



P.S. 007 LOUIS F. SIMEONE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 007 LOUIS F. SIMEONE
ADDRESS: 80-55 CORNISH AVENUE
TELEPHONE: 718-446-2726
FAX: 718-397-7916

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q007 **SCHOOL NAME:** P.S. 007 Louis F. Simeone

SCHOOL ADDRESS: 80-55 CORNISH AVENUE, QUEENS, NY, 11373

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

SCHOOL CONTACT PERSON: SARA TUCCI **EMAIL ADDRESS:** STucci@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Madalena Causi

PRINCIPAL: Sara Tucci

UFT CHAPTER LEADER: Rachel Cohn

PARENTS' ASSOCIATION CO-PRESIDENT: Jennifer Santana/Moshamad T. Akter

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Madeline Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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/ronlyres/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
Sara Tucci	Principal	
Rachel Cohn	UFT Chapter Leader	
Madalena Causi	UFT Member	
Linda Romay-Bolger	UFT Member	
James Powers	UFT Member	
Naomi Landau	UFT Member	
Ritu Singh	Parent	
Delfina Chavez	Parent	
Sindy Cheng	Parent	
Elodia Aguilar	Parent	
Jennifer Santana	Co President	
Moshamad T. Akter	Co President	

- Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

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Part A. Narrative Description

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

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

The Louis F. Simeone School 7Q, is a barrier free school located in the Elmhurst section of Queens, New York. Our building opened in 1994 and provides a child-centered, stimulating learning environment for approximately 1,248 students in grades Kindergarten through 3. Due to overcrowding, as of September 2003, our fourth and fifth grade students moved to the 51st Avenue Academy. In September 2004, the Academy became a separate and independent entity, P.S. 877Q.

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

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

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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					
School Name:	P.S. 007 Louis F. Simeone				
District:	24	DBN #:	24Q007	School BEDS Code:	24Q007

DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Pre-K					95.5%	96.3%	97.5%		
Kindergarten	340	338	314						
Grade 1	307	333	329	Student Stability: - % of Enrollment					
Grade 2	271	300	323	(As of June 30)	2008-09	2009-10	2010-11		
Grade 3	279	266	282		89%	88%	99%		
Grade 4									
Grade 5				Poverty Rate: - % of Enrollment:					
Grade 6				(As of October 31)	2008-09	2009-10	2010-11		
Grade 7					73.5%	76.5%	71.9%		
Grade 8									
Grade 9				Students in Temporary Housing - Total Number:					
Grade 10				(As of June 30)	2008-09	2009-10	2010-11		
Grade 11					7	1	2		
Grade 12									
Ungraded				Recent Immigrants: - Total Number					
Total	1197	1237	1248	(As of October 31)	2008-09	2009-10	2010-11		
					90	204	26		

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11
# in Self-Contained Classes	58	60	68	Principal Suspensions	3	1	1
# in Collaborative Team Teaching (CTT) Classes	27	30	28	Superintendent Suspensions	1	1	0
Number all others	0	0	0				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	CTE Program Participants			
# in Trans. Bilingual Classes	58	45	22	Early College HS Participants			
# in Dual Lang. Programs	11	36	33				
# receiving ESL services only	646	650	614	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	84	78	77	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	94	92	88
				Number of Administrators and Other Professionals	11	11	3
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	16	16	16
(As of October 31)	2008-09	2009-10	2010-11				
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2008-09	2009-10	2010-11
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	92%	93%	91%
Black or African American	.78	.40	.40	Percent more than five years teaching anywhere	84%	84%	81%
Hispanic or Latino	43.90	42.71	40.46				
Asian or Native Hawaiian/Other Pacific Isl.	49.92	55.09	56.72	Percent Masters Degree or higher	93%	98%	94%
White	6.04	1.05	1.28	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
Multi-racial	.17	.72	1.04				
Male	51.71	51.86	53.28				

Female	48.29	48.14	46.72	
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2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURR School: Yes		If yes, area(s) of SURR identification:						
<input type="checkbox"/> No <input checked="" type="checkbox"/>								
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):								
<input checked="" type="checkbox"/>	In Good Standing (IGS)							
<input 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							
Individual Subject/Area AYP Outcomes:								
Elementary/Middle Level				Secondary Level				
ELA:	✓		ELA:					
Math:	✓		Math:					
Science:			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
All Students		✓	✓					
Ethnicity								
American Indian or Alaska Native		-	-					
Black or African American		-	-					
Hispanic or Latino		✓	✓					
Asian or Native Hawaiian/Other Pacific Islander		✓	✓					
White		-	-					
Multiracial		-	-					
Students with Disabilities		✓ ^{SH}	✓					
Limited English Proficient		✓	✓					

Economically Disadvantaged	✓	✓						
Student groups making AYP in each subject	6	6						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	38.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment	8.0	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance	9.4	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress	14.0		
(Comprises 60% of the Overall Score)			
Additional Credit	7.5		
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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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?

A review of our school's data shows several student performance trends and indicators of progress. In the 2009-2010 school year student performance on the New York State English Language Arts test decreased by 23% from the 2008-2009 school year. Currently 56% of our students scored at levels 3 and 4 as opposed to 79% from the previous school year. General trends indicate that the number of English Language Learners scoring at levels 3 and 4 decreased by 25%. These results may be attributed to a change in the New York State standards and the norms used in scoring this test. Teachers will be provided with professional development regarding the new core standards and how to differentiate instruction in order to help our students meet and exceed them.

Although scores have decreased from the previous year, the gap between male and female performance has narrowed. In the 2008-2009 school year 73% of boys scored at level 3 or higher, where as 86% of girls scored at this level (13% gap). In the 2009-2010 school year 58% of boys scored at level 3 or higher, compared to 54% of girls (4% gap). This trend may be the result of an increase in male friendly topics and characters in classroom leveled libraries.

In the language subgroup 90% of our English proficient students (168 students) scored at level 3 or higher in the New York State ELA during the 2008-2009 school year. During this same year, 60% (106 students) of our Limited English proficient students scored at this same level. In the 2009-2010 school year, ELA results show that 74% (131 students) of the English proficient population and 36% (117 students) of the LEP population scored at level 3 or higher. Although the scores have decreased, the proportion of LEP to English proficient students taking the test increased from 2008-2009 to 2009-2010, perhaps also attributing to the decline of scores. Teachers will be provided with professional development focusing on vocabulary development and the incorporation of ESL methodologies into the readers and writers workshop.

In order to increase ELA performance differentiated professional development will be given to early childhood grade teachers in an effort to improve upon literacy skills, thus helping students gain ELA reading and writing proficiency before entering the third grade. During Lunch & Learns teachers meet voluntarily meet once a month with the coaches to review the units of study. Strategies for differentiating the units are discussed at this time.

In 2008-2009, 96% of our students scored level 3 or higher, on the New York State Math test, whereas 64% of the students scored at this level during the following year. This is a decrease of 32%. These results may be attributed to a change in the New York State standards and the norms used in scoring this test. In the 2008-2009 language subgroup 99% of our English proficient students (170) scored at level 3 or higher. During this same year 91% of limited English proficient students scored at the same level. In the 2009-2010 school year 81% of English proficient students (130) scored at this level compared to 48% of LEP students (131). Again, although the scores have decreased, the proportion of LEP to English proficient students taking the test has increased from 2008-2009 to 2009-2010.

In order to increase scores the math coach will assist teachers in planning for their math block in regards to using manipulatives, and small group instruction. Teachers and parents will be provided with various workshops focusing on differentiated instruction and higher order thinking to help the students with problem solving strategies. In addition, more math manipulatives were purchased, as well as literature to supplement lessons. As indicated by the Needs Assessment Survey, teachers felt that they needed more professional development on how to manage the Everyday Math curriculum within the math block. The focus for the 2010-2011 school year will be to continue assisting the teachers with the management of lessons, as well as an increased use of balanced literacy within the math block. A review of student performance has indicated a need for further instruction to develop the skills and strategies needed to improve students' problem solving abilities. Problem solving skills continue to be a focus during staff development and included as a focus in inquiry team work.

P.S. 7 has experienced several accomplishment that are helping to meet the needs of the students. The work of the Inquiry Team was expanded to include all grade levels as well as all content areas. There is a continued focus on literacy, as well as math, writing, science and art/music. Presently 100% of our teachers are involved in the work of our Inquiry Teams. There are several teams that meet weekly to look at data, discuss teaching practices as well as strategies to help students improve in reading, writing, math and across content areas. The work of the Inquiry Team is posted online. Therefore, teachers can review the site for ideas on how they could help students who have similar needs.

In addition, the Mommy & Me Program continues to be implemented in our school. During this time nursery and preschool age children are given the opportunity to play with one another, sing songs, exercise, do arts and crafts and listen to books read aloud. Enrichment instruction is implemented one period per week by all classroom teachers. During this time teachers enrich the students' knowledge of the world around them through higher order thinking activities.

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

A needs assessment of student literacy performance shows a need to further increase student writing skills and language development, thus, increasing ELA, math and NYSESLAT scores. During the 2010-2011 school year there will be an increased focus on writing development in the classroom. This will take place during professional development and will focus on the use of assessment to drive language and writing instruction.

An assessment of all curricular areas shows a need for the increased use of technology in the classroom. Presently we have 44 Promethean Boards. Teachers are participating in Technology Study Groups in order to increase their knowledge on how to use these boards. The use of these boards helps increase student achievement and performance. In addition, a large number of teachers have their own personal webpage that gives information to parents regarding homework, what is learned in class, and notifying parents of any upcoming events. During the current school year there will be a focus on improving skills throughout all content areas through the use of technology. Both professional development and the purchase of new technological materials will be used to improve student achievement in all curricular areas.

SECTION V: ANNUAL SCHOOL GOALS

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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"/> <u>Writing</u> By June 2011, 15% of students in first through third grade (140 out of 933) will perform at level 3 or 4 in writing as measured by the Teachers College Writing Continuum. After conducting our needs assessment, the SLT found that our students’ ELA and NYSESLAT writing performance was in further need of improvement. As a result, all teachers will continue to increase the writing levels of their students by assessing their students four times per year using the Teachers College Writing Continuum and using the results to differentiate instruction.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> <input type="checkbox"/> <u>Reading</u> By June 2011, 10% of all students in grades Kindergarten through third (125 out of 1243) will perform at level 3 or higher (Fountas and Pinnell levels D, I, M and P respectively) in reading as measured by the Teachers College Reading Running Records. After conducting our needs assessment, the SLT found that in order to further increase third grade ELA scores, more planning and instruction needs to be implemented in the lower grades. As a result, all teachers will continue to increase students' reading development and scores, as instruction is driven by the data gathered from the above assessment.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/>	<input type="checkbox"/> To be achieved.

<input type="checkbox"/> <u>Math</u> By June 2011, 15% of students in grades Kindergarten through third (186 out of 1243) will perform at level 3 or higher in problem solving as measured by the Everyday Math Assessment and rubrics. After conducting our needs assessment, the SLT found that in order to further increase NYS Math Examination scores, students need to continue strengthening the skills and strategies needed to problem solve using effective replicated good instructional practices.	
<input type="checkbox"/> <input type="checkbox"/> <u>Technology</u> By June 2011, 85% of our classrooms will be equipped with a variety of technology tools (promethean boards, laptops, desktops, scanners and digital cameras) in an effort to increase students' knowledge and use of technology, effectively enhancing their participation and academic performance across all curriculum areas, as measured by rubrics designed by collaborative teaching teams to measure students proficiency in technology. After conducting our needs assessment, the SLT found that in order to ready students for higher learning and the future workforce there needed to be an increase in student performance in all content areas through the use of technology. Such instruction will motivate students to increase their learning as they also develop the skills needed to use technology both in and out of the classroom.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> <input type="checkbox"/> <u>Inquiry Team</u> By June 2011, 15% of our English Language Learners (92 out of 614) will be targeted in the Inquiry Team work to increase reading skills as measured by ECLAS 2 and TC Running Records. After conducting our needs assessment, the SLT found that in order to increase student learning and New York State examination scores, specific strengths and deficiencies needed to be identified and addressed. This information is to be used to further differentiate instruction to meet the educational needs of various subgroups along the content areas by teaching skills specific to the individual.	<input type="checkbox"/> To be achieved.

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

Writing

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p align="center"><input type="checkbox"/></p> <p><u>Writing</u></p> <p>By June 2011, 15% of students in first through third grade (140 out of 933) will perform at level 3 or 4 in writing as measured by the Teacher’s College Writing Continuum.</p> <p>After conducting our needs assessment, the SLT found that our students’ ELA and NYSESLAT writing performance was in further need of improvement. As a result, all teachers will continue to increase the writing levels of their students by assessing their students four times per year using the Teachers College Writing Continuum and using the results to differentiate instruction.</p>
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<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Title 1 Funds will be used to purchase the Teacher’s College Instructional Program to support teachers in professional development. • Teachers will participate in professional development: TC calendar days, lab-sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, inter-visitation, one-on-one support by literacy coaches and teacher supervisory conferences in an effort to deepen their understanding in conferring, strategy lessons, shared writing, independent writing as well as using the T.C. Writing Continuum to assess students and differentiate instruction during the Writer’s Workshop. • Students will be assessed quarterly (October, January, March and May) through the Teachers College Writing Continuum, and 2 times a year in ECLAS2, to determine flexible grouping, and differentiated instruction. • Students will participate in AIS and/or ESL services depending on reading/writing assessment and NYSESLAT results. • At risk students will participate in the after school programs and extended day. • Students’ writing notebooks and writing portfolios will be monitored monthly to determine writing volume and growth. • Students will create their own writing goals based on their needs as assessed by the Teachers College Writing Continuum. • Student portfolios are assessed quarterly using rubrics developed in accordance with Teachers College units of study. • Parents and students will participate twice a year in Family Literacy Night through the use of phonics, reading and writing activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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>	<ul style="list-style-type: none"> • AIS Providers, Literacy Coaches, Principal, Assistant Principals, Classroom Teachers, Network 11 Team Support . • Title I SWP, Title I ARRA SWP, Early Grade State Funding, TL Fair Student Funding, Contract for Excellence, Title III.

Indicators of Interim Progress and/or Accomplishment

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

- P.D. agendas and attendance.
- Classroom visits with Assistant Principals and coaches using walkthrough checklists .
- Students’ writing notebooks, portfolios and work in progress folders.
- Writing Conference Binders .
- Writing Continuum Assessments monitored four times per year (October, January, March and May).
- Evidence of best teaching practices being implemented in the classroom by formal and informal observations using a checklist for writing workshop ongoing throughout the year.
- Lesson plans using T.C. templates.
- Classroom organization and environment.
- Teachable charts created with the students.
- Bulletin Boards in the hall and classrooms updated and monitored monthly.
- Students’ writing goals will be monitored monthly or as the unit of study changes.

Subject Area

Reading

(where relevant) :

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Reading

- By June 2011, 10% of all students in grades Kindergarten through third (125 out of 1243) will perform at level 3 or higher (Fountas and Pinnell levels D, I, M, and P respectively) in reading as measured by the Teachers College Reading Running Records.
- After conducting our needs assessment, the SLT found that in order to further increase third grade ELA scores, more planning and instruction needs to be implemented in the lower grades. As a result, all teachers will continue to increase students' reading development and scores as instruction is driven by the data gathered from the above assessment.

<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will participate in monthly differentiated professional development: TC calendar days, lab-sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, inter-visitation, one-on-one support by literacy coaches and teacher supervisory conferences in an effort to deepen their understanding in all teaching practices such as conferring, read aloud, shared reading, guided reading, strategy lessons, partner reading and independent reading. • Students will receive 10 books to take home every week. • Students will be assessed quarterly (October, January, March and May) through the Teachers College Running Records, and 2 times a year in ECLAS2, in order to determine flexible grouping and differentiated instruction in moving the students to the next reading level. • 2nd and 3rd grade students' reading logs will be collected every month to assess reading stamina. • Student Books Across America lists will be collected on an on going basis for all grade levels. • Students will participate in AIS reading and/or ESL services depending on reading assessment and NYSESLAT results. • At risk students will participate in the extended day and after school programs. • Students' book bags will be monitored monthly to determine their just right books as measured by their reading level using running records. • Students will generate goals based on their needs, ongoing assessments and checklists. • Parents and students will participate twice a year in Family Literacy Night through the use of phonics, reading, and writing activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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"/></p> <ul style="list-style-type: none"> • AIS Providers, Literacy Coaches, Principal, Assistant Principals, Classroom Teachers, Network 11 Team Support. • Title I SWP, Title I ARRA SWP, TL Fair Student Funding, Contract for Excellence, Title III.

Indicators of Interim Progress and/or Accomplishment

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

- P.D. agendas and attendance.
- Classroom visits with Assistant Principals and coaches using walkthrough checklists.
- Reading conference binders .
- Running records-Monitoring for Results administered and monitored four times per year in October, January, March and May.
- Evidence of best teaching practices being implemented in the classroom by formal and informal observations using a checklist for reading workshop ongoing throughout the year.
- Lesson plans using T.C. templates.
- Classroom organization and environment.
- Teachable charts created with the students.
- Evidence of grouping and differentiated instruction.
- Reading summary logs/Books Across America.
- Students' Book Bags will be monitored monthly.
- Students reading goals are updated and monitored monthly or as the reading unit of study changes.

Subject Area

Math

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Math</p> <ul style="list-style-type: none">• By June 2011, 15% of students in all grades Kindergarten through third (186 out of 1243) will perform at level 3 or higher in problem solving as measured by the Everyday Math Assessment and rubrics.• After conducting our needs assessment, the SLT found that in order to further increase NYS Math Examination scores, students need to continue strengthening the skills and strategies necessary to problem solve using effective replicated good instructional practices.
<p>Action Plan</p> <p><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"/> Teachers will continue to receive monthly math professional development to enhance their understanding of problem solving skills through the use of Balanced Literacy strategies.</p> <ul style="list-style-type: none">• Students will participate in a math after-school program.• Classroom math libraries will continue to be increased to support writing and reading during math.• Increase the use of manipulatives and games during the math workshop to enhance problem solving skills.• In-house and off-site professional development for teachers, one-on-one support from supervisors, and math coach.• Teachers participation in math study groups.• Math professional development for parents to acquaint them with problem solving strategies to better support their children at home.• Through the collection and interpretation of math data, small group and partner work will take place in the classroom.• To increase higher order thinking skills, questioning in math will take place through the use of interactive writing, interactive read aloud with accountable talk and shared reading.• Parents and students will participate twice a year in Family Fun Night through the use of math games.

	<ul style="list-style-type: none"> • Students will generate problem solving goals based on their needs. • Students will participate in Inquiry Team work focusing on improving basic skills and problem solving. • Portfolio assessments are reviewed five times per year in September, October, December, February and March to evaluate students mathematical and problem solving skills in order to plan instruction.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><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>	<ul style="list-style-type: none"> • Classroom Teachers, AIS Math, Math Coaches, AIS Providers, Principal, Assistant Principals, Network 11 Team Support. • Test Preparation for third grade students during Extended Day, Title I SWP, Title I ARRA SWP, Fair Student Funding, Title III.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom and hall bulletin boards displaying students’ math work are updated monthly or as the math unit of study changes. • EDM checklists completed and monitored monthly or as each unit of study changes. • Portfolios are evaluated five times per year in September, October, December, February and March. • Math Journals. • Formal and informal classroom observations using a checklist – ongoing throughout the year. • Evidence of small group work and partner work (differentiated instruction). • Classroom visits/daily walkthroughs by the supervisors, and math coach - ongoing throughout the year. • Alignment of NYS math goals. • Lesson plans reflecting the problem solving strand and the communication strand . • Students’ math goals completed and monitored monthly or as each math unit of study changes. • Professional Development attendance and agendas. • Math Writing Rubrics.

Subject Area

Technology

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Technology</p> <ul style="list-style-type: none">• By June 2011, 85% of our classrooms will be equipped with a variety of technology tools (promethean boards, laptops, desktops, scanners and digital cameras) in an effort to increase students’ knowledge and use of technology, to effectively enhance their participation and academic performance across all curriculum areas, as measured by rubrics designed by collaboraative teaching teams to measure students proficiency in technology.• After conducting our needs assessment, the SLT found that in order to ready students for higher learning and the future workforce there needed to be an increase in student performance in all content areas through the use of technology. Such instruction will motivate students to increase their learning as they also develop the skills needed to use technology both in and out of the classroom.
<p>Action Plan</p> <p><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"/></p> <ul style="list-style-type: none">• Teachers will participate in in-house professional development by our technology teacher/staff developer, and study groups.• Teachers will participate in inter-visitation and intra-visitation.• Teachers will continue creating and implementing websites within Schoolwires to publish students' work, blogging, podcasting, homework, parents' notes, curriculum letters and a calendar of events.• Teachers will increase the connection and communication between school and home through the use of PS7 Schoolwires.• Utilize Grants, such as Reso Funds and Dual Language to purchase promethean boards and lap-tops.• Students will participate in technology lessons both in the classroom and computer lab.• Students will participate in many technology activities such as: blogging, video taping, smart boards, digital movies, power point, Headsprout and the Imagine Learning Computer Reading

	<p>Program.</p> <ul style="list-style-type: none"> • Students will generate individual technology goals. • Classroom teachers will generate professional technology goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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>	<ul style="list-style-type: none"> • Bilingual/Dual Language Grants, Fair Student Funding, Title I and RESO Grant
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • P.D. agendas and attendance. • Proof of purchase orders of promethean boards, lap tops, video cameras, digital cameras, and head phones. • Classroom visits with AP' s and coaches using walkthrough checklists. • Evidence of best technology teaching practices being implemented in the classroom by formal and informal observations conducted a minimum of two times per year in each classroom throughout the year. • Lesson Plans. • Classroom organization and environment. • Bulletin Boards in the hall and classrooms demonstrating the use of technology. • Evidence of groupings and differentiated instruction. • Students' technology goals completed and monitored monthly or as technology and content area units of study change. • Student technology projects. • Headsprout and Imagine Learning English progress charts. • PS7's Schoolwires.

Subject Area

Inquiry Team

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Inquiry Team</u></p> <ul style="list-style-type: none">• By June 2011, 15% of our English Language Learners (92 out of 614) will be targeted in the Inquiry team work to increase reading skills as measured by ECLAS2 and TC Running Records.• After conducting our needs assessment, the SLT found that in order to increase the student learning and New York State examination scores specific strengths and deficiencies needed to be identified and addressed. This information is to be used to further differentiate instruction to meet the educational needs of various subgroups along the content areas by teaching skills specific to the individual.
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Members of the Inquiry Team will meet once a week to monitor students' academic progress• Professional development for the members of the Inquiry Team• Inquiry Team will turn key to staff• Aris training for all teachers including AIS, ESL and content area teachers• Teachers will be provided with professional development on how to analyze and interpret data to inform and differentiate instruction• Teachers will use data to set goals with time frames and create a plan of action to effectively differentiate instruction for targeted students during school hours and extended time• Teachers will be trained in co-teaching strategies and how to implement them to scaffold both the strategies and instruction to meet the needs of all students.• Additional preparation periods will be given to teachers to work collaboratively in raising student performance.• Inquiry Team findings will be used to generate action plans with time frames and interim goals to develop school-wide priorities.• Targeted students will generate goals in reading, writing, science, math and enrichment.• Student participation/criteria will be noted and input on Aris.• Action plans will be created by Inquiry Team Leaders including the participating students names and the instructional strategies implemented.

	<ul style="list-style-type: none"> • Students from all targeted areas will be selected for participation for Inquiry Team work based on individual needs and classroom data. • Teachers will focus on a host of different content areas in order to allow students with various needs and abilities to participate in Inquiry Team work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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>	<ul style="list-style-type: none"> • Inquiry Team Funds, Fair student Funding, Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Assessment binders: Reading, Writing, and Math monitored a minimum of three times per year on an ongoing basis throughout the year. • Periodic Assessments: Running Records are conducted four times per year in October, January, March and May. ECLAS 2 is conducted and monitored twice per year in October and May. The Writing Continuum is conducted and monitored four times per year in October, January, March and May. • Writing, Math, Enrichment, and Science Portfolios. • Minutes of meetings. • Plan of action for targeted students with time frames. • Classroom visits using a walkthrough checklist. • Evidence of data driven decision making in lesson plans. • Evidence of data driven instruction in the classroom during formal and informal observations. • Evidence of small group work to differentiate instruction. • PD attendance and agendas. • Student assessment results used to guide modifications to school practices and curriculum development. • Aris/Inquiry Team Interface. • Students' goals achieved in Reading, Writing, Math, Science, and Enrichment.

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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	# of Students Receiving AIS			
K	20	49	20	20	28	6	6	10	
1	121	84	121	121	30	5	6	11	
2	89	75	89	89	25	2	2	12	
3	141	72	141	141	41	3	3	13	
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. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Kindergarten and 1st grade teachers are using the Foundations Phonics program and Headsprout with all of their students during the school day. Some second grade teachers are using Foundations with a small group of students during the school day. • Inquiry Teams will be developed to provide students in all grades with small group instruction focusing various aspects of reading and writing. • Academic Intervention Support staff work with first, second and third grade students during the school day. They work with at risk students in small groups, or one-on-one, based upon student assessment and consultation with the classroom teacher. This provider frequently collects data to plan for instruction and monitors student progress. • A test preparation program for the English Language Arts Exam will be provided for all third grade students during extended day and for some third grade students after school. Extended Day, 37 ½ minutes, Monday through Wednesday after school is geared toward at risk students in grades 1 – 2 and all third graders. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance one-on-one and in small groups. • After School English as a Second Language program is provided to first, second and third grade students. Students are taught both one-on-one, and in small groups in order to assist them in building basic language skills in listening, speaking, reading and writing. • Imagine Learning, a computer program, was implemented in the ESL After School classes (to develop listening, speaking, and reading skills).
Mathematics:	<ul style="list-style-type: none"> • Academic Intervention Support provider for math works with small groups of third grade students during the school day in order to assist them in attaining state math standards. • A test preparation program for the New York State Mathematics Test will be provided for all third grade students during extended day and for some 3rd grade students after school to emphasize and strengthen the skills and concepts taught during the school day. • Extended Day, 37 ½ minutes, Monday through Wednesday after school is geared toward at risk students in grades 1 and 2, along with all third grade students. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance through one-on-one and small group instruction.

Science:	Science content is embedded into the curriculum during reading and writing instruction. Teachers infuse science content into their lessons when conducting read aloud, shared reading and shared writing as well as within the determined Teachers College unit of study.
Social Studies:	<input type="checkbox"/> Social Studies content is embedded into the curriculum during reading and writing instruction. Teachers infuse social studies content into their lessons when conducting read aloud, shared reading and shared writing as well as within the determined Teachers College unit of study.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance counseling addresses emotional, social and behavioral needs/weaknesses in order to improve student achievement with students in grades K – 3. This is facilitated one-on-one and in small groups during the school day. At-Risk services are provided by Guidance Counselors on an as needed basis.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The School Psychologist evaluates at risk students. She provides teachers with strategies and makes recommendations on how to best meet individual student needs. If these interventions are deemed unsuccessful, an evaluation takes place in which an Individualized Education Plan is produced for that child.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker obtains consent from parents for educational testing. She conducts a social history and takes part in PPT Consultation. She provides consultative behavior support services to students, parents and school personnel.
At-risk Health-related Services:	<input type="checkbox"/> The occupational therapist and physical therapist meet with students during the school day one-on-one in order to meet their needs as specified on their Individualized Educational Plans. At Risk speech is offered to students in grades K – 3 during the school day one-on-one and in small groups, to meet the needs specified on their Individualized Educational Plans.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - 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-3

Number of Students to be Served:

LEP 669

Non-LEP 579

Number of Teachers 18
Other Staff (Specify) 2 Staff Developers, 1 Bilingual Specialist

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.

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

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

PS 7's instructional programs are designed to meet the needs of all English language learners. Undoubtedly, the school's greatest strength lies within the ethnic and cultural diversity of its constituency: 40.46% Hispanic Americans, 53.52% Asian Americans, .40% African Americans, 1.28% Caucasian Americans, 3.20% Hawaiian/Pacific Islander Americans and 1.04% Multi-racial Americans. Of the total population, 54% of the students are designated as English Language Learners. Although the majority of the school's population consists of Spanish and Asian speaking students, our school community includes families emigrated from nearly thirty other countries. Of the 1,248 students currently attending PS 7, 669 children are English Language Learners receiving the above services.

Since P.S. 7 is a K-3 school, there will be no long-term ELLs in the school's program. For the 2010-2011 school year, the breakdown of the 52 classes at P.S. 7 will be as follows:

Kindergarten

- 2 self contained ESL classes
- 2 Dual Language classes (DL)
- 1 Bilingual Transitional Class (TBE)
- 1CTT Collaborative Team Teaching
- 1 12:1:1 Special Education class
- 5 General Education classes with ESL services
- 2 General non service classes

First Grade

- 2 Self-contained ESL classes
- 1 Dual Language class (DL)
- 1 12:1:1 Special Education class with ESL services
- 8 General Education classes with ESL services
- 1 CTT with ESL services

Second Grade

- 2 12:1:1 Special Education class with ESL services
- 1 self contained ESL
- 1 Dual Language
- 6 General Education classes with ESL services
- 3 General Education non-service classes

Third Grade

- 1 CTT class
- 2 12:1:1 Special Education classes with ESL services
- 7 General Education classes with ESL services
- 2 General Education non-service classes

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

- After school literacy and math
- After school ESL

Parents of ELL students will be notified that there will be a Title III after school program in literacy instruction three times a week. Intensive content area and language instruction is provided through appropriate ESL methodologies and strategies within the TC model. Instruction for all the programs is provided in a small group setting based on the number of students that applied (15 to 17 students). Instruction is differentiated with the use of scaffolding at different levels. Teachers will build new experiences using visuals and realia. Teachers will use Language Acquisition Checklists to drive content area instruction as well as language development. The use of extensive modeling and other ESL strategies will be used to drive instruction in language development and content areas through the use of read aloud, retelling of the story, compare and contrast, summarizing questions, predicting and main idea. Prior knowledge is activated through questioning techniques. Ideas for think and talk are used such as how a character feels, how a character changes, retelling the story, inferring and questioning. A software program called Imagine Learning will also be used during this time. Students will work individually on laptops to improve their literacy skills. Teachers will also use the Promethean Boards during the afterschool program in order to increase student participation and performance. Students will be assessed at the beginning, middle and end of this program in order to determine if there has been improvement. The teachers working in the literacy after school program are mastered and fully certified.

The after school math program will incorporate vocabulary development through the introduction and use of mathematical sight words and terminology through the practice of problem solving techniques and the sharing of strategies used to solve math questions.

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

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

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

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

Professional Development Program

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

Professional Development will focus on the following areas:

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

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

Study groups will be conducted specifically targeting a variety of areas including the needs of ELLs, focusing on second language acquisition and the use of technology (promethean boards) throughout all curricular areas. Study groups will meet during two cycles of the year for a half hour each week for a total of ten sessions.

Section III. Title III Budget

School: P.S. 7Q

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session for teachers (afterschool) (437 hrs. @ 41.98) 18,346.00 Bilingual Specialist 20% 20,780.00 Study Group (110 hrs @ 41.98) 4,617.80 Per-diem subs (professional development) 1,850.00 Supervisor after school (57 hrs @ 43.34) 2,506.03 Secretary (60 hrs. @ \$ 25.83) 1,548.00	\$47,797.00	The allocation of per session monies is to cover the after school program for teachers. Study groups will be provided to enhance teachers skills in ESL methodologies. Study groups will be provided by the in house bilingual/ESL staff developer. Per diem subs will be hired to cover ESL/Dual Language and bilingual teachers to attend off site and in house professional development for ELL (Dual Language Conference, TC Calendar Days, CFN, PD and In house PD with DL, Bil and Self contained ESL teachers). Secretaries will assist in keeping and coordinating the after school program, entering attendance, writing letters to parents, and entering per-session for staff working in the program. Supervisors will be present to supervise instruction.
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$29,960.00	50 professional books for Bil/ ESL and Dual Language study groups, chart paper and workbooks for students in the program Laptops for the students to use during ESL instruction instead of books during the after school program).
Laptops (Object Code 332) 15 laptops (\$15,112.35), 4 scanners (\$ 280), 1 Promethean board (\$4,500) and 35 Imagine Learning licenses (\$5,250)	25,142.35	Laptops for the students, scanners, promethean boards, imagine learning software to enhance ESL instruction. Laptops will be used to write stories, internet research, pod casting, blogging and to access Imagine Learning. Scanners will be used to scan stories and lessons into the promethean boards.
Travel	N/A	N/A
Other	\$1,000.00	Dual Language/Bilingual Conference
TOTAL	\$103,899.35	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

taped onto the security desk where they sign in, and by signs in the main office. Aside from the Department of Education Translation Services. Oral translation is also provided by in-house staff.

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	790,910.	22,854.	813,764.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,909.10.	228.54	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	39,545.50.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	79,091.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2010-11 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.
 100% of the teachers at P.S.7 are highly qualified.

* 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.

The school will put programs, activities and procedures into operation for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

That parents play an integral role in assisting their child's learning;

That parents are encouraged to be actively involved in their child's education at school;

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 7Q, The Louis F. Simeone School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (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 - 2011.

Part B: School-Parent Compact

P.S. 7 Q The Louis F. Simeone School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

PS 7 The Louis F. Simeone School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

P.S.7Q follows the researched based Everyday Math Program, as well as Balanced Literacy following Teachers College structure and workshop.

They support all learning styles and levels of development. We provide ESL services for English Language Learners through the use of ESL teachers. We follow the No Child Left Behind guidelines. All lessons are standard based following the NYS standards, and all students are held accountable for working towards meeting or exceeding these standards.

2. Hold parent-teacher conferences at least two times a year during which progress, curriculum, and goals will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on November 9, 2010 in both the afternoon and evening as well as in mid-March 2011, in both of the afternoon and evening.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Everyday Math individual profiles that highlight strengths and weaknesses will be sent home with the child at least four times per year. Report cards will be sent home three times per year (November, March, June). Parents will have the opportunity to review the portfolios of student work during Parent Teacher Conferences and upon request. Third Grade parents will receive the English Language Arts and NYS Math results by June 2011.

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

Meet the Teacher night was held September 23, 2010, Parent Teacher conferences were held on November 9, 2010 and will be held in mid-March 2011. Parents may also meet with teachers upon request as the need arises. In addition, through Parent Association meetings; orientation meetings; curriculum letters and curriculum workshops; ongoing conferences between teachers, administrators and parents; a monthly calendar with Parent News; and the K-12 Alert System we update parents with reminders and notices of special events.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents can volunteer as Learning Leaders and help in the classroom or around the school as needed, or they can accompany their child's class on trips as a volunteer assisting the teacher. In mid-November, Open School week provides an opportunity to visit their child's classroom to observe classroom activities. Parents are also encouraged to attend monthly Student of the Month assemblies and student performances.

6. Provide ESL classes for parents to help them learn or improve their English skills so they can be more involved with their children's education.
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy and involve parents in the joint development of the Schoolwide Program, in an organized, ongoing, and timely way. The School Leadership Team currently consists of 50% parent participation. The team meets twice a month to discuss school concerns and progress. Our Parent Coordinator provides parent workshops and meetings to encourage and facilitate parental involvement. Parent Association meetings take place monthly, where school policies and parent involvement events are discussed.

The Parents' Association Board also meets quarterly with the Principal to discuss PA and school policies.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will hold the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to the parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, to the extent practicable, in a language that parents can understand.
10. Provide information to the parents of participating children in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. Upon 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 possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in Math and English Language Arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
14. Provide information and workshops about the ARIS Parent Link, so parents can view assessment data about their children online.

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television our children watch
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the School Leadership Team or the Parent Association.

Student Responsibilities – Grades K – 3

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

The needs of the students will be determined by ongoing assessments given by teachers in classrooms. These assessments will address the state academic content and student academic achievement standards. Such assessments include; TC running records, ECLAS 2, EL SOL checklists, conferring notes, rubrics, Teachers College Writing Continuum and Everyday Math Unit Tests as well as writing and math portfolios. The results of these assessments will be used to drive and differentiate instruction. Teachers will be provided with professional development on how they can use these assessments to address students' individual needs.

2. Schoolwide reform strategies that:

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

There are various school wide reform programs which provide opportunities for students to meet the state's proficient and advanced levels of student academic achievement. The Teachers College Instructional Program along with Teachers College calendar days and in-house staff development, study groups and off site staff development aide in the academic success of our students. In addition, programs such as: the Inquiry Team, Foundations, Headsprout, Enrichment and Mommy and Me help provide an enriched accelerated program.

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

- Increase the amount and quality of learning time, such as extended school year and before- and after-school opportunities.

The extended school day 371/2 minutes and after school programs (reading, math, ESL) are some of the reform programs in use to increase the quantity of learning time our at risk students receive.

- Help provide an enriched and accelerated curriculum.
 - Enrichment and Mommy and Me help provide an enriched accelerated program.
- Meet the educational needs of historically underserved populations.
 - All educational programs, as well as our free/reduced priced breakfast and lunch and counseling services, help meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - In order to meet the needs of low academic achieving students, we provide programs such as Counseling, Pupil Personnel Services for students and Mentoring Services for teachers. In addition, the Academic Intervention Team and the Inquiry team addresses the needs of struggling students.
- Are consistent with and are designed to implement State and local improvement, if any.
 - All programs are designed to provide students with quality instruction in order to help improve student performance on all NYS examinations.

3. Instruction by highly qualified staff.

Of the 88 teachers at PS 7, 100% are fully certified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is ongoing for teachers, administration, coaches and consultants. On-site professional development includes Teachers College staff developers. We also attend off-site TC and content area PD. They model best teaching practices in classrooms for teachers to observe. In addition, the coaches and the math consultant provide differentiated professional development to meet the needs of the teachers. Off-site professional development includes workshops from the Office of Integrated Curriculum and Instruction, as well as the Learning Support Organization. Principals and Assistant Principals attend Study Groups as well.

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

P.S. 7 has a committee consisting of the principal, assistant principal and teachers that reviews resumes, interviews applicants, and evaluates the teacher as he/she models a lesson. The selection process is then based on the teachers qualifications and the execution of his/her lesson. In order to attract the well qualified candidates, PS 7 contacts local colleges such as St. Johns, Queens and Hunter to enlist certified teachers. The principal actively checks open market for candidates that are interested in transferring to P.S. 7. These teachers undergo a vigorous interview process before there is a selection made.

P.S. 7's highly qualified staff works cooperatively to meet the needs of all our students and teachers. The teachers will be supported by extensive AIS support personnel including a math specialist, ESL instructors, SETTS team, Reading Specialists, Academic Intervention team, and School Leadership Team that includes administration, teachers, paraprofessionals, and parent representation. Our support of Balanced Literacy is evidenced in the quality training and extensive resources that are abundant in the classrooms as well as in our literacy center. Professional development will be on going throughout the year and will provide support for the uniform curriculum established by the Department of Education. Professional development will be differentiated to meet the needs of the teachers. In addition, new teachers receive mentoring services given by experienced teachers as part of the NTIMS. The math coach, literacy coach and staff developer will offer support to all teachers in their classrooms in order to facilitate these programs. We will offer a Collaborative Team Teaching opportunity for least restrictive environment. Our library is equipped with computers with internet access and a variety of reference books for teacher use. P.S. 7's modern facility is well maintained and secure. Student learning is enriched by computers in their classrooms and a computer lab that supports literacy development and mathematics. Several classrooms are equipped with promethean boards in order to enhance content learning and motivate students while integrating technology. Our Arts Program provides our students with literacy enrichment through art and music. We are fortunate to have the support of an active parent association. The Jeanne Becerra Memorial Fund was established to support our students' needs, due to financial limitations.

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

Parents are involved on the School Leadership Team. Issues involving the quality of education are discussed on this team and parents are involved in decision making. In addition, parents are encouraged to be involved through Parent Workshops, use of learning leaders, as well as the translation of letters in different languages. There is an active Parents Association that meets monthly to discuss the educational and social aspects of students' life in school. Furthermore, the principal conducts monthly meetings with parents where instructional programs, strategies and assessments are reviewed and modeled to increase student performance. These meetings increase parental involvement and guide parents on how to implement teaching practices at home in order to increase student performance. In these meetings various teaching practices are modeled such as read aloud, shared reading, guided reading and oral language development.

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

We invite parents to join us for a Kindergarten orientation and walkthroughs where both parents and children have the opportunity to visit the school and receive information about our instructional program to help make the transition easier. In addition, we presently implement a

Mommy and Me Program for three and four year olds to assist in developing classroom readiness skills, music, arts and crafts and dance/ movement. This program allows students to begin developing the skills they will enhance in Kindergarten.

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

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

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

Our at-risk students are assessed weekly by the classroom teachers and AIS providers to determine their level of difficulties. Based on data results, students are identified to receive AIS in Reading, Writing, Math, and English as a Second Language instruction by highly qualified teachers. Students receive science and social studies instruction embedded within literacy instruction. Students receive these services during small group instruction. These students are closely monitored during weekly AIT and Inquiry Team meetings in an effort to improve student achievement. In addition, our At-Risk students participate in activities such as, After School Reading, Math and ESL classes, as well as Extended Day. All classroom, AIS, and ESL teachers provide individual and small group instruction, based upon conference notes, checklists and formal assessments.

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

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

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" ¹ 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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			790,910	True	18, 20, 22, 24, 26
Title I, Part A (ARRA)	Federal	Yes			22,854	True	18, 20, 22
Title II	Federal	Yes			355,356	True	N/A
Title III	Federal			N/A	103,900		18, 20, 22
Title IV	Federal			N/A	N/A		N/A
IDEA	Federal	Yes			505,630	True	N/A
Tax Levy	Local	Yes			5,808,566	True	N/A

1Reminder: 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.

2Note: 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.

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement and programs.

N/A

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

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB / SED STATUS: N/A

SURR PHASE / GROUP (IF APPLICABLE):

N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. N/A

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school. N/A

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

N/A

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

N/A

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

N/A

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

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

2

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

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

Part B:

For Non-Title I Schools

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 007 Louis F. Simeone					
District:	24	DBN:	24Q007	School		342400010007

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	341	331	310				
Grade 1	306	331	329	Student Stability - % of Enrollment:			
Grade 2	270	290	316	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	277	264	279		92.4	92.5	92.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		72.3	83.9	83.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	3	4
Grade 12	0	0	0				
Ungraded	2	14	14	Recent Immigrants - Total Number:			
Total	1196	1230	1248	(As of October 31)	2007-08	2008-09	2009-10
					21	13	21

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	55	59	70	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT) Classes	29	28	30	Superintendent Suspensions	0	0	1
Number all others	27	22	24				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	96	46	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	13	33	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	457	641	TBD
# ELLs with IEPs	8	85	TBD
Number of Teachers			
	93	92	89
Number of Administrators and Other Professionals			
	21	20	11
Number of Educational Paraprofessionals			
	8	7	16

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	95.7	95.7	100.0
				% more than 2 years teaching in this school	76.3	81.5	93.3
				% more than 5 years teaching anywhere	74.2	73.9	77.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	91.0	93.3
American Indian or Alaska Native	0.3	0.1	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	97.9
Black or African American	0.9	0.5	0.5				
Hispanic or Latino	44.4	42.6	40.7				
Asian or Native Hawaiian/Other Pacific	47.9	54.9	53.3				
White	6.4	1.3	1.8				
Male	51.6	51.4	53.0				
Female	48.4	48.6	47.0				

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

SURR School (Yes/No)		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:	X	ELA:
Math:	v	Math:
Science:		Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-					
Multiracial	-	-					
Students with Disabilities	X	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	5	6					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	38.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	14						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
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

**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 type here	District 24	School Number 007	School Name L. Simeone
Principal Sara D. Tucci		Assistant Principal Maria Farazdel	
Coach Ircania Stylianou		Coach Giovanna Prosperi	
Teacher/Subject Area Idia Santiago (ESL/DL)		Guidance Counselor Erin Garrity and Loreli Aguiar	
Teacher/Subject Area Giulia Alicea (ESL)		Parent type here	
Teacher/Subject Area Leigh Pena (Spanish/DL)		Parent Coordinator Joyce Serra	
Related Service Provider type here		Other Puri Rodriguez (Bil. Sp.)	
Network Leader Altagracia Santana		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	16	Number of Certified Bilingual Teachers	8	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	6	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	33

C. School Demographics

Total Number of Students in School	1248	Total Number of ELLs	669	ELLs as Share of Total Student Population (%)	53.61%
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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.

1. The steps taken to initially identify students who may be ELLs are the following:

- A. As parents come in to register their child, they are given an admission package which includes: The Parent/Guardian Home Language Identification Survey in their language of preference, Program Section, Residency Questionnaire, Parent/Guardian Student Ethnic Identification, and the Child And Adolescent Health Examination Form to mention a few.
- B. Parents are interviewed by one of the following pedagogues: Bilingual Specialist, Ms. Rodriguez, Bilingual/Literacy Coach, Ms. Stylianou, Assistant Principals, Ms. Farazdel and Ms. Bruno, and trained ESL licensed personnel along with the Pupil Accounting Secretary, Ms. Fernandez. Whenever a translator is necessary for the informal interview, we utilize teachers from our staff who speak the language as well as the DOE translation phone service.
- C. Based on the information provided by the parents, administrative practices and procedures are followed to screen students' enrollment which include the evaluation of the Home Language Survey (HLIS) to identify the student's language needs. The survey data is supported by an informal oral interview in English and in the native language of the child and the initial assessment identify those students who may possibly be ELLs.
- D. Upon having established that the student's home language is that other than English, a certified pedagogues mentioned above in number 2, administer the Language Assessment Battery-Revised (LAB-R) within ten days.
- E. The LAB-R measures student's level of English language proficiency, identified as beginning, intermediate, or advanced.

The steps taken to annually evaluate ELLs using the NYSESLAT are:

- A. Review the NYSESLAT combined modality report (RNMR).
- B. Analyze the current data for all modalities: listening/speaking, reading/writing.
- C. Compare previous and current data to assess the child's proficiency level and needs.

2. The Administration at P.S 7, Bilingual Specialist, Bilingual/Literacy Coach, and the Parent Coordinator provide a workshop for parents in May for all new incoming Kindergarten and new admits for September. In September the same workshop is provided for the parents that did not attend in May and new admits. The workshop is titled Programs the Department of Education offers English Language Learners. At this orientation parents are informed of all three programs choices which include Free Standing English as a Second Language (ESL), the Transitional Bilingual Education and the Dual Language Programs which are all offered at P.S 7. During this workshop parents also view a the DOE's Parental Choice video in language of preference. This video is ongoing throughout the school year as new students are admitted. Parents can view the video in the Parent Coordinator room.

This workshop serves as a forum to ensure that parents of new admits understand and make informed educated choices regarding the three ELL program choices, TBE, DL, and ESL. As new admits come in throughout the school year, a pedagogue and/or an Assistant Principal interviews the parents and informs them of the programs the Department of Education offers all students. During the new admit parental interview, parents fill in their Parental Survey and Program Selection Forms are returned.

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

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

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

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

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

Upon review of the Parent Survey and Program Selection Forms for the past few years, the trend of program choices at P.S 7 has been Freestanding ESL, Dual Language, and Transitional Bilingual Education.

Upon parents' selection of the program, students are placed accordingly. We adhere to parents' request and value their program choice.

3. During the new admit parental interview and workshop, parents fill in their Parental Survey and Program Selection Forms. These forms

are collected at the workshop and placed according to parents' selection. If a child is missing a Parental Selection form that parent is called in to ensure that they are placed according their choice. If a form is not returned, the default program for Ells placed TBE as per CR Part 154. The results of the LAB-R combined with parent's choice enables the school to place the students in the programs that best meet their individual needs and recognize their strengths. In addition to the LAB-R for new admits, the NYSESLAT, an annual assessment test, is administered to all ELLs who receive ESL services in one of the above programs. When NYSESLAT results become available the parents of the participating ELLs are notified of program entitlement choices in their preferred language. Parent choice is an important criterion for student's placement.

4. The results of the LAB-R combined with parent's choice enables the school to place the students in the programs that best meet their individual needs and recognize their strengths. In addition to the LAB-R for new admits, the NYSESLAT, an annual assessment test, is administered to all ELLs who receive ESL services in one of the above programs. Parent choice is an important criterion for student's placement. Basic parent orientation materials are available in the native language of our Ell population. In order to inform the parents of newly-admitted students about the instructional programs offered at P.S. 7, as well as the school's goals and expectations, orientation meetings will be held prior to each new school year. As Elmhurst is a neighborhood with a high influx of immigrants from all over the world, orientation sessions will be also provided as the need arises throughout the school year.

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

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

5. Upon review of the Parent Survey and Program Selection Forms for the past few years, the trend of program choices at P.S 7 has been Freestanding ESL, Dual Language, and Transitional Bilingual Education.

Upon parents' selection of the program, students are placed accordingly. We adhere to parents' request and value their program choice. (provide numbers)

6. The program models offered at P.S 7 are aligned with parent requests.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	0	0	0										1
Dual Language (50%:50%)	2	1	1	0										4
Freestanding ESL														
Self-Contained	2	2	1	0										5
Push-In														0

Total	5	3	2	0	0	0	0	0	0	0	0	0	0	0	10
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	403	Newcomers (ELLs receiving service 0-3 years)	190	Special Education	76
SIFE	0	ELLs receiving service 4-6 years	6	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	22	0	0	0	0	0	0	0	0	22
Dual Language	29	0	0	0	0	0	0	0	0	29
ESL	536	0	76	6	0	0	0	0	0	542
Total	587	0	76	6	0	0	0	0	0	593

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22													22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	22	0	22											

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	4		9		4														17	0
Chinese	10				1														11	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean			1																1	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	14	0	10	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	29	0

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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): <u>29</u>	Number of third language speakers: <u>5</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>33</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>1</u>
	Hispanic/Latino: <u>39</u>
	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	52	75	87	65										279
Chinese	56	69	37	22										184
Russian														0
Bengali	17	23	11	11										62
Urdu		1	3	1										5
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other	29	28	11	20										88
TOTAL	154	196	149	119	0	618								

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.

1. The following is a description of how instruction is delivered.

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

- Reading, Writing, Read Aloud, Shared Reading, Shared Writing, Interactive Writing and Word Work
- The delivery of teaching to, with and by students
- The Language Arts: Listening, speaking, reading, writing and viewing.

Within this model students are involved in Reading and Writing Workshop, Read Aloud, Shared Reading, Word Study, and Interactive Writing, as well as small group work such as guided reading and strategy lessons. Instruction is driven by the New York City and New York State Standards, the units provided by Teacher's College for reading and writing, along with ongoing assessment. In regards to word study, teachers follow Month by Month Phonics by Cunningham and Hall, Phonics Lessons by Fountas and Pinnell, or Foundations. There is a daily schedule to ensure that all components of balanced literacy are being addressed. Reading and writing occur daily. The workshop time begins with a mini-lesson in which there is explicit modeling and opportunities for students to practice the strategy being taught. During the work time students are reading or writing independently and the teacher provides support to differentiate instruction based on independent needs.

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

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

Instructional Practice

Kindergarten

September – December

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

Instructional Practice

Kindergarten

January – June

- v Reading Workshop – Approximately 45 minutes daily
- v Writing Workshop – Approximately 45 minutes daily
- v Skills Block – Approximately 30 minutes daily, using a balance of Month by Month Phonics, Phonics Lessons by Fountas & Pinnell, and Headsprout.
- v Read Aloud – 2-3 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and two can be a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
- v Shared Reading – Daily for approximately 15-30 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop
- v Shared / Interactive Writing - Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- v Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
- v Science – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
- v Choice Time – Two times per week for 30 minutes.
- v Small Group Instruction – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
- v Storytelling and Dramatization are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
- v Enrichment – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

Instructional Practice

First Grade

September – June

- V Reading Workshop – Approximately 50 minutes daily
- V Writing Workshop – Approximately 50 minutes daily
- V Skills Block – Approximately 30 minutes daily, using a balance of Foundations, Headsprout, Month by Month Phonics, by Fountas & Pinnell.
- V Read Aloud – 1-2 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and one is a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
- V Shared Reading – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- V Shared / Interactive Writing – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- V Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
- V Science – One 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
- V Small Group Instruction – Daily, for 10-15 minutes with various groups within the reading, writing, and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
- V Storytelling and Dramatization are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
- V Enrichment – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

Instructional Practice
Second Grade

September – June

- V Reading Workshop – Approximately 50 minutes daily
- V Writing Workshop – Approximately 50 minutes daily
- V Skills Block – Approximately 30 minutes daily, using a balance of Foundations, Headsprout, Month by Month Phonics and Phonics Lessons by Fountas & Pinnell.
- V Read Aloud – 1-2 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and one is a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
- V Shared Reading – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop. As the year progresses, the need for this to be a whole class activity may decrease.
- V Shared / Interactive Writing – Daily for approximately 10-15 minutes, and can be incorporated within other times of the day, for example, during morning routines, reading, writing, or math workshop.
- V Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
- V Science – Two 45 minute periods per week by a cluster teacher, and one 45 minute period per week by the classroom teacher.
- V Small Group Instruction – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
- V Storytelling and Dramatization are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
- V Enrichment – One period per week. Can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Must be posted on the Flow of the day with the activity.

Instructional Practice

Third Grade

September – June

V Reading Workshop – Approximately 60 minutes daily

V Writing Workshop – Approximately 60 minutes daily

V Skills Block – Approximately 30 minutes daily, using a balance of Month by Month Phonics, Phonics Lessons by Fountas & Pinnell, and Headsprout (as needed).

V Read Aloud – 1-2 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and one is a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)

V Shared Reading – Can be incorporated during other parts of the day, for example, during morning routines, reading, writing, or math workshop or conducted in small groups during reading workshop as needed.

V Shared / Interactive Writing Can be incorporated during other parts of the day, for example, during morning routines, reading, writing, or math workshop or conducted in small groups during writing workshop as needed.

V Math Workshop – Daily including math routines, plus an additional 75 minute workshop.

V Science – Two 45 minute periods per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.

V Small Group Instruction – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. Can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.

V Storytelling and Dramatization are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.

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

a. The organizational models at P.S 7 are: ESL Push-In, Self-Contained ESL, and Collaborative Team Teaching.

b. Our program models are heterogeneously grouped.

2. The organization of our staff ensures that the mandated number of instructional minutes is provided for all ELLs according to CR Part 154. The TBE has a certified bilingual teacher, the Dual Language teachers are certified in Common Branch, Bilingual Extension and/or ESL. All English Language Learners are grouped in classes according to their proficiency levels (Beginners, Intermediate or Advanced). Beginner and intermediate students receive two periods of ESL push-in services four times a week. Advanced students receive four periods of ESL a week. Groupings within classes are flexible in order to enable ELLs to work together with students who are proficient in English and/or have gained some proficiency in English. ESL teachers employ various approaches which include: scaffolding, TPR, and the Language Experience Approach within the framework of Teacher’s College Reading/Writing Workshop Model as well as the Math Workshop. We have nine ESL certified push-in teachers who work collaboratively with the classroom teacher according to the class organization 360 minutes or 180 minutes per week.

The Self-Contained classes are taught by a certified ESL teacher. Students receive the mandated number of units of support for ELLs as per New York State CR Part-154.

a. In a TBE class, Spanish and English will be taught as per the LAP. At the commencement of the school year, a 60% - 40% model (Spanish/English) and as the students progress the model becomes 40/60 (English/Spanish).

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

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

- All students are provided with high-quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.

- Beginning and intermediate students receive 360 minutes a week of ESL instruction. One period a day will be strictly ESL, and the second period will be using ESL within the content areas.

- Advanced students receive 180 minutes a week of ESL within the content areas.

- Instruction is differentiated and scaffolded to ensure academic success.

- The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language teaching methodologies.

- ESL teachers deliver the ESL instruction through a push-in co-teaching model during a 90-minute literacy block, i.e. Writing/Reading workshops, Word Work, Shared Reading, Shared Writing, and Read Aloud.

- There are two Kindergarten and two First Grade self-contained ESL classes.
- The composition of classes in P.S. 7 determines the variety of programs set in place at the school. P.S. 7 has 52 classes with a total number of 1248 students. Classes with ELL students constitute about 73 % of all classes. Classes are heterogeneously grouped. In grades K-3, students will receive single or double periods of ESL instruction as mandated. All ELL students will be grouped within the classes according to their language proficiency levels to meet their instructional needs.

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

3. Transitional Bilingual Educational Program

During the 2010-2011 school year, P.S.7 has one kindergarten Transitional Bilingual class.

In a TBE class, Spanish and English will be taught as per the LAP. At the commencement of the school year, a 60% - 40% model (Spanish/English) is used as the students progress the model becomes 40/60 (Spanish/English). The Native Language Arts component is designed to develop all four-language modalities: listening, speaking, reading, and writing in Spanish.

In our TBE class in Kindergarten, beginning and intermediate ELLs will receive 360 minutes of ESL instruction and 180 minutes for Advanced as required by Commissioner's Part 154 Regulation.

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

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

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

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

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

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

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

- Flow of the Day indicating language of instruction and duration of lesson
- Well-equipped centers
- Leveled classroom libraries in Spanish and English
- Students' work displayed in each language
- Word walls defined by different color for each language
- Computer Center
- Data Center in which the teachers maintain a record of students writing and reading conferences, math portfolios, strategy groups, guided reading groups and Headsprout.
- At P.S. 7 approximately 98 percent of the teachers participate in the various Inquiry Teams. Therefore, many of our bilingual and ELL students are provided with extra support and individualized instruction in order to improve their academic needs.

Our objective is that by June 2011, 10 % of English Language Learners in grades K through 3 will approach a higher level of language acquisition and literacy as measured by the NYSESLAT. In order to improve performance on the NYSESLAT, all ELLs in grades K-3 will receive services by AIS personnel on an on-going basis. This comprises small group guided reading/writing lessons, on line tutorials (Headsprout, first grade) to master skills, sub skills and learning strategies, peer grouping and one-to-one conferencing.

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

The Dual Language Program

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

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

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

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

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

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

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

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

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

and shared activities, as well as students' independent and small group work supported by teacher conferences.

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

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

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

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

- All students are provided with high-quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.
- Beginning and intermediate students receive 360 minutes a week of ESL instruction. One period a day will be strictly ESL, and the second period will be using ESL within the content areas.
- Advanced students must receive 180 minutes a week of ESL within the content areas.
- Instruction is differentiated to ensure academic success.
- The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language teaching methodologies.
- ESL teachers deliver the ESL instruction through a push-in co-teaching model during a 90-minute literacy block, i.e. Writing/Reading workshops, Word Work, Shared Reading, Shared Writing, and Read Aloud.
- There are two Kindergarten and two First Grade self-contained ESL classes.
- The composition of classes in P.S. 7 determines the variety of programs set in place at the school. P.S. 7 has a total of 52 classes, with a total of 1248 students .

The school class organization is as follows:

Kindergarten - 1 CTT, 2 Dual Language, 1 TBE, 2 ESL Self-Contained, and 1 Special Education and 7 Regular Education.

First Grade - 1 CTT, 1 Dual Language, 2 ESL Self-Contained, 1 Special Education, and 8 Regular Education.

Second Grade - 1 Dual Language, 1 ESL Self- Contained, 2 Special Education and 9 Regular Education.

Third Grade - 1 CTT, 2 Special Education, 9 Regular Education

Classes with ELL students constitute about 73 % of all classes. Classes are heterogeneously grouped. In grades K-3, students will receive single or double periods of ESL instruction as mandated. All ELL students will be grouped within the classes according to their language proficiency levels to meet their instructional needs.

- Educational programs for ELLs embody challenging content and well-developed learning strategies that prepare ELLs to think critically, solve problems, and communicate in the language of instruction. In order to accomplish this goal, programs for ELLs at P.S.7 will focus on several key principles:
 - All ELLs will be provided with standards-based instruction in both content and literacy areas aligned to ESL, ELA, and NLA standards.
 - The literacy instructional component will be delivered through instruction in English Language Arts and English as a Second Language.
 - Small Group Instruction – Daily, for 10-15 minutes with various groups within the reading, writing and math workshop. This may consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization. At this time ELLs receive small group instruction, one-on-one conferences, partner reading, etc.
 - Content area in Kindergarten and across the grades is delivered using ESL methodologies such as scaffolding, realia, TPR, hands on, etc.
 - o Math Workshop is delivered daily including math routines, plus an additional 30 minute workshop.
 - o Science – one 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.
 - o Social Studies is delivered by a Social Studies cluster teacher and classroom teacher.

- Content area in First Grade
 - o Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
 - o Science – One 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.
 - o Social Studies is delivered by a Social Studies cluster teacher and the classroom teacher.
- Content area in Second Grade
 - o Math Workshop – Daily including math routines, plus an additional 60 minute workshop.
 - o Science – Two 45 minute periods per week by a cluster teacher and one 45 minute period per week by the classroom teacher.
 - o Social Studies is delivered by a Social Studies cluster teacher and the classroom teacher.
- Content area in Third Grade
 - o Math Workshop – Daily including math routines, plus an additional 75 minute workshop.
 - o Science – Two 45 minute periods per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.
 - o Social Studies - is delivered by a Social Studies cluster teacher and the classroom teacher.

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

4. Differentiated instruction for ELLs is as follows:

a. Currently we do not have any SIFE students; however, if we had any, then these students would be placed in the age-appropriate grade and receive various supports that would enable them to function in the class: access to classroom libraries with books in their native language, partner work, and Academic Intervention Services. Materials in the classroom would be of high interest and at diverse readability levels, age appropriate and culturally diverse. The books would be two grades below and one grade above the level of SIFE. The students would be allowed to take the books home. All SIFE teachers will be appropriately certified. Extended services for SIFE students would be provided during the after school programs. These programs will be in compliance with CR Part 154 and NCLB.

b. All ELLs will be provided with standard-based instruction in both content and literacy areas aligned to ESL, ELA, and NLA standards.

- The language arts instructional component will be delivered using instruction in English with the use of ESL methodologies.
- The instruction will be differentiated for beginners, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and realia.
- Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, and students' independent work supported by teacher conferences.
- The P.S. 7 administration and teaching staff will meet the individual needs of different categories of ELL's coming to this school.
- Newcomers will receive support in their native language. Teachers will provide an anxiety-free environment by pairing newcomers with buddies who speak the same language or help them learn English through interpersonal communication.
- Students who exit from the ESL program will receive additional support through a transition program that will help them reach proficiency in the English language.

Extension of Services - The students who have the Basis Extension of Services will be part of a variety of activities to increase their listening, reading and/or writing level. Please see Basis Extension below.

Listening

LEP students who have not met the performance standard in listening:

Students who are in need of Extension of Services in Listening are provided with a variety of activities in small and large groups which include the following: Listening Centers (Science, Social Studies), Read Aloud with accountable talk. Teachers record these students who are deficient in listening and then the students can listen to their reading. Listening is emphasized through the use of: The Share Chair, Books on Tape, teacher and student conferencing, retelling of stories, Turn and Talk and dramatization of stories. When students use the Listening Center, it enables them to talk about books by: describing how a character feels, how he/she changes, summarizes, compare and contrast characters, predict and infer.

Reading

LEP students who have not met the performance standard in reading

The students who are in need of Extension of Services in Reading are given a Running Record Assessment in order to determine their reading level. Based on their Reading level these students are specifically grouped into small group instruction for guided reading and strategy groups in order to improve their reading abilities. Students are also assessed through student portfolios, formative and summative, and

Language Acquisition Checklists. Based on the results of these assessments students receive differentiated instruction with the use of scaffolding techniques at different levels and other ESL strategies, and individualized instruction through conferencing. Teachers activate prior knowledge through questioning techniques; build prior knowledge through interactive and shared reading. Students are paired with partners to promote reading discussions. Teachers present lessons using the Interactive Smart Board that provides students active participation in the lesson activities.

Writing

LEP students who have not met the performance standard in writing

Upon examining the data for students that are in need of Extension of Services for Writing the following is in place for these students. Student writing is analyzed using the Teachers College Narrative Continuum in order to create strategy groups and improve their writing skills. Students receive instruction through interactive and shared writing, Teachers College Writing Workshop, clear and concise modeling, and individual and small group work. Teacher and student confer on a daily basis.

c. Our plan for our Ells receiving services 4 to 6 years is the same as above plus the students will be part of an Inquiry Team group as well as individualized/small group work by classroom, AIS and ESL teachers.

d. We do not have long-term Ells since we are a K-3 school.

e. The plan for Ells identified as having special needs are as follows. Beginning and intermediate ELL students receive 360 minutes, advance receive 180 minutes of ESL instruction, as required under Commissioner’s Regulation Part 154. A certified Special Education teacher teaches this class. All students receive instruction and related services in English according to their Individualized Education Plan (IEP). The student’s IEP solely determines entry into and/or exit from the special education programs.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

Risk students in small groups, or one-on-one, based upon student assessment and consultation with the classroom teacher. After school, ELA, ESL and Math will be provided to first, second and third grade students. Students will be taught one on one, and in small group in order to assist them in building basic language skill in listening, speaking, reading and writing. Extended day is geared towards At-Risk students. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance through one-on-one and small group instruction. Guidance counseling address emotional, social and behavior needs/weaknesses in order to improve student achievement with students in grades K-3, this is facilitated one on one and in small group during the school day. At-Risk services are provided by Guidance Counselors on an as needed basis. The occupational therapist and physical therapist meet with students during the school day one-on-one in order to meet their needs as specified on their IEP. At-Risk's speech is offered to students in grade K-3 during the school day one-on-one and in small group to meet the needs specified on their IEP.

6. Students who exit from the ESL program will receive additional support through AIS, Math, small group instruction, enrichment, after school program, and extended day.

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

- Reading, Writing, Read Aloud, Shared Reading, Shared Writing, Interactive Writing and Word Work
- The delivery of teaching to, with and by students
- The Language Arts: Listening, speaking, reading, writing and viewing.

Within this model students are involved in Reading and Writing Workshop, Read Aloud, Shared Reading, Word Study, and Interactive Writing, as well as small group work such as guided reading and strategy lessons. Instruction is driven by the New York City and New York State Standards, the units provided by Teacher's College for reading and writing, along with ongoing assessment. In regards to word study, teachers follow Month by Month Phonics by Cunningham and Hall, Phonics Lessons by Fountas and Pinnell, or Foundations. There is a daily schedule to ensure that all components of balanced literacy are being addressed. Reading and writing occur daily.

7. We are continuing all the programs from the previous year. We have added Imagine Learning and once again instituted a TBE in Kindergarten based on parental choice.

8. None of our programs/services for Ells will be discontinued.

9. The description of the strategies/activities our school will implement to meet the needs of Ells are as follows: Language instruction education programs funded under Title III are designed to help Ells attain English proficiency while meeting state and academic achievement standards. In order to enhance Ell's language acquisition as well as their academic achievement, the school will provide the following programs:

- After school Literacy
- After school Math
- After school ESL.

P. S 7 is committed to ensuring that Ells students are provided opportunities to achieve the same educational goals and standards as the general student population. The Ell students are afforded equal access to all school programs. Parents of Ell students will be notified that there will be a Title III after school program in Literacy, Math and ESL instruction. Intensive content area in language instruction is provided through ESL methodologies and strategies within the TC model. The instruction for all programs is provided in a small group setting. Instruction is differentiated with the use of scaffolding at different levels. Teachers will build new experiences using visuals and realia. Teachers will use Language Acquisition Checklists, extensive modeling and other ESL strategies to drive content area instruction as well as language development. The use of extensive modeling and other ESL strategies will be used to derive instruction in language development and content areas: read aloud, retelling of the story, compare and contrast, summarizing questions, predicting and main idea. Prior knowledge is activated through questioning techniques. Ideas for think and talk: How a character feels, how a character changes, retelling the story, inferring and questioning. The teachers working in the literacy, math and ESL after school program are mastered and fully certified. The latest after school literacy program purchased at PS 7 is the Wright Group Early Reading Intervention K-3. This program provides systematic, strategic and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing.

The after school math program will incorporate vocabulary development through the introduction and use of mathematical sight word and terminology. Oral language development will be enhanced through the practice of problem solving and the sharing of strategies used to solve math questions. Reading and writing skills will also be improved as students strategize and solve problems based on the NYS Core Standards. Some of the targeted areas that we would like to achieve in the after school:

- Increase the use of manipulatives and games to enhance problem solving skills.
- Using the collection and interpretation of math data to provide more small group and partner work.
- Increase higher order thinking in math through the use of read aloud with accountable talk and problem solving.

The use of laptops with visual clues to help students understand and interpret word problems through interactive smartboards.

As a school recognized for implementing technology, we have found that the computer is a supplemental teaching tool that can facilitate learning in a variety of ways. It plays an integral part in providing Ell students with valuable language experiences as they learn a new language. Laptops for the students, Scanners, Promethean boards, Imaging Learning English software, to enhance ESL instruction. Laptops will be used to write stories, internet research, podcasting, blogging, and to access Imagine Learning. Scanners will be used to scan stories

and lessons into the Promethean boards. The laptops will allow students to become active learners through the use of technology in a one-on-one environment and incorporated various learning strategies as well as accommodate a variety of learning styles. Laptops provide a rich, contextual environment for ELL students as they learn vocabulary in context along with visual clues to help them understand. Writing in a language that is still somewhat unfamiliar to students can be difficult and frustrating. However, using graphics can make student's writing experience much more enjoyable as it assists them in conveying their thoughts more clearly. To summarize the use of laptops in the after school programs has proven to be successful at PS7Q.

The allocation of per session monies is to cover the after school program for teachers. Study groups will be provided to enhance teachers' skills in ESL methodologies. The study group will be provided by the in-house Bilingual/ESL staff developer. Per diem subs will be hired to cover ESL/Dual Language and Bilingual teachers to attend off site and in-house professional development for ELLs (DL conference, TC calendar days, CFN PD, In-house PD with DL, Bilingual and Self-Contained ESL). Secretaries will assist in keeping and coordinating the after school program, entering attendance, writing letters to parents and entering per-session for staff working in the program. Supervisors will be present to supervise instruction.

For Title III ELL program Budget please see Form TIII - A (1) (b).

10. Technology plays a big role in the students' academic life. Teachers have been provided with promethean boards and laptops to aid in the teaching of math, reading, writing, and phonics. Imagine Learning English, a research based technology program specially designed for the ELL population, has also been purchased. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with timely, effective additional assistance. Such assistance includes measures to ensure that students' difficulties are identified in a timely basis and to provide sufficient information on which to base effective instruction.

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

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

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

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

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

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

Phonics Lessons by Fountas and Pinnel. First Hand.

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

11. Native language support is delivered in each program model as follows:

TBE - Instruction in the TBE class includes a Native Language Arts (NLA) component designed to develop all four-language modalities: listening, speaking, reading, and writing in Spanish. Content area instruction in science, social studies, and mathematics will be taught both in Spanish and English using ESL strategies and instructional scaffolding techniques. As students' English proficiency improves, instruction in English will increase and instruction in Spanish will decrease. New concepts will be presented in the native language. During the work period, students will work in either Spanish or English depending on their English proficiency level. A linguistic summary will be provided in English at the end of the lesson.

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

ESL - All ELLs will be provided with standards-based instruction in both content and literacy areas aligned to ESL, ELA, and NLA standards. Classrooms have libraries in a variety of student's home language in order to support their native language.

12. The services support and resources they receive are age appropriate and correspond to both their grade and language proficiency level.

13. We do not provide students with any activities prior to the beginning of the school year.

14. At present, we do not have any language electives in our school.

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)?

1. English Proficient and English Language Learners receive equal amount of time in the target language in each grade. The teachers use the roller coaster instructional approach, which allows the students to receive an equal amount of instructional days in each language (Spanish/English).

2. Students alternate each day between English and Spanish instruction. Instruction is given in English one day and is continued in Spanish the next day. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish dual language teacher.

3. The students are not separated for language instruction. English proficient and native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. We are implementing the 50:50 model in which the students selected are 50% English speakers from different countries and the other 50% are native Spanish speakers. The teachers use the roller coaster instructional approach, which allows the students to receive an equal amount of instructional days in each language (Spanish/English).

4. At P.S 7 we use two Dual Language models. In Kindergarten we use the side-by-side model and in first and second grade we use the self-contained model.

5. Emergent literacy is taught simultaneously.

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.

1. Professional Development for teachers, assistant principals, bilingual ESL specialist, paraprofessionals, guidance counselors, special education teachers, psychologists, OPTs, speech therapists, parent coordinator, and staff responsible for the delivery of the instruction and services to English Language Learners will be conducted throughout the school year. Records of meetings are maintained by sign in sheets and agendas. The following areas will be addressed during professional development meetings:

§ Basic interpersonal communication skills (BICS) versus cognitive academic language proficiency (CALP).

§ Language Acquisition Stages and checklist.

§ ESL methodology and strategies using the TC workshop model and units of study.

§ The importance of meaningful context-embedded tasks to support the language and cognitive needs of ELLs.

§ Differentiated instruction to meet individual needs of ELLs. (Focus on oral language development for beginners and intermediates,)

§ Providing ELL readers with the support they need to take the ELA, NYSESLAT, Science, and Math exams.

§ Some ESL teachers received QTEL training, e.g. Building Base I & II. It will focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on city and state tests. Teachers will be exposed to updated research in their professional area. The Literacy/Math and ESL/Bilingual coaches, will facilitate these professional development sessions. Ongoing professional development and coaching support will deepen content knowledge and strengthen pedagogy.

§ Cultural sensitivity toward ELL students coming from diverse ethnic backgrounds and infusion of multicultural themes in the school curriculum.

§ Scaffolding and instructional strategies for teaching ELLs in all content areas.

§ Strategies needed to prepare ELLs to meet city and state standards and provide teachers with a clear familiarity of ELA, NYSESLAT, CTB, and other examinations.

§ Study groups will be conducted specific to the needs of ELL's focusing on literacy such as, Learning in a Second Language by Pauline Gibbons.

§ Study groups on ELL training will be conducted for all staff members as per the Jose P. mandates, a minimum of 7.5 hours. Some of the books that are/will be utilized are Amazing English Handbook by Teresa Walter, Balancing Reading and Language Learning by Mary Cappellini, Scaffolding Language Scaffolding Learning by Pauline Gibbons, Record of Oral Language and Biks and Gutches by Mary Clay and Making Content Comprehensible for English Language Learners by Jana Echevarria, MaryEllen Vogt, and Deborah Short. Dual

Language Teaching and Learning in Two Languages by Sonia Soltero, The Young Child in Mathematics by Juanita Copley and Teaching Mathematics Through Problem Solving by Frank Lester and Randall Charles.

§ Lunch & Learn – the coaches meet with classroom teachers on a voluntary basis to discuss Teachers College Reading and Writing Units of Study. This is a forum for teachers to ask any questions or voice concerns they have pertaining to reading or writing workshop.

§ In-house Professional Development for new and experienced teachers consists of: Conferencing, Overview of the workshop model, Guided Reading, Strategy lessons, Inquiry Team, Assessment, use of technology in the classroom, and content area learning.

§ Using assessment tools such as a Language Acquisition Checklist.

2. Teachers receive a variety of support to assist Ells as they transition from elementary school. Technology plays a big role in the students' academic life. Teachers have been provided with promethean boards and laptops to aid in the teaching of math, reading, writing, and phonics. Imagine Learning English, a research based technology program specially designed for the ELL population, has also been purchased.

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

3. The administration ensures that all staff receives 7.5 hours of ELL training during staff development days, grade and faculty conferences, in-house Teacher's College staff development, in-house differentiated professional development, study groups, and as well as lunch and learn meetings. One of the professional activities that the staff received is Co-Teaching. In Co-Teaching the following activities were discussed: Mini-lesson, independent reading and writing, shared reading, shared writing, interactive writing and read aloud, instructional format, advantages of Co-Teaching, activity based thematic unit, differentiated instruction, and role playing. The administration ensures that all staff adheres to the above Co-Teaching model. The ESL teachers and the classroom teachers must teach the mini-lesson together and then break into differentiated small group instruction. Another workshop for Ell training for all staff was Differentiation of Instruction for ESL Students presented by two licensed ESL teachers, Ms. Dasrath and Ms. Santiago. The above workshop included how to scaffold and differentiate instruction after the mini-lesson, stages of language acquisition and activities related to the different stages of language acquisition and questioning techniques to ensure that each child understands what is being taught. The administration collects a language acquisition checklist from all teachers working with Ells. Attendance is taken and kept on file for all the workshops including the 7.5 hours of Ell training. Another activity of Ell training for all staff was ESL Instruction Through Songs and Dance given by Ms. Landau, licensed ESL teacher. During this workshop, connection through literacy was presented such as vocabulary development, action words, descriptive words, shared reading, recognition of sight words, focus on beginning blends, diagraphs, and ending patterns. This workshop also focus on the usage of language (words) to create axial and locomotor movements. In addition, teachers were exposed to the use of action words, similes in poetry and dance journals in order to connect to the writer's workshop, Science and, Math. Furthermore, on a rotational basis non ESL classroom teachers attend Teacher's College Calendar Days which emphasizes teaching English Language Learners. The Bilingual/Literacy Coach, Ms. Stylianou who has various certifications such as Common Branch with a Bilingual Ext, ESL license and School Building and District Administrative license, provides on going staff development throughout the school year. Some of the staff development presentations provided by the Bilingual/Literacy Coach are: How to Teach Word Study to Ells which consisted of basic phonics skills and activities where Ells can use hands on activities to create words and put words together. Another workshop given by Ms. Stylianou was a Dual Language Workshop which included: Rationale for Enrich Dual Language Education, and Effective Strategies to Promote Second Language Learning. In addition, we have study groups based on the following books: Balancing Reading and Language Learning, a Resource for Teaching English Language Learners, K-5 by Mary Cappellini, Literacy Instruction for English Language Learners which is Research Based by Nancy Cloud, Fred Genesee, and Else Hamayan, Dual Language: Teaching and Learning in Two Languages by Sonia Soltero, English Language Learner Day by Day, K-6 by Christina M. Celic. All teachers at P. S 7 have been provided with resource materials that they have been studying and using extensively for their classroom instruction. Some of the materials are: A Comprehensive Approach to Balanced Literacy: A Handbook for Educators. New York Department of Education, Units of Study for Primary Writing: A Yearlong Curriculum (7 books) by Lucy Calkins et al., First Hand., Growing Readers (Units of Study in the Primary Classroom) by Kathy Collins. Stenhouse Publishers, 2004, How Is It Going: (A Practical Guide to conferencing with Student Writers) by Carl Anderson. Heinemann, 2000, Phonics Lessons by Fountas and Pinnel. First Hand. Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

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?

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

P.S.7 also works with Learning Leaders to provide training for parents to help their children at home and to assist in the school. Parents receive three days of training about assisting in schools, how to help students and teachers, as well as appropriate behavior. Training is provided in English, Spanish, and in Chinese.

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

Parents of all grades have the opportunity to meet their child's teacher at "Meet the Teacher Night" held each September to learn how to enable their child to meet the standards in all curriculum areas. Parents of new admits across the grades are invited to school and get information regarding curriculum, instructional methods, student requirements, and parent support.

P.S 7 holds orientation sessions for parents of new admits to ensure that parents can make informed and educated choices regarding the language services their children receive.

- Basic parent orientation materials are available in the dominant languages of the school's ELL population.
- All parents of ELLs are notified annually or as the need arises in the language of their preference about program choices available.

The school has translators to help parents communicate in their native language with school personnel.

- The Parent Coordinator, Bilingual Specialist and the Bilingual/Literacy Coach are active liaisons between the school and parents.
- Materials and notification letters are available in the preferred languages.
- The school provides translation/interpretation services to help parents communicate in their native language with school personnel.
- One of the orientations provided is the Programs the Department of Education offers English Language Learners. At this orientation parents are informed of the Free Standing English as a Second Language (ESL), the Transitional Bilingual Education and the Dual Language Programs which are all offered at P.S 7. This orientation is on going as new students are registered.

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

2. During the 2010-2011 school year we will continue with the Cornell Nutrition workshops for our parents. This will be presented in Spanish and English and emphasized good nutrition and exercise habits with sample food preparation demonstrated. Parents will receive a certificate at the end of the eight week program. This program was very successful and well attended by parents in 2009-2010.
3. The parent coordinator analyzes the DOE school survey and then addresses their needs. P.S 7 administration and staff has an open door policy with all parents. Our parents are actively involved in their child's education.
4. The Parent Coordinator implements an Adult ESL Program two mornings per week in the cafeteria for parents of beginners and intermediate. Some parents attend both classes. In addition to going over grammar and speaking skills, the Parent Coordinator incorporates vocabulary, history, and map skills to enrich and provide more understanding of the weekly lessons. She also makes suggestions for using their new skills while working with their children, so that the ESL class becomes a mini parent workshop as well. The Parent Coordinator organizes curriculum workshops with appropriate staff (Math Staff Developer, ESL/Literacy Staff Developer, and Bilingual Coordinator) throughout the year with emphasis on Math, English Language Arts and NYSESLAT early in the year. In the spring of 2009-2010 and in the fall 2010-2011, our parent and bilingual coordinators and ESL/Literacy Staff Developer conducts an orientation for incoming Kindergarten/new admit's parents to familiarize them with the school and programs offered. The NYCDOE video is shown in English and in other languages as requested by the parents. This orientation is repeated in the spring for newly registered Kindergarten parents for the incoming year. The video and the familiarization with school program choices are ongoing throughout the school year as the parents are interviewed at registration by a school pedagogue (Bilingual Specialist, ESL/Literacy Staff Developer and/or an Assistant Principal). The Parent Coordinator makes parents aware of the various events occurring in the school to encourage participation. In January and February State Math, ELA and NYSESLAT workshops are scheduled for all third grade parents in order to enable them to help their children prepare for these examinations. This is especially important for ELL parents in order to gain an understanding of the concepts their children are learning in class to help them at home. In the fall and in the spring, the Math Coach and the Parent Coordinator organize a Family Math Night event. Many ELL families attend (translators in Spanish/Chinese are available). This is a great way to have parents participate with their children to learn math games that they can also play at home. In the spring, the Literacy Coach and the Parent Coordinator work together to provide a similar event emphasizing literacy skills.

The parent coordinator is also available to support the needs of all parents and offer ideas on how they can help their children. A parent

newsletter will provide pertinent information on how parents can assist their children to meet or exceed the standards in all curriculum areas. Parents are kept informed of all the instructional programs offered at P.S. 7, as well as the school's goals and expectations. The school provides translators at the orientation meetings, workshops, and parent-teacher conference to help parents understand the information presented as well as to communicate with the school personnel.

As Elmhurst is a neighborhood with a high influx of immigrants from all over the world, orientation sessions will be also provided as the need arises throughout the school year.

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)	82													82
Intermediate(I)	22													22
Advanced (A)	86													86
Total	190	0	0	0	0	0	0	0	0	0	0	0	0	190

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		6	6	2									
	I		62	20	9									
	A		92	117	39									
	P		71	27	87									
READING/ WRITING	B		70	20	18									
	I		103	39	46									
	A		26	44	48									
	P		32	67	25									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	49	36	7	118
4					0
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	8		58		48		18		132
4									0
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools our school use to assess the early literacy skills for our Ells are: NYSESLAT, EL SOL, LAB-R, ELA, MATH, Running Record Analysis, writing portfolio assessment and teacher assessment. Looking at all of the data, we have found our ELLs are improving academically. The success of the programs implemented at P.S. 7 are evident as the students reading levels are increasing as assessed by the Teachers College running records.

Based on the data above, our instructional program will continue to be used. Students' oral language is developed through the use of instruction using read aloud, shared reading, interactive reading and writing. In addition, we will continue teaching thematically, integrating language and content instruction, planning for small and whole group instruction, as well as individual instruction, and creating a print rich

50/50 model. The administration will continue to support the Native Language Arts by providing teachers with El Cancionero, Alfarrimas, and other Spanish programs to support our students.

2. After reviewing LAB-R and NYSESLAT data, we noticed the following:

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

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

4.

a. After analyzing the data of our ECLAS-2, EL SOL, NYSESLAT, LAB-R, and teacher assessments, we expanded our Inquiry Teams to include all grades. Small group instruction is part of our Balanced Literacy and is done on a daily basis in order to differentiate instruction to meet the needs of all students. We also implement a pull-out enrichment program during the school day and extended day in order to meet the needs of all students including ELLs.

b. Teachers use the analyzed data of the periodic assessment in conjunction with the ESL, AIS, Math teachers in order to plan, diversify, and scaffold lessons whether in small group and/or guided reading/writing.

c. By analyzing student results and patterns across proficiencies and grades we have come to the conclusion that, as researcher Jim Cummins states: learning a second language is developmentally cognitive. As students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes three to five years and CALP attainment takes eight to ten years. Periodic Assessment has proven that beginning and intermediate ELLs are vocabulary deficient in English and possess lower levels of writing proficiency than their Native English Language speaking peers. However, the periodic math assessment has shown that the ELLs score higher than they do in reading. Native language is used in our school by providing students with materials such as math books, leveled library books in various languages and genres to include Spanish, Chinese, Urdu and Bengali. When teachers deem necessary, they use scaffolding techniques in the students' native language to facilitate students' understanding in order to avoid frustration.

5.

a. The English Proficient students are assessed in the second language using the Cancioneros a Cuentos assessment, teacher's made assessment and EL SOL.

b. The level of language proficiency in the second language for EP's is based on the EL Sol assessment data. Our EP's students' mastery in 2009-2010 level increased across the grades. At present there is no data for kindergarten since it is the beginning of the school year. Students in grade one 19 are EP's and 5 at level 3. Students in grade two (15 total) five are at level 6, three are at level 5, two at level 4, and two at level 3 of El Sol. Students receive a balanced instruction in English and Spanish. We use the 50/50 model. The administration will continue to support the Native Language Arts by providing teachers with El Cancionero, Alfarrimas, and other Spanish programs to support our students. The level of language proficiency in the second language for EP's

c. At present time we do not have State and City assessments for our English Proficient students since our oldest group is in second grade.

6. In order to evaluate the success of our ELLs we analyzed the data available NYSESLAT, LAB-R, EL SOL, ELA, MATH, Running Record, and teacher's made assessment and have come to the conclusion that our ELLs are improving academically. The success of the programs implemented at P.S. 7 are evident as the students reading levels are increasing as assessed by the Teacher's College running records.

Additional Information

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