr. 2	Comprehension <u>88.2 %</u> Insightful <u>11.7%</u> Literal _____ Confused
	Verbal Exp. Lang. <u>88.2%</u> Complete <u>11.7%</u> Adequate _____ Limited
Gr. 3	Comprehension <u>25%</u> Insightful <u>50%</u> Literal <u>25%</u> Confused
	Verbal Exp. Lang. <u>25%</u> Complete <u>50%</u> Adequate <u>25%</u> Limited

After analyzing the data of our ECLAS-2, EL SOL, NYSESLAT, LAB-R, and teacher assessments, we expanded our Inquiry Teams to include all grades. Small group instruction was added as a daily routine in order to differentiate instruction to meet the needs of all students. We also implement a pull-out enrichment program during the school day and extended day in science and music in order to meet the needs of all students including ELLs.

By analyzing student results and patterns across proficiencies and grades we have come to the conclusion that, as researcher Jim Cummins states learning a second language is developmentally cognitive. As students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes three to five years and CALP attainment takes eight to ten years.

Periodic Assessment has proven that beginning and intermediate ELLs are vocabulary deficient in English and possess lower levels of writing proficiency than their Native English Language speaking peers. However, the periodic math assessment has shown that the ELLs score higher than they do in reading.

Native language is used in our school by providing students with materials such as math books, leveled library books in various languages and genres to include Spanish, Chinese, Urdu and Bengali. When teachers deem necessary, they use scaffolding techniques in the students' native language to facilitate students' understanding in order to avoid frustration.

Native Language Reading Tests

In the 2008-2009 school year we had one TBE multi-grade special education class where six students took the ELE test in third grade. We do not have enough information to analyze or compare data on the ELE test. These were students who were at least two years below grade level. In our dual language program the ELE test is not applicable since we only have first and second grade dual language classes.

The following table provides current information of our 2008-2009 ELA/Math third grade (fourth grade now) City/State Reading and Math levels. A total of 264 students took the ELA and 278 took the Math. After analyzing the data we have come to the following conclusion:

	Level 1	%	Level 2	%	Level 3	%	Level 4	%
ELA	10	3%	40	15%	195	73%	19	7 %
Math	0	0%	12	4%	164	58%	102	36%

B. Reviewing and Analyzing the Assessment Data

Data reflects that as students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes 3-5 years and CALP attainment takes 8-10 years. In our transitional bilingual classes, we noticed that in content area instruction children understand basic concepts, but when they have to process more challenging information they perform better in their native language. With the passage of the Federal NCLB Act in 2001, our school has shown substantial gain with standardized tests.

Looking at all of the data, NYSESLAT, EL SOL, LAB-R, ELA, MATH, and teacher assessments we have found our ELLs are improving academically. The success of the programs implemented at P.S. 7 are evident as the students reading levels are increasing as assessed by the Teachers College running records.

Based on the data above, our instructional program will continue to be used to develop students' oral language instruction using read aloud, shared reading, interactive reading and writing. In addition, we will continue teaching thematically, integrating language and content instruction, planning for small and whole group instruction, as well as individual instruction, and creating a print rich inclusive learning environment. We will continue to involve the parents by providing parental workshops and we have expanded our family nights to include math and literacy.

After reviewing LAB-R data, we noticed the following:

- Incoming Kindergarten students who attended pre-kindergarten demonstrated significantly higher listening and verbal skills than children who had not been exposed to any pre-kindergarten instruction.
- We will continue informing parents of the benefits of pre-school instruction and make information available information about pre-school sites in the community.
- **Based on research, students who are proficient in their native language will develop all four-language modalities of English at a significantly faster rate than students who are illiterate in their first language. Jim Cummins states “Speakers who are truly bilingual can move between two languages easily, explaining a concept or idea in either language, called Common Underlying Proficiency (CUP).”**
- **We will continue with parental workshops on how to help their children build conducting skills in reading and writing in their native language. One of the goals of these workshops is also to boost respect among immigrant families for their native language and develop positive cross-cultural attitudes, behaviors, and skills that will enable students to function in a global society.**
- Students’ native language skills are being used for instructional purposes. Each child is aware of his or her special worth, strength, needs, and developmental level in reading. Across all grade levels teachers and students develop individual student and class goals in all content areas. One of the elements necessary to provide a balanced literacy program for English Language Learners is for them to use their primary language. The kindergarten dual language and the Kindergarten, First and Second grade students in the TB program are using **Nuevo Siglo Espanol** by Santillana for instructional purposes.

ELL and Interim Assessment in Two Content Areas: 2008 - 2009

Subject	Level I	Level II	Level III	Level IV
ELA	7%	25%	45%	24%
Math	0%	4%	15%	81%

A review of the ELLs Interim Assessment in ELA and Math, has enabled teachers to analyze students’ incorrect responses and group them accordingly to provide differentiated instruction. Teachers then provide students with practice assignments to reinforce each lesson culminating with teacher-created customized tests to assess students’ mastery of each skill. ELL Interim Assessments are also used to target skills needed for Third grade Inquiry Team students.

The majority of ELL students fall in the Tier 3 category (51-75%) for Interim Assessment of Language Arts. In regards to the Interim Assessment for Mathematics, the majority of ELL students fall in the Tier 4 category (76-100%). Teachers and administrators noticed that ELL students have difficulty in the following areas of Language Arts: Identifying a conclusion that summarizes the main idea, identifying supporting details in informational text, using evidence from stories to describe characters, along with their actions, and motivations, as well as sequence of events.

Planning for ELLs

The programs offered at P.S. 7 such as freestanding ESL, Transitional Bilingual Education and Dual Language programs are aligned with parent requests. 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. Participation in morning routines provides students with the opportunity to engage in conversation and experiment with using everyday vocabulary. Differentiated instruction is implemented through flexible grouping of students according to instructional goals as well as students' needs and abilities.

The composition of classes in P.S. 7 determines the variety of programs set in place at the school. P.S. 7 have 54 classes with a total number of 1,232 students. Classes with ELLs constitute about 85% of all classes. In order to best service students, parental choice and the students' needs based on CR Part-154 are considered to determine classroom placement. Some of these children are given supplementary assistance through AIS, Inquiry Team, Enrichment, and research based material for ELLs.

The following is a list of the different classes where ELLs are being placed based on data analysis.

- Self-contained ESL classes
- Transitional Bilingual Education classes
- Dual Language classes
- Collaborative Team - Teaching classes
- Special education classes
- General education classes with ELLs

In grades K-3, students will receive single or double periods of ESL instruction as mandated. All ELLs will be grouped within the classes according to their language proficiency levels to meet their needs.

Classes with ELLs at all levels are heterogeneously grouped with English proficient students. Some of these classes will receive reading and/or math services. Groupings will be flexible within each class to enable ELL students to work together with those who have gained English language

proficiency. During reading and writing workshops, groupings will be based on students' reading level and writing continuum levels, identified with the most current Teacher's College Assessments.

ESL teachers will employ various approaches such as the Cognitive Academic Language Approach (CALLA), Sheltered English, and Language Experience within the framework of Teachers College Reading/Writing Workshop models as well as Math workshop.

There will be explicit evidence of ESL instruction in each program.

- Instructional materials will be standards-based and age-appropriate.
- Classroom libraries will offer students multiple entry points (leveled book libraries)
- Materials to be used in the classroom will be appropriate for students' proficiency levels as determined by the LAB-R and NYSESLAT results.
- Many of the classes possess books in student's native language.
- Word Walls in classrooms will provide support for building up skills in phonemic awareness, phonics and writing.
- Centers for task-based activities will be in place in every classroom.
- Students' individual portfolios with collected writing products will reflect their progress.
- Classroom and ESL teachers' conference notes will reflect students' individual needs and planning for future instruction.
- Teacher's College Running Record, ECLAS results, and the Language Acquisition Checklist will be available for each class. They will be updated periodically.
- Results of the Teacher's College running records will reflect student's progress and instructional grouping decisions.

As ELLs reach proficiency in the NYSESLAT, they continue to receive transitional support through push-in reading and math funded teachers. In third grade they receive testing accommodations during extended day. We try to place students in the enrichment program, and continue to differentiate instruction, as well as provide peer grouping with advanced native English speakers.

In order to support our ELLs, all of our ESL push-in teachers are certified. Through student's assessments and teacher's input, we purchase materials which correspond to ELLs' age, grade level and needs. The following is a list of some of the materials purchased:

Kindergarten:

- ◆ Everyday Math Steps in Spanish for the Dual Language classes.
- ◆ Math Library in English and Spanish.
- ◆ DOE Science Kit contains materials in both English and Spanish.
- ◆ Multicultural leveled libraries for the Dual Language, and Mommy and Me pre-kindergarten program.
- ◆ Santillana – Nuevo siglo de espanol reading and language arts series. The Santillana series celebrates authentic Hispanic culture as it is experienced by people from the Americas and Spain, and builds the foundation for language competence and future success.

First Grade:

- ◆ Everyday Math Steps in Spanish for the TBE and Dual Language classes.
- ◆ Math Library in English and Spanish.
- ◆ DOE Science Kit contains materials in both English and Spanish.
- ◆ Multicultural leveled libraries for the Dual Language and Bilingual programs.
- ◆ Santillana – Nuevo siglo de espanol reading and language arts series for native Spanish-speakers living in the United States. The Santillana series celebrates authentic Hispanic culture as it is experienced by people from the Americas and Spain, and builds the foundation for language competence and future success.

Second Grade:

- ◆ Everyday Math Steps in Spanish for the TBE class.
- ◆ Math Library
- ◆ DOE Science Kit contains materials in both English and Spanish.
- ◆ Multicultural leveled libraries for the Bilingual class.
- ◆ Santillana – Nuevo siglo de espanol reading and language arts series for native Spanish-speakers living in the United States. The Santillana series celebrates authentic Hispanic culture as it is experienced by people from the Americas and Spain, and builds the foundation for language competence and future success.

Third Grade:

- ◆ Math Library
- ◆ DOE Science Kit contains materials in both English and English

CR Part 154 (A-7)
SAMPLE STUDENT SCHEDULE
ELEMENTARY SCHOOL
2009-2010

Student Proficiency Level: Beginning / Intermediate

Grade Level: **First Grade – TC Model**

School District: 24 Q School Building: PS 7

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:10 To: 8:20	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
1	From: 8:20 To: 9:05	Subject (Specify) Prep: Science	Subject (Specify) Reading Workshop	Subject (Specify) Shared Reading Interactive Read Aloud Shared Writing ESL	Subject (Specify) Reading Workshop ESL	Subject (Specify) Shared Reading Interactive Read Aloud
2	From: 9:10 To: 9:55	Subject (Specify) <i>Reading Workshop</i> <i>ESL</i>	Subject (Specify) Prep Music	Subject (Specify) Reading Workshop ESL	Subject (Specify) Word Study	Subject (Specify) Math Workshop
3	From: 10:00 To: 10:50	Subject (Specify) <i>Lunch</i>	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
4	From: 10:55 To: 11:45	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Prep Social Studies	Subject (Specify) Writers Workshop ESL	Subject (Specify) Reading Workshop ESL
	From: 11:50	Subject (Specify) Word Study Interactive Read	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Prep Science	Subject (Specify) Writing Workshop ESL

5	To: 12:40	Aloud				
6	From: 12:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1;35	Math Workshop	Word Study Shared Writing	Writing Workshop	Math Workshop	Prep Social Studies
7	From: 1:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:25	Shared Reading Shared Writing ESL	Interactive Read Aloud Shared Reading	Word Study Read Aloud	Shared Reading Shared Writing	Shared Writing Word Study

SAMPLE STUDENT SCHEDULE
ELEMENTARY SCHOOL
2009-2010

Student Proficiency Level:

Grade Level: Kindergarten Bilingual - C Model

School District: 24 Q School Building: PS 7

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:10 To: 8:20	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
1	From: 8:20 To: 9:05	Subject (Specify) Reading Workshop (Spanish)	Subject (Specify) Reading Workshop Shared Reading (Spanish)	Subject (Specify) Reading Workshop Writing Workshop <i>ESL</i>	Subject (Specify) Prep Social Studies	Subject (Specify) Reading Workshop Shared Reading <i>ESL</i>
2	From: 9:10 To: 9:55	Subject (Specify) <i>Prep Gym</i>	Subject (Specify) Word Study Shared Writing <i>ESL</i>	Subject (Specify) Read Aloud Word Study <i>ESL</i>	Subject (Specify) Reading Workshop Shared Reading	Subject (Specify) Read Aloud Word Study
3	From: 10:00 To: 10:50	Subject (Specify) <i>Read Aloud</i> Word Study Shared Writing <i>ESL</i>	Subject (Specify) Writing Workshop Interactive Read Aloud (Spanish)	Subject (Specify) Writing Workshop Read Aloud (Spanish)	Subject (Specify) Word Study <i>ESL</i>	Subject (Specify) Writing Workshop
4	From: 10:55 To: 11:45	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) ... Lunch
5	From: 11:50 To: 12:40	Subject (Specify) Writing Workshop <i>ESL</i>	Subject (Specify) Prep Music	Subject (Specify) Math (Spanish)	Subject (Specify) Math (Spanish)	Subject (Specify) Math Workshop (Spanish)

6	From: 12:45 To: 1; 35	Subject (Specify) Math Workshop (Spanish)	Subject (Specify) Math (Spanish)	Subject (Specify) Science Spanish/English alternate days	Subject (Specify) Writing Workshop Read Aloud (Spanish)	Subject (Specify) Prep Social Studies
7	From: 1:40 To: 2:25	Subject (Specify) Shared Reading Interactive Writing (Spanish)	Subject (Specify) Social Studies (Spanish)	Subject (Specify) Writing Workshop Read Aloud (Spanish)	Subject (Specify) Science (Spanish)	Subject (Specify) Reading Workshop Read Aloud <i>ESL</i>

SAMPLE STUDENT SCHEDULE
ELEMENTARY SCHOOL
2009-2010

Student Proficiency Level: Advanced
Grade Level: Third Grade - TC Model

School District: 24 Q School Building: PS 7

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:10 To: 8:20	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
1	From: 8:20 To: 9:05	Subject (Specify) Prep Social Studies	Subject (Specify) Interactive Read Aloud Word Study	Subject (Specify) Reading Workshop	Subject (Specify) Math Workshop	Subject (Specify) Reading Workshop <i>ESL</i>
	From: 9:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

2	To: 9:55	Reading Workshop <i>ESL</i>	Prep Science	Math Workshop	Reading Workshop	Writing Workshop
3	From: 10:00 To: 10:50	Subject (Specify) Interactive Read Aloud	Subject (Specify) Reading Workshop <i>ESL</i>	Subject (Specify) Prep Science	Subject (Specify) Word Study	Subject (Specify) Interactive Read Aloud
4	From: 10:55 To: 11:45	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop	Subject (Specify) Writing Workshop <i>ESL</i>	Subject (Specify) Math Workshop
5	From: 11:50 To: 12:40	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Interactive Read Aloud Shared Reading/Writing	Subject (Specify) Science	Subject (Specify) Word Study Read Aloud
6	From: 12:45 To: 1; 35	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 1:40 To: 2:25	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Read Aloud Word Study	Subject (Specify) Shared Reading/ Writing	Subject (Specify) Enrichment

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K - 3

Number of Students to be Served: 667 ELL 565 Non-ELL

Number of Teachers 15

Other Staff (Specify) Supervisors/Staff Developers

School Building Instructional Program/Professional Development Overview

Title III, Part A ELL Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help ELL 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 ELL 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.

PS 7 is committed to ensuring that ELL students are provided opportunities to achieve the same educational goals and standards as the general student population. The ELL students are afforded equal access to all school programs. The services they receive are age appropriate and correspond to both their grade and language proficiency levels. The school provides all students with high quality, research and standards-based instruction in all content areas, including English Language Arts, thus enabling them to meet and exceed city and state standards.

PS 7 has developed a systematic plan for language development, which helps guide program and curricular decisions as students gain academic proficiency in English and meet all content area standards. In order to aid ELLs achieve high levels of English proficiency, our school offers a variety of programs to best meet the individual needs of our ELL students. The Free-Standing ESL program take the form of self-contained ESL classes with ELL students at different levels of English language proficiency or of heterogeneously classes containing both ELLs and native English speakers.

PS 7's instructional programs are designed to meet the needs of all English Language Learners. Undoubtedly, the school's greatest strength lies within the ethnic and cultural diversity of its constituency: 43% Hispanic Americans, 55% Asian Americans, .48% African Americans, and 1.21% Caucasian Americans. Of the total population, 54.13% of the students are designated as English Language Learners. Although the majority of the school's population consists of Spanish and Asian speaking students, our school community includes families emigrated from nearly thirty other countries. Of the 1,232 students currently attending PS 7, 667 children are English Language Learners receiving the above services.

Since P.S. 7 is a K-3 school, there will be no long-term ELLs in the school's program. For the 2009-2010 school year, the breakdown of the 53 classes at P.S. 7 will be as follows:

Kindergarten

- 2 self contained ESL classes
- 2 Dual Language classes (DL)

MAY 2009

- 1CTT Collaborative Team teaching
- 1 12:1:1 Special Education class
- 9 general education classes with ESL services

First Grade

- 2 Self-contained ESL classes
- 1 TBE class
- 1 Collaborative Team Teaching Bilingual class (CTT)
- 1 Special Education class
- 6 General education classes with ESL services
- 2 General education non-service classes

Second Grade

- 1 TBE class
- 1 CTT class
- 1 Special Education class
- 7 General education classes with ESL services
- 3 General education non-service classes

Third Grade

- 1 CTT class
- 2 Special Education class
- 6 General education classes with ESL services
- 3 General education non-service classes

Language instruction education programs funded under Title III are designed to help ELL students attain English proficiency while meeting state and academic achievement standards. In order to enhance language acquisition in ELLs as well as their academic achievement, the school will provide the following programs.

- After school Literacy

Beginning in January 2010, parents of ELL students will be notified that there will be a Title III after school program in literacy instruction twice a week. Intensive content area and language instruction is provided through appropriate ESL methodologies and strategies within the TC model. The instruction for all the programs is provided in a small group setting based on the number of students that applied (15 to 17 students). Instruction is differentiated with the use of scaffolding at different levels. Teachers will build new experiences using visuals and realia. Teachers will use Language Acquisition Checklists to drive content area instruction as well as language development. The use of extensive modeling and other ESL

strategies: some of the examples as how to drive instruction in language development and content area instruction. Read aloud, retelling of the story, compare and contrast, summarizing questions, predicting and main idea. Prior knowledge is activated through questioning techniques. Ideas for think and talk: How a character feels, how a character changes, retelling the story, utilize inferring and questioning are: The teachers currently working in the literacy after school program are mastered and fully certified. There are three teachers in ESL, one Bilingual, one computer, and five common branches. The next after school program is scheduled for 2nd and 3rd grade students starting January 11, 2010 until April 22, 2010 in math and ELA. A program for 1st grade students is planned for April through June.

Some of the targeted areas that we would like to achieve in the after school math program are the following:

- Increase the use of manipulatives and games to enhance problem solving skills
- Using the collection and interpretation of math data provide more small group and partner work in the after school ESL
- Increase higher order thinking, questions in math through read aloud with accountable talk in problem solving
- The use of laptops with visual clues to help students understand and interpret word problems through interactive smartboards

As a school recognized for implementing technology, we have found that the computer is a supplemental teaching tool that can facilitate learning in a variety of ways and plays an integral part in providing ELL students with valuable language experiences as they learn a new language. The laptops will allow students to become active learners in a one-on-one environment and can incorporate various learning strategies as well as accommodate a variety of learning styles. Laptops provide a rich, contextual environment for ELL students as they learn vocabulary in context along with visual clues to help them understand. Writing in a language that is still somewhat unfamiliar to students can be difficult and frustrating. However, using graphics can make students' writing experience much more enjoyable as it assists students in conveying their thoughts more clearly.

To summarize the use of laptops in the after school has proven to be very successful at PS7Q.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to ELL students. Professional development for teachers and other staff responsible for the delivery and services to English Language Learners will continue to be provided. Some of the areas that will be addressed during professional development meetings and lunch and learn are:

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- Different stages of acquisition
 - Basic interpersonal communication versus cognitive academic language proficiency
 - ESL methodology and strategies within the TC model
 - The importance of meaningful context-embedded tasks to support the language and cognitive needs of ELLs
 - Differentiated instruction to meet individual needs of ELLs
 - Scaffolding and instructional strategies for teaching ELLs in all content areas
 - Strategies needed to prepare ELLs to meet city and state standards and provide teachers with a clear familiarity of ELA, NYSESLAT, and Math.

It will focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on city and state tests. These professional developments sessions will be facilitated by literacy/ESL, math coaches, and bilingual specialists. The bilingual specialist will provide supplementary instruction to second language learners.

These study groups are being conducted specifically to the needs of ELLs focusing on second language acquisition as well as language and reading development. The first book we are studying is Dual Language, *Teaching and Learning in Two Languages* by Sonia White Soltero. The second book we will be studying is *One Child, Two Languages* by Patton O. Tabors. There are a total of eleven teachers in this study group. We will meet for ten sessions each session will last for ½ hour. Each participating teacher has a focus question which he or she discusses in each meeting which is then applied in the classroom.

Form TIII – A (1)(b)

School: P.S. 7Q

BEDS Code: 34-24-00-01-0007

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Per session for grades K, 1 & 2(300 hrs).\$ 19,934.00 After school for grade 3 14,967.00 Per diem subs (13 subs) 1,850.00 Bilingual Specialist 20% 19,156.00 Study Group (11 teachers 110 hrs) 5,487.00 Supervisor after school 2,506.03 Secretary (20 hours) 614.00	\$ 64,514.00	The allocation of per session monies is to cover the after school program for teachers, supervisors and secretaries during the 2009-2010 school year. The allocation for per diem is to cover the classroom teachers attending off site staff development.
Supplies and materials - Must be supplemental. -	\$ 10,339.73	50 professional books for Bil/ ESL and Dual Language study groups, chart paper and workbooks for students in the program
Laptops (Object Code 332) Laptops-\$14,400. One Interactive Smart Board to be use during instructional time with the laptops-\$4,526.27	\$ 18,926.27	Laptops for the students to use during ESL instruction instead of books during the after school program)
Travel		
Other – Conferences SABE	2,000.00	Ten Bilingual, ESL and Dual Language staff Members to attend the Bilingual conference in the spring 2010.
TOTAL	\$ 95,780.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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. Aside from the Department of Education Translation Services, oral translation is also provided by in house staff.

Part B: Strategies and Activities

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

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 and checked by a staff member.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$ 725,916.	\$ 64,993.	\$ 790,908.
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,259.		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		650.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	36,295.		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,249.	
6. Enter the anticipated 10% set-aside for Professional Development:	72,591.		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,499.	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 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.

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 on the NYCDOE website.

- 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:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;
 - 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.
 - 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 School-Parent Compact.

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 on the NYCDOE website.

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 the current and previous school year.

Part B: School-Parent Compact

PS 7 *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 (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

PS 7 *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:

PS7 follows the researched based Everyday Math Program, as well as Balanced Literacy following 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 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 progress, curriculum, and goals will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in mid-November 2009 in both the afternoon and evening as well as in mid-March 2010 both afternoon and evening.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
Everyday Math individual profiles that highlight strengths and weaknesses 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 2010.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Meet the Teacher night to be held September 24, 2009, Parent Teacher conferences held in mid-November 2009 and mid-March 2010, and parents may also meet with teachers on request as the need arises. In addition, through Parent Association meetings; orientation meetings; curriculum letters and curriculum workshops; ongoing conferences between teachers, administrators and parents; a school newsletter – P.S.7 Stars; and a monthly calendar with Parent News, we update parents with reminders and notices of special events.
5. Provide parents 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. Provide ESL classes for parents to help them learn or improve their English skills so they can be more involved with their children education.
7. 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 bi-monthly, where school policies and parent involvement events are discussed.
The Parents' Association Board also meets quarterly with the Principal to discuss PA and school policies.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. 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.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in Math and English Language Arts.
13. 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.
14. Provide information and workshop about the ARIS Parent Link, so parents can view assessment data about the children online.

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 every day and ask for help when needed
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from 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, EL SOL checklists, conferring notes, rubrics Teachers College Writing Continuum, Everyday Math Unit Tests and portfolios. The results of these assessments will be used to drive and differentiate instruction. Teachers will be provided with professional development on how they 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 after school programs are some of the reform strategies in use. The extended day and after school 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. We also attend off-site TC and content area PD. 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, Reading Specialists, 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 computers in their classrooms and a computer lab that supports literacy development and mathematics. Several classrooms are equipped with promethean boards in order to enhance content learning and motivate students while integrating technology. Our Arts Program provides our students with literacy enrichment through art and music. Project Arts offers teachers and students quality experiences 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, Language Acquisition Checklist, and Writing Continuum 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 assessed weekly by the classroom teachers and AIS providers to determine their level of difficulties. Based on data results, students are identified to receive AIS in Reading, Writing, Math, and English as a Second Language instruction 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, After School Reading and ESL classes, 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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Gives primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: No **SURR¹ Phase/Group (If applicable):** No

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
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.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² 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.

² 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 engaged in, during the 2008-09 school year, 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, 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, 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 2, Teachers College Running Records, 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 is 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 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, Imagine Learning, 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 2, 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 is 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 on 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 engaged in, during the 2008-09 school year, 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.

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.

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 engaged in, during the 2008-09 school year, 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, conference 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 (SOM³)* and SEC results also shed light on some of the instructional practices in the

³ 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.

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, 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 and promethean boards in numerous classrooms, as well as the use of Everyday Mathematics, and other mathematical software computer 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 engaged in, during the 2008-09 school year, 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 that 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.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, 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.

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 engaged in, during the 2008-09 school year, 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.

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 engaged in, during the 2008-09 school year, 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 indicates 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 students achieve the goals on their 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.

6.2: 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 indicates 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 students achieve the goals on their 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.

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, 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 indicates 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 indicates that short 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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Currently we have one student in temporary housing.

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

For this population, free busing is provided as well as counseling and free breakfast and lunch.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

