



**P.S. 007 ABRAHAM LINCOLN**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 007 ABRAHAM LINCOLN**  
**ADDRESS: 858 JAMAICA AVENUE**  
**TELEPHONE: 718-647-3600**  
**FAX: 718-827-4004**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331900010007 **SCHOOL NAME:** P.S. 007 Abraham Lincoln

**SCHOOL ADDRESS:** 858 JAMAICA AVENUE, BROOKLYN, NY, 11208

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

**SCHOOL CONTACT PERSON:** NYDIA ACEVEDO **EMAIL ADDRESS** NAceved3@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Andreanna Balkaran

**PRINCIPAL:** NYDIA ACEVEDO

**UFT CHAPTER LEADER:** Philip Chessler

**PARENTS' ASSOCIATION PRESIDENT:** Nikesha Paul

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19 **CHILDREN FIRST NETWORK (CFN):** Children First Network

**NETWORK LEADER:** PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

**SUPERINTENDENT:** DR. Williams

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Nydia Acevedo	Principal	
Barbara Tartamella	Admin/CSA	Comments: approve
Kathleen Paul	UFT Member	
andreanna balkaran	UFT Member	Comments: electric signature approve
Debra Pereira	DC 37 Representative	Comments: electric signature approve
Galo Iza	Parent	Comments: electric signature approve
Giuseppina Marullo	UFT Member	Comments: electric signature approve
Nikeshia Paul	PA/PTA President or Designated Co-President	Comments: electric signature approve
Rafael Gallurdo	PA/PTA President or Designated Co-President	Comments: electric signature approve
Maribel Mendez	Title I Parent Representative	Comments: electric signature approve
Nelcia Cruz	Parent	Comments: electric signature approve
Rosa Ramirez	Parent	Comments: electric signature approve
Kathleen Paul	UFT Member/Math Coach	Comments: electric signature approve

\* 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.

□

Public School 7 is a pre-kindergarten through fourth grade elementary school there are approximately 867 students. Located in a functionally accessible facility in the Cypress Hills section of Brooklyn, New York. Visitors to our school have described it as "bright, cheerful, and one that exudes a positive energy" as well as a "nurturing environment for children". Through consistent monitoring and visitations, our school has been classified as a well developed school in good standing due to high achievement and continuous growth. Also, the state recognized our school as one of academic excellence and a "High Performing School" when we met our annual measurable outcomes for three consecutive years in Science, English Language Arts and Mathematics. Our school was also recognized as one of the best schools in New York City in a school review in 2003. Based on the performance of our students we have reach the top 20th percentile of best schools in New York City. In addition to these accomplishments, our school is now an official Core Knowledge School as well as a pilot location for the Common Core Standards and Curriculum Mapping. We have successfully implemented the curriculum and due to our successes our school is used as a visitation site to other schools in the country.

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

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

In the last year, our school has launched a school Website via eChalk <http://www.007.org/> parents, teachers, and students are using this website to enhance home school communication. Teachers are given a laptop at the beginning of each school year. These laptops help us to communicate with the learning community, but also analyze current student data as well as differentiate lessons for our students. All of our third and fourth grade classrooms are equipped with Smartboards and are lower grades utilize Smartboards as well as Smartables to enhance the curriculum through technology.

The school has made significant progress since the last Quality Review particularly in how data is used to set quantifiable and measurable goals for student achievement. During professional development, our staff is constantly monitoring trends in their students' data and applying this to their individualized and differentiated lessons. By using data, research based curricula, and well developed classroom routines, we provide a secure learning environment for our students.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 007 Abraham Lincoln								
<b>District:</b>	19	<b>DBN #:</b>	19K007	<b>School BEDS Code:</b>					
<b>DEMOGRAPHICS</b>									
<b>Grades Served:</b>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	71	64	72		92.2	92.1	TBD		
Kindergarten	164	164	171	<b>Student Stability - % of Enrollment:</b> <i>(As of June 30)</i>					
Grade 1	178	189	184						
Grade 2	161	186	190						
Grade 3	165	160	163						
Grade 4	174	162	173	<b>Poverty Rate - % of Enrollment:</b> <i>(As of October 31)</i>					
Grade 5	0	0	0						
Grade 6	0	0	0		2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.2	83.3	83.7		
Grade 8	0	0	0	<b>Students in Temporary Housing - Total Number:</b> <i>(As of June 30)</i>					
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0	<b>Recent Immigrants - Total Number:</b> <i>(As of October 31)</i>					
Ungraded	1	0	4						
Total	914	925	957		2007-08	2008-09	2009-10		
					20	15	10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	35	46	Principal Suspensions	2	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	5	10	Superintendent Suspensions	8	4	TBD		
Number all others	31	25	28	<b>Special High School Programs - Total Number:</b> <i>(As of October 31)</i>					
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	58	90	58				
# in Dual Lang. Programs	63	0	37	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	89	100	95	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	16	Number of Teachers	68	70	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	12	TBD
				Number of Educational Paraprofessionals	5	6	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.5	100	TBD
				% more than 2 years teaching in this school	72.1	75.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	55.9	57.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	93	TBD
American Indian or Alaska Native	0.9	1.2	1.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	98.7	TBD
Black or African American	13.7	14.4	17.2				
Hispanic or Latino	74	72.6	73.8				
Asian or Native Hawaiian/Other Pacific Isl.	10.6	10.2	4.8				
White	0.9	1.1	1.3				
Multi-racial							
<b>Male</b>	48.8	48.3	51				
<b>Female</b>	51.2	51.7	49				
<b>2009-10 TITLE I STATUS</b>							
<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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation 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	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	95.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	58.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher 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 your 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?

Strengths and Accomplishments\_

### PROGRESS REPORT

Identifying our bottom 1/3 group of students, targeting and providing them with academic intervention services via the inquiry team has helped to make a statistically significant improvement in student achievement.\_

Providing 100% of teachers and parents with access to a school website.

Becoming an official Core Knowledge School (we have implemented the curriculum throughout all grades, and have also become a model school for visitations).

43.5 % of grades 3 and 4 were at or above level 3 on the ELA State exam

60.7% of grades 3 and 4 were at or above level 3 on the Math State exam

Learning Survey showed 97% of parents were either satisfied or very satisfied with the education their child received

We are a pilot school for the introduction of the new Common Core Standards and Curriculum Mapping with Dr H. Jaycobs

We are listed as a school in good standing in ELA, Math, and Science. Also, we are classified as a well developed school in all quality statement scores as shown on page 8 of our CEP.

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## ACUITY ASSESSMENTS(student performance trends and challenges)\_

Based on results from Acuity assessments during the 2009/2010 and 2010/2011 school years we can conclude the following areas are in need of improvement in ELA and Math:\_

### ELA\_

Main idea

Drawing conclusions

Making an inference

Root words

Compare and Contrast

### Math

Measurement of length

Fluency in Multiplication and Division

Pictographs and analysis of Data

symmetry

### Barriers:\_

SIFE or English Language Learners who arrive at our school after 1<sup>st</sup> grade and have no phonic, reading, or math skills.

SIFE or English Language Learners who have limited or no formal education

First year for a special needs subgroup taking the ELA and math state exam.

Trends and patterns based on the fall administration of ECLAS-2 results:

Grade 1	Alphabet Recognition	Areas of Challenge
	Alphabet Writing	Spelling
	Sight Words	Vocabulary
	Reading Accuracy	Decoding

		Reading Comprehension Oral Expression Listening Comprehension
2	Reading Comprehension Oral Expression Listening Comprehension Sight Words 3	Decoding Sight Words Reading Accuracy Reading Comprehension Oral Expression Reading Rate
k	Alphabet Recognition Alphabet Writing Initial Sounds Syllable Counting	

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, the English Language Learners will make gains of one proficiency level in reading and writing as evident by the NYSESLAT scores.	<input type="checkbox"/>
<input type="checkbox"/> By June 2011, the students with IEP's (first year subgroup) in the 3 <sup>rd</sup> and 4 <sup>th</sup> grade will meet the assigned safe harbor targets on the ELA and Math exams.	<input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> N/A
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> By June 2011 the Target Population will demonstrate progress towards achieving state standards as measured by a 15% increase in students scoring at level 3 and 4 on the New York State ELA assessment.	<input type="checkbox"/> The Target Population (bottom 1/3 on ELA) will be working in a small group with an AIS teacher on a daily basis utilizing, System 44/read 180 to assist in making progress towards this goal
<input type="checkbox"/>	
<input type="checkbox"/>	



## 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 2010-11 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, PLA, 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) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, the English Language Learners will make gains of one proficiency level in reading and writing as evident by the NYSESLAT scores.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><b>From September 2010 to June 2011 -</b> Collegial circles and study groups on NYSESLAT data. ARIS workshops for data and grouping. New teacher/experienced colleague meetings to discuss best ELL practices with ESL teachers. Supervisory pre and post-observation conferences focusing on ELL pedagogy. Instructional planning time for best practices on areas noted above. Consultations with special area staff such as counselors, curriculum specialists and parents. Visitation days as well as regularly scheduled meetings including; faculty meetings, team/cluster meetings and grade level meetings. Use of Foundations program and Double Dose, Vocabulary consumables, Storytown program and listening pieces. Collegial sharing turn-key training based on ELL conference attendance. Goal setting and reflection as part of the Standards for Professional Practice in Teaching</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Foundation program consumables – Title 1/ Fair Student Funding ECLAS materials – copies and kits, Fair Student Funding Coaches Facilitators Assistant Principals Consultants Math Coach- Contract for Excellence Literacy Coach-Title 1 SWP Read 180 Teacher - Contract for Excellence , Budget, Staffing/Training, and Schedule, NYSESLAT training, ESL teacher, Tille III - per session for training and resources.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Ongoing classroom walkthroughs/observations with immediate feedback and reflections (admin, peer-peer). Evaluate monthly in house benchmarks aligned to areas of need above, comparison of Fall and Spring ECLAS results to mark improvement, and NYSESLAT collaboration. Group/individual conferencing with agendas.</p>
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**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, the students with IEP's (first year subgroup) in the 3<sup>rd</sup> and 4<sup>th</sup> grade will meet the assigned safe harbor targets on the ELA and Math exams.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <b>Traing teachers in the use of ARIS to create groups of students with IEP's. The schedule will have professional development days/periods designated for special ed teachers to meet witht the resource room, SBST and service providers. Al forms of data will be utilized to analyze and discuss how to plan for the students based on needs Our CFN as well asoutside special needs facilitators will visit us periodically to assist and support us with identifying IEPs' and offer professional development and categorizing the various sub-groups. Budget will allow for the purchasing of various professional literature/resources on differentiated instruction and meeting the needs of all learners. Math coach and literacy coach will visit classrooms for additional support . Administration will assist teachers in utilizing the IEP as an instructional tool and offer ongoing feedback and support on meeting the needs of individual students.</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Per session for teachers when meeting before or after school – TL Fair Student Funding to analyze data, read IEPs's and align instruction  Math Coach- Contract for Excellence Literacy Coach-Title 1 SWP Read 180 Teacher - Contract for Excellence Resources and consumables – Title 1 ARRA and Fair Student Funding Budget, Staffing/Training, and Schedule</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers lesson plans will reflect differentiated strategies, walkthroughs will reflect flexible grouping based on not only levels, but learning styles and IEP information. Each classroom will have ample manipulatives, Everyday Math assessments, ARIS and Acuity will be used to assess learning as well.</p>
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**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>  From September 2010 to June 2011  <b>Target group will be focus of Inquiry Team . Utilize the Read 180 and System 44 program with an intervention Read 180 teacher</b> as well as target instruction during the 37.5 minutes. <b>Read 180 teacher will collaborate with classroom teachers. In-house practice assessment and Read 180 assessments to show growth. Use of Acuity and ARIS for RTI Instructional planning time. Consultations with special area staff such as counselors, curriculum specialists and parents. Collegial sharing turn-key training based on conference attendance. Goal setting and reflection as part of the Standards for Professional Practice in Teaching</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>  <b>Assistant Principals, Consultants Software funds for Read 180 program, Math Coach-Contract for Excellence, Literacy Coach-Title 1 SWP Read 180 Teacher - Contract for Excellence, Budget, Staffing/Training, and Schedule</b></p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <b>Indicators of Interim Progress and/or Read 180 assessments to show growth and next steps. Ongoing classroom walkthroughs/observations with immediate feedback and reflections (admin., peer-peer) Evaluate monthly in house benchmarks. Group/individual conferencing Agendas from conferences.</b>
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**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> By June 2011 the Target Population will demonstrate progress towards achieving state standards as measured by a 15% increase in students scoring at level 3 and 4 on the New York State ELA assessment.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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**Subject Area (where relevant) :** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## 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			N/A	N/A	8	3	4	1
1	185	185	N/A	N/A	12	2	2	
2	185	185	N/A	N/A	20	2	2	
3	191	191	N/A	N/A	15	2	3	
4	171	171	171		18		2	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:**

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Morning intervention for grades 1 - 4 focused on small group RTI in vocabulary and reading comprehension provided by all teachers, daily push-in for small group using: guided reading, book clubs, double dose, etc, provided by all teachers, resource room <input type="checkbox"/> using Wilson with resource room teacher, AIS teacher utilizing System 44 and Read 180 as well as Leveled Literacy.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Morning Intervention Math Steps ( Wednesday, Thursday), extended day Kaplan test prep (Tuesday, Wednesday, Thursday) and test companion during day.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> In the Spring as well as Morning Intervention and Extended Day Kaplan and other Science related materials are utilized</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> N/A</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Pull out program for group counseling (daily) for approximately 45 minutes with a small group</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> Pull out program for counseling for 30 minute sessions.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> Pull out program for counseling in 30 minute sessions.</p>

**At-risk Health-related Services:**

Asthma training/workshops for students provided by nurse according to schedule which usually takes place with a small group during lunch.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-4**

**Number of Students to be Served:**

**LEP 193**

**Non-LEP 0**

**Number of Teachers 7**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

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

#### C- Curriculum Development /Curriculum Mapping

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

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

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

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

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

#### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to core curriculum and the application of the ESL prototype. The philosophy of ELL instruction, for grades 3 and 4, is best articulated in the “CALLA” approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during the school day, extended day and Saturday Academies, best approach will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. All ELL classrooms will be provided with highly motivating leveled classroom libraries. ESL in-service courses are being offered to all teachers of immigrant students to support teacher in meeting the instructional needs of all ELL learners. Study groups conducted by the principal/assistant principal, and coaches will support the teaching of ELLs in the English Language classroom.

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

Targeted differentiated professional development delivered on a regular basis will be utilized to significantly increase the capacity of the teaching cadre to support the ELA curriculum, English Language acquisition and student learning. Professional development will take place through, but not be limited to: weekly scheduled articulated professional development; Coaches performing the above described roles; teacher scheduled inter-visitation, administrative snapshots and observations, Regional Instructional Specialist professional development sessions and teacher support activities, Instructional Support Specialist support activities, study groups, etc. Teachers will learn from all of the mentioned activities expanding their knowledge base, capacity and educational toolboxes. Learning styles and differentiated instruction will be addressed in classrooms as teachers become more comfortable with varied methods of delivery of instruction. Teachers will differentiate instruction by providing instruction targeted to the deficit skills of each child. Professional development is coordinated by a curriculum team.

Professional development plans for the 2010-2011 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

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

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

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

Math, Science, Technology, Humanities Content Specialists.

Description of Parent and Community Participation– Explain how school will use Title III to increase parent andcommunity participation ELLs

The title III parent component will address two distinct parent needs, parent education and adult ESL instruction.

Parents will be invited to attend parent workshops. The parent sessions will address various topics of interest

to ELL parents including parenting skills, and school governance and involvement skills. The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. Parent workshops will be

directed by Bilingual and ESL certified teachers on the first Wednesday of each month. Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms. Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences. In addition parents will be invited to participate in ESL language acquisition sessions designed for adult learners.

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

**Section III. Title III Budget**

School: **P.S. 7K**  
 BEDS Code: **331900010007**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$15,000	<input type="checkbox"/> Per session will be paid for teachers to work after school with ESL students providing intervention or at risk services. Teachers will also work with parents for an after school ESL series of workshops. Per diem will be used to cover teachers to attend workshops relating to ESL.
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$8,000.00	<input type="checkbox"/> Purchase Storytown resources and additional materials such as Finish Line for ELL's for supplemental support.

<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	\$6,980.00	<input type="checkbox"/> We will be purchasing tickets to various restaurants, plays, community resources to support the ESL program that parents will be attending after school. This will allow them to transfer the skills they are using to real-life practice.
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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

We held several meetings at our school with coaches, staff developers, teachers and administrators to assess the need for materials and resources to be translated for parents. Further investigation took place as to what was available to purchase. We also elicited teacher feedback as to individual needs. Also, during professional development teachers shared ways that can simplify translation. For example, the website: [freetranslation.com](http://freetranslation.com) was recommended during an after school teacher workshop. Also, our parent coordinator and P.T.A. President give us feedback and suggestions.

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

We found that the following was needed in Spanish:

Teacher Resource Copymasters from the books Math Steps

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

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

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

Additional workshops for ARIS parent portal

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

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

We have a large amount of bilingual staff members who will be paid to translate correspondence after school. Appropriate Spanish instructional materials will be purchased. Currently, our pupil personnel secretary, Yasmin. Mitjans, helps our school to meet these needs by being the lead document translator. If Ms. Mitjans does not translate documents she proofs them to ensure accuracy.

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

Our oral interpretation services will be provided by in-house staff and/or parent volunteers. Currently, our pupil personnel secretary, Y. Mitjans, helps our school to meet these needs by being the lead document translator. If Ms. Mitjans does not translate documents she proofs them to ensure accuracy.

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

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



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	950,332.00	142,658.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,503.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	47,517.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	95,033.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
97.3%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

P.S. 7 will utilize available funds to insure that teachers who are not high quality teachers are supported with professional literature, in-house as well as CFN supported professional development, support on acquisition of state certification and literature on colleges providing courses in area of need.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

#### Statement of Parent Policy

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

- Parents will be invited to attend culminating celebrations marking their child’s success at the school. Grade assemblies will be held to celebrate academics and the arts at our school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Award’s Assembly will be held at the end of each year.
- Parents can stay in constant communication with the school through EChalk and the ARIS Parent Link.

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

Professional Development:

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

Our financial liaison will help to explain the budget and how it affects and coincides with our Comprehensive Educational Plan.

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

Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**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.

Title I School-Parent Compact Framework

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

P.S. 7 will:	
<p>P.S. 7 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010/11.</p> <p>will:</p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:</li> </ul>	

- Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: November 2010 and March 2011.

Provide parents with frequent reports on their children's progress.

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

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  - Involve parents in the joint development of any Schoolwide programs.
  - 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.
  - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
  - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  - Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance
- Monitoring amount of television their children watch
- Participating as appropriate, in decisions relating to my
- Promoting positive use of my child's extracurricular time.

appropriate.

[Describe the ways in which students will support their academic achievement, such as:

#### Student Responsibilities

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

- Read at least 30 minutes every day outside of school time.

SIGNATURES:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

SCHOOL  
STUDENT

PARENT(S)

---

**THE PARENT/GUARDIAN WILL**

Describe the ways in which parents will support their children's learning, such as:

- Promoting positive use of my child's extracurricular time
- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

[Describe the ways in which students will support their academic achievement, such as:

### Student Responsibilities

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

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

## PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

team meetings, School Leadership Team meetings, curriculum team meetings, common preps (professional development), and grade conferences.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□□

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

- \* Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- \* Use of all available data, including disaggregated State and City assessments, the Early Childhood Language Arts System (ECLAS-2), and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- \* Opportunities for applied learning.
- \* The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- \* The use of culturally balanced instructional programs and materials.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Teachers will be utilizing the KAPLAN resources for extended day to reinforce ELA. Math and Science content, as well as Coach and Step-Up to Success in morning intervention for additional support. Saturday Academy will begin mid-year as another focus of needs based intervention.
- o Help provide an enriched and accelerated curriculum.
  - Differentiated instruction is always applied at P.S. 7 to ensure that curriculum supports all level of learners and both challenges and supports at the same time. Additional clubs such as American Girl and the Comic Book Club are utilized for enrichment as well.

- o Meet the educational needs of historically underserved populations.
  - Administration individual teachers and teacher teams consistently analyze all forms of available data to make visible all subgroups. Common planning time is utilized as a vehicle to distribute this information within grades as well as across to insure that all members of the school community are aware of success and challenges of these groups to plan accordingly.
  
- o 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, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - The target population is the focus of our Inquiry Team. The students in this population are serviced by an AIS teacher for the 37.5 and the literacy block. During the literacy block they are utilizing the System 44 and Read 180 system. The AIS teacher meets regularly with classroom teachers to discuss progress being made in the program as well as transferring of skills learned into classroom practice.
  
- o Are consistent with and are designed to implement State and local improvement, if any.
  - N/A

3. Instruction by highly qualified staff.

- 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 will be administered by the CFN, in-house staff developers, citywide conferences, Common Core pilot program, out of state conferences, outside consultants and cohort meetings to support the entire school community in meeting State academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- P.S. will utilize, school brochures, flyers, conversations with local colleges and universities, existing teachers references and school website to attract potential highly qualified teachers.

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

- P.S. 7 has created a family room to support our very active PTA. Workshops will be provided monthly by the parent coordinator on vary topics addressed from parent surveys. Our learning leaders and SLT team are involved in daily decision making activities and information is distributed weekly via parent agenda books on activities and programs being offered at the school.

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.

N/A

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.

Various teacher teams are involved in the gathering of information and analyzing for improvement purposes. The Inquiry Team, School Leadership Team, Common Core Pilot Team, UFT consultation, Building Response Team, Curriculum Team, and grade conferences.

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.

P.S. 7 utilizes the extended day, 37.5 and small group push-in to assist students experiencing difficulty mastering standards. We also have AIS teachers who utilize the System 44 and Read 180 program for immediate access to targeted instruction based on ongoing assessments. The resource room teacher provides feedback to classroom teacher to support strengths and challenges as well as provide documentation of assessments. Classroom teachers assess using running records, DRA, conferences, EL SOL, EPAL, Acuity and project based assessments to group students by need.

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.

P.S. 7 has a guidance counselor, school based support team, crisis management teacher, New York Cares, Common Cents program and Kid's Clubhouse.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related
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					program activity has been described in this plan.	
					Check(x)	Page#(s)
	Yes	No	N/A			

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

## **APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

8

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

We plan to offer at risk counseling to the STH population, ensure transportation needs are met, communicate with students' social workers, ensure any financial hardships do not interfere with school progress (supplies, clothing, uniforms,...).

### **Part B:**

#### **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).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A
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 your Children First Network.  
N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_19K007\_011411-143723.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 309</b>	District <b>19</b>	School Number <b>7</b>	School Name <b>Abraham Lincoln</b>
Principal <b>Nydia Acevedo</b>		Assistant Principal <b>C. Noel, B. Tartamella</b>	
Coach <b>Wendy Abrego</b>		Coach <b>Kathy Paul</b>	
Teacher/Subject Area <b>Elaine Vasquez</b>		Guidance Counselor <b>Debora Rocha</b>	
Teacher/Subject Area		Parent <b>Maribel Mendez</b>	
Teacher/Subject Area		Parent Coordinator <b>Ana Perez</b>	
Related Service Provider		Other	
Network Leader		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>5</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>891</b>	Total Number of ELLs	<b>158</b>	ELLs as Share of Total Student Population (%)	<b>17.73%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At PS 7 we are a collaborative community in which we value the parents' choices and opinions on their child's education. Therefore, we involve the parents in all facets of the educational process. All parents or guardians are required to complete a Home Language Identification Survey (HLIS). As per the Aspira Consent Decree and Part 154, a licensed pedagogue screens new students entering the school system who are determined eligible for the Language Assessment Battery Revised (LAB-R). After being tested and the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by our ESL pedagogue and the LAB-R is given to identify the child as English Language Learner or English proficient within ten days of entering into the school. If the child does not pass the LAB-R, the Spanish LAB-R is then administered to those whose native language is Spanish. An entitlement letter is then provided to parents to inform them about the child's identification.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will conform to the parental choice selections. The parents are then given options to select what program their ELL child will participate in for the academic year 2010-2011 through the completion of the Parent Survey. All forms are collected at the orientation, or after a scheduled consultation meeting with a licensed ESL pedagogue. All forms are placed in the child's cumulative record, and a copy is kept on file with the pupil accounting secretary.

In addition to the ELL Parent Orientations, our Parent Coordinator conducts on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children. Parent workshops will continue to be offered to parents of English Language Learners in all subject areas. Our math and literacy staff developers and parent coordinator will conduct workshops on the first Wednesday of each month. Parents are also invited to attend our orientation session during our Open House where parents are informed about school programs, state standards assessments, portfolios, school expectations, and general program requirements for bilingual and free standing ESL programs. All school correspondence is translated into Spanish. In order to support the learning community, we will offer English as a Second Language to adults at our school. Our adult ESL program will use real life situations to build language while being immersed in culture; such as going on trips to museums, movies, library, and using the computer. These scenarios will allow them to develop the language associated with these activities; such as how to make a purchase, order at a restaurant, or understand the language of computer technology.

Additionally, families are invited to attend our monthly PTA meetings on the third Wednesday of each month, as well as classroom activities, and culminating school wide trips and activities. Some of the activities in the 2009/10 school year included a visit to the Brooklyn Museum, a Core Knowledge walkthrough at our school, and various assembly programs that are based on current Core Knowledge themes and topics.

# Part III: ELL Demographics

## A. ELL Programs

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	14	17	19											50
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>				10	19									29
<b>Push-In</b>	2	9	18	33	17									79
<b>Total</b>	16	26	37	43	36	0	0	0	0	0	0	0	0	158

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	158	Newcomers (ELLs receiving service 0-3 years)	132	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	50									50
Dual Language										0
ESL	82	2	6	26		1				108
<b>Total</b>	<b>132</b>	<b>2</b>	<b>6</b>	<b>26</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>158</b>



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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	9	14	41	36									101
Chinese	1		2											3
Russian														0
Bengali			1	1										2
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
<b>TOTAL</b>	2	9	18	43	36	0	0	0	0	0	0	0	0	108

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

In order to maintain rigorous instruction to meet the individual needs of our ELLs, in the four modalities of listening, speaking, reading and writing, we currently offer TBE in grades K-2. In the TBE class, Spanish and English will be taught in a 60% to 40% because students are at the beginning and intermediate levels of language proficiency. As students' English proficiency improves, instruction in English will increase and instruction in Spanish will decrease. Wilson and Great Leaps are programs used in the lower grades which has an emphasis is on oral language development, in addition to the Story Town program being used. In grade 3 ELLs receive their mandated instructional time based on the NYSESLAT from a certified classroom teacher who integrates ESL methodologies in collaboration with a certified ESL teacher throughout the scheduled day to ensure that the needs of all the students are being met. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies. The four square writing process is used in our school due to its proven success with ELLs since it focuses on gathering details piece by piece. We also have seven students in Special Education that are ELLs who receive the mandated hours of ESL based on the LAB-R and NYSESLAT assessments.

#### Push-in Model:

ESL Push-In Model helps English language learners meet their academic needs. In this program, the teacher works with 4 – 6 students per group for 40 minutes on a daily basis during literacy center, or guided reading group time. Flexible groups (a combination of beginning, emergent, approaching intermediate, advanced intermediate English speakers) are served during this time. Through small group direct instruction approach, the program allows ESL students to acquire the academic language necessary to meet their grade standards. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified.

In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit. · Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. · Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records. · Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
  - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
  - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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

The bilingual instructional model is offered in grades K-2. ESL is used in grade 3 and Dual Language is used in grade 4. ELLs in Free Standing English as a Second Language programs receive all instruction in English. In accordance with the individual student’s results of the LAB-R and New York State English as a Second Language Achievement Test, students receive the mandated hours of ESL instruction. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA.

These classes modify language instruction to differentiate and accommodate the many language levels of the ELLs participating in the class. In each class grades 2-4, the classroom teacher works with the students to provide instruction in all areas, ELA/ESL, Math, Science and Social Studies. The teachers support student academic language development in ESL. English as a Second Language methodology is infused throughout all subject areas instruction. The students are engaged in content area instruction in both Spanish and English. The science cluster/content area teacher/specialist is a bilingual teacher. The Science bilingual teachers provide instruction to support the native language and the second language in the science class.

#### Plan for SIFE:

Newcomers who enter with interrupted education of at least 2 years will be identified by our Pupil Accounting Secretary as SIFE (Students with Interrupted Formal Education). In PS 7 we have SIFE in grades 2-4. In order to support the special needs of these students (in addition to the mandated 360 minutes of ESL), a pull-out teacher will provide small group instruction two periods a day using explicit teaching of academic language. They will use The Foundations Reading Program to support them in small group settings with individualized attention to meet their special needs. SIFE in grades 3-4 will also receive after school intervention during extended day with a certified bilingual teacher. There will be on-going assessments to make sure we are reaching the needs of all our SIFE.

#### Plan for ELLs in US Schools Less than Three Years (Newcomers)

Newcomers who have been in U.S. schools less than three years are also targeted for ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. In addition, they will also be invited to our morning intervention program. Highly qualified ESL teachers will provide accelerated and explicit teaching of the academic language in all content areas during and after school.

#### Plan for Long-Term ELLs:

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

#### Plan for ELLs with Special Needs:

ELLs with special needs will be identified by IEPs. Presently we have six ELLs with special needs as identified by their IEPs. We have one in kindergarten, three in first grade, one in second grade and one in third grade. The IEP will be analyzed carefully by the push-in, ESL teacher, classroom teacher and the AIS teacher to ensure their educational needs are being met. They also have an ESL pullout teacher and an alternate placement paraprofessional.

#### Plan for Continuing Transitional Support for Students Reaching Proficiency on the NYSESLAT:

Although students who have received proficiency on the NYSESLAT no longer receive ESL services, their academic progress will be monitored continuously through formal and informal assessments, such as Interim Assessments, running records, teacher observations, student writing samples, etc. The ESL Coordinator, along with the Classroom Teacher will then determine their academic needs. Appropriate interventions, such as Morning Intervention, Extended Day and Saturday Academy, will be provided to help support these transitioning students.

Future Programs/Improvements being considered:

Due to the success with the Story Town program in our current bilingual classes, we plan to purchase the program for our monolingual classes in the lower grades. We have also recently purchased licenses for access to many internet resources (such as educationalcity.com) that have programs and activities suitable for the ESL population, and hope to provide access to our ELLs and their families at home.

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

### Implications for LAP in English Language Arts Area

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

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

### Implications for LAP in Mathematics Content Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELL data to become well informed about the performance of each ELL in order to make sound educational decisions.

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

#### Instructional Materials:

The teachers at PS 7 K implement “Core Knowledge” throughout the school. The program is based on the research of Dr. E.D. Hirsch. Core Knowledge is designed to support and expose children to different experiences, themes, and topics in each of the content areas. There is a full time Core Knowledge facilitator that works closely with the teachers to support the implementation of the program. The Core Knowledge program is content-based and interdisciplinary. There is a strong focus on vocabulary development, and the use of visual aids. Every classroom is equipped with Scholastic Core Knowledge Classroom Libraries and they offer an outstanding collection of authentic children’s literature designed to support the Core Knowledge curriculum. These libraries take students beyond functional literacy and provide students with a foundation in cultural literacy. Each library includes history, geography, math, science, language arts, visual arts, and music titles. This library provides the following benefits for all of our students especially our ELLs:

- Provide an extensive vocabulary
- Expose students to a broad range of historical, scientific, and cultural topics
- Deepen each student’s fund of information in critical content areas
- Create opportunities to practice reading and develop comprehension of diverse subjects -Support research that shows the importance of integrating authentic trade books into the classroom
- Encourage partner reading and enlightening book discussion
- Offer a range of reading levels, including titles suitable for enrichment

The program is implemented in all K-4 bilingual classes. All classroom teachers, as well as ESL and cluster teachers work together to support instruction that is aligned to the thematic units designed within “Core Knowledge” for each grade. Many of the components of the program include activities that address all of the learning modalities. The use of technology is widely used for ELLs. All classrooms have laptops or computers and the ESL Self-contained teachers have Smart Boards in their classroom to help in language acquisition with the use of tactile instruments.

#### Supplementary Programs:

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

An F-Status part time Teacher will be hired to further support beginner level / newcomer ELLs in the classroom. The part time teacher will work two days a week. The F-status teacher will not provide mandated services but will work with the classroom teacher to further support and differentiate instruction for beginner level ELLs and newcomer students in the classroom. Working in a team teaching model with the classroom teacher, the f- status part time bilingual teacher will work in the second grade bilingual class as well as the 3rd grade ESL class. In addition, the part time teacher will participate in curriculum development/mapping with the teachers she services.

#### Curriculum Development /Curriculum Mapping

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

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

mapping sessions are conducted on Tuesdays, Wednesdays, and Thursdays. Sessions are conducted during common preps. This allows teachers to reflect on the work in progress and to align curriculum topics and themes for continued work with student.

#### An Extended Day/After School Instructional Program

The extended day program is implemented one hour each day on Tuesdays, Wednesdays, and Thursdays. The program is implemented from September through June. ELLs in grades three (3) and four (4) are provided an opportunity to participate in small group instruction to strengthen content area vocabulary development, knowledge and skills. Teachers support instructional through the use of technology including smart board, computers, audio equipment, and visual aides.

#### Saturday Academy

Saturday Academy is implemented on Saturday from 8:30 a.m. to 12:00 p.m. from September through June. ELLs in grades three (3) and four (4) participate in instructional activities that are differentiated to further support their linguistic and academic needs. Students work in small grouping, with a buddy, independently and/or with the teacher. The focus for the Saturday Academy program is an interdisciplinary approach with a focus on math and literacy. Teachers use technology assisted instructional strategies to further support ELL students. Students work on grade appropriate graphic organizers, computer software and programs to facilitate comprehension as well as enable ELLs to listen, speak, read and write in English.

#### Plan for Continuing Transitional Support for Students Reaching Proficiency on the NYSESLAT:

Although students who have received proficiency on the NYSESLAT no longer receive ESL services, their academic progress will be monitored continuously through formal and informal assessments, such as Interim Assessments, running records, teacher observations, student writing samples, etc. The ESL Coordinator, along with the Classroom Teacher will then determine their academic needs. Appropriate interventions, such as Morning Intervention, Extended Day and Saturday Academy, will be provided to help support these transitioning students.

#### Materials for Supplementary Programs:

During our Extended Day and Saturday Academies, materials that are purchased and used are the following:

- Continental Press Coach workbooks
- Empire State Math
- Kaplan ELA and Math workbooks/materials

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to core curriculum and the application of the ESL prototype. The philosophy of ELL instruction, for grades 3 and 4, is best articulated in the "CALLA" approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during

the school day, extended day and Saturday Academies, best approach will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. All ELL classrooms will be provided with highly motivating leveled classroom libraries. ESL in-service courses are being offered to all teachers of immigrant students to support teacher in meeting the instructional needs of all ELL learners. Study groups conducted by the principal/assistant principal, and coaches will support the teaching of ELLs in the English Language classroom.

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

Targeted differentiated professional development delivered on a regular basis will be utilized to significantly increase the capacity of the teaching cadre to support the ELA curriculum, English Language acquisition and student learning. Professional development will take place through, but not be limited to: weekly scheduled articulated professional development; Coaches performing the above described roles; teacher scheduled inter-visitation, administrative snapshots and observations, Regional Instructional Specialist professional development sessions and teacher support activities, Instructional Support Specialist support activities, study groups, etc. Teachers will learn from all of the mentioned activities expanding their knowledge base, capacity and educational toolboxes. Learning styles and differentiated instruction will be addressed in classrooms as teachers become more comfortable with varied methods of delivery of instruction. Teachers will differentiate instruction by providing instruction targeted to the deficit skills of each child. Professional development is coordinated by a curriculum team.

Professional development plans for the 2010-2011 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

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

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

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

In addition, we ensure that all teachers receive their 7.5 hours or 10 hours for special education teachers of strategies in teaching ELLs. They are scheduled to attend various workshops from that will fulfill this requirement.

In conjunction with our staff developing, our Principal, Assistant Principals and School Counselor all receive monthly LSO professional development regarding ELLs.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The title III parent component will address two distinct parent needs, parent education and adult ESL instruction. Parents will be invited to attend parent workshops. The parent sessions will address various topics of interest to ELL parents including parenting skills, and school governance and involvement skills. The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. Parent workshops will be directed by Bilingual and ESL certified teachers on the first Wednesday of each month. Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms. Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences. In addition parents will be invited to participate in ESL language acquisition sessions designed for adult learners.

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

Additionally, families are invited to attend our monthly PTA meetings on the third Wednesday of each month, as well as classroom activities, and culminating school wide trips and activities. Some of the activities in the 2009/10 school year included a visit to the Brooklyn Museum, a Core Knowledge walkthrough at our school, and various assembly programs that are based on current Core Knowledge themes and topics.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	26	15	5	8	2									56
Intermediate(I)	11	14	24	7	11									67
Advanced (A)	2	7	7	21	17									54
Total	39	36	36	36	30	0	0	0	0	0	0	0	0	177

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING /SPEAKING	<b>B</b>	4	6		1								
	<b>I</b>	11	3	2	2								
	<b>A</b>	5	18	10	9								
	<b>P</b>	2	5	11	2								
READING/ WRITING	<b>B</b>	7	11	2	2								
	<b>I</b>	11	14	14	8								
	<b>A</b>	1	2	7	20								
	<b>P</b>	3	5		8								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	19	6	1	37
4	4	30	5		39
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		21		12		3		39
4	1		23		21		2		47
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6		23		15		45
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		1	3	2				
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

P.S. 7 currently uses various assessments for ELLs, which assess both first language and second language development. These include:

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

As we closely examine the NYSESLAT scores in the four modalities (listening, speaking, reading and writing) we notice a pattern of ELLs and their need for on-going linguistic support. Students show a positive upward trend in scale score in the listening and speaking strands. Students from grades 1-4 demonstrate similar needs across the grades (K grades are not shown until the end of this year when they take the NYSESLAT in the spring). The students show they need more support in the reading and writing strands, the growth is minimal and at times stagnant in both strands. Yet, their scores on all four modalities are low, therefore we can rightfully assume that there is a high need for linguistic support in all areas. Therefore, all ESL teachers that service beginner and low intermediate ELLs, will ensure they use ESL strategies in all their instruction to provide the appropriate academic scaffolding in the four modalities. Push-in teachers will push during the guided reading and writer's workshop periods in order to provide sufficient support in the four modalities.

According to the data, the students that score High Intermediate and Advanced show a pattern noticeably different from the Beginning students. Writing undoubtedly is the weakest area. Noticing this trend, teachers will identify these students and use their push-in to support these students' writing needs.

After analyzing the data and using the information, we will continue to provide PD for all classroom teachers, ESL teachers and content area teachers on how to best support the ELL's development of the academic language in literacy, as well as the content areas. We will form a study group for the teachers and study various ESL strategies and methodologies, scaffolding strategies, and differentiated instruction.

Based on our needs analysis/findings:

- We will closely monitor and intensify the support to all teachers in balanced literacy in order to continue the upward trend of ELLs performing at proficiency level of 3 and 4.
- Inquiry Team members will design and implement an instructional change strategy for English Language Learners in Literacy.

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

### Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 007 Abraham Lincoln					
<b>District:</b>	19	<b>DBN:</b>	19K007	<b>School</b>		331900010007

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5		9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	64	72	72		92.2	92.1	91.5
Kindergarten	164	171	137				
Grade 1	189	184	175	<b>Student Stability - % of Enrollment:</b>			
Grade 2	186	190	168	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	160	163	179		90.6	91.2	92.1
Grade 4	162	173	158				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		83.2	83.7	94.6
Grade 8	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 9	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 10	0	0	0		3	50	46
Grade 11	0	0	0				
Grade 12	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Ungraded	0	4	3	(As of October 31)	2007-08	2008-09	2009-10
Total	925	957	892		20	15	10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	46	55	Principal Suspensions	2	2	3
# in Collaborative Team Teaching (CTT) Classes	5	10	0	Superintendent Suspensions	8	4	5
Number all others	25	28	31				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	90	58	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	37	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	100	95	TBD	Number of Teachers	68	70	70
# ELLs with IEPs	1	16	TBD	Number of Administrators and Other Professionals	13	12	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	6	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.5	100.0	100.0
				% more than 2 years teaching in this school	72.1	75.7	92.9
				% more than 5 years teaching anywhere	55.9	57.1	72.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	93.0	95.7
American Indian or Alaska Native	1.2	1.3	0.7	% core classes taught by "highly qualified" teachers	98.7	98.7	96.2
Black or African American	14.4	17.2	17.7				
Hispanic or Latino	72.6	73.8	76.7				
Asian or Native Hawaiian/Other Pacific	10.2	4.8	4.3				
White	1.1	1.3	0.7				
<b>Male</b>	48.3	51.0	51.1				
<b>Female</b>	51.7	49.0	48.9				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

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

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-			
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	-	-	-			
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
<b>Student groups making</b>	6	6	1			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	48.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	6.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	30.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)