



THE KINGSBRIDGE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X007
ADDRESS: 3201 KINGSBRIDGE AVE
TELEPHONE: 718-796-8695
FAX: 718-796-7204

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321000010007 **SCHOOL NAME:** P.S. 007 Kingsbridge

SCHOOL ADDRESS: 3201 Kingsbridge Ave Bronx, NY 10463

SCHOOL TELEPHONE: 718-796-8695 **FAX:** 718-796-7204

SCHOOL CONTACT PERSON: Frank Patterson **EMAIL ADDRESS:** fpatter@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tara McMaster

PRINCIPAL: Frank Patterson

UFT CHAPTER LEADER: Nathaniel Schiavo

PARENTS' ASSOCIATION PRESIDENT: Jackie Lopez

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Frank Patterson	*Principal or Designee	
Nathanial Schiavo	*UFT Chapter Chairperson or Designee	
Jacqueline Lopez	*PA/PTA President or Designated Co-President	
Caridad Rosado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tara McMaster	Member/Teacher/Chairperson	
Krista Deighan	Member/Teacher	
Brian Schaeffer	Member/Administration	
Mohammad S. Alam	Member/Parent	
Nelson Uwague	Member/Parent	
Lesley Koram	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 7 is a developing elementary school that has an approximate student population of 530 kindergarten through fifth grade students. The school has a gifted and talented program which includes one kindergarten class, two first grade classes, and one second grade. The G & T program will continue to grow each year. A large percentage of the student population is classified as English Language Learners. The classrooms at P.S.7 are physically organized by grade level to help foster collaboration among classroom teachers in order to share and work towards best practices school-wide. As an additional measure to work towards best practice, and to offer systematic feedback for teachers, our administrative staff observe two teachers daily. Within our community we have one principal, two assistant principals, one literacy coach, one math coach, an ESL teacher, a data specialist, an AIS teacher, and a staff of 17 out of classroom teachers functioning as Differentiated Learning Providers daily.

The vision for student achievement is focused on making sure every student's specific learning needs are met. In order to ensure this takes place, we continue to develop our use of data to drive instruction and train our teachers to access, read, and analyze, ARIS, ACUITY, and New York Start. In addition, P.S.7 is in the process of developing an active inquiry team with specific school-wide goals.

P.S. 7 is a school of excellence in the arts. We integrate the arts to align with the New York State curriculum. We partner with a number of community organizations to develop the intellectual and social/emotional growth of our children. P.S. 7 is a community that embodies our Core Values of Achievement, Collaboration, Equity, Growth, Integrity and Meaningful Work. The staff and students work together to ensure that all people in the school are actively engaged in learning and reaching their potential.

Each classroom at P.S. 7 is fully equipped with teacher laptops, a mounted SmartBoard, and a student computer center. In addition, there is a state of the art computer lab designed to meet the needs for whole class instruction. At P.S. 7 we believe that technology is a tool for learning which allows us to expand our instructional horizons and provide students with a link to the world beyond P.S.7. Effective use of technology will create new opportunities to meet the curricular needs of all learners while providing students with the skills and proficiencies necessary for the workforce of the future.

P.S. 7 offers many opportunities for parents to participate in the school. We have an active Parent's Association with a full time Parent Coordinator. The Parent's Association continues to grow every year. Parents are also involved with the School Leadership Team, which is

comprised of 50% parents and 50% staff, which meets regularly and works collaboratively in order to support the goals of the CEP.

The students are given the opportunity to join a number of clubs and participate in after school enrichment programs. Programs such as DreamYard provide students with opportunities for off campus exploration of the culture and excitement that our city has to offer. Students are also given the chance to engage in hands-on science experiments equivalent to the work of middle school and high school students. We continue to build traditions within the school and with the community. We received a grant from the Trust for Public Parks under the Mayor's Initiative to create a playground for the students and members of the community. Each October we hold our annual Fall Festival for the students, families and members of the community.

P.S.7 is determined to ensure that all of our students learning needs are met. We are dedicated to working collaboratively as a staff along with our community to make sure each of our students reaches their full potential.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 007 Kingsbridge								
District:	10	DBN:	10X007	School BEDS Code:	321000010007				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.3	94.4	TBD		
Kindergarten	51	45	52	Student Stability - % of Enrollment:					
Grade 1	0	53	50	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	42	0	54		91.3	92.5	TBD		
Grade 3	144	133	121	Poverty Rate - % of Enrollment:					
Grade 4	165	140	136	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	169	162	135		79.3	79.3	90.3		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		23	48	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		17	21	13		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	4	3	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	575	536	548						
				Suspensions (OSYD Reporting) - Total Number:					
				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:									
(As of October 31)	2007-08	2008-09	2009-10						
# in Self-Contained Classes	49	52	35	Special High School Programs - Total Number:					
# in Collaborative Team Teaching (CTT) Classes	6	10	10	(As of October 31)	2007-08	2008-09	2009-10		
Number all others	16	31	40		0	0	0		
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				English Language Learners (ELL) Enrollment:					
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	69	67	21	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# receiving ESL services only	76	94	129		54	49	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	7	21	Number of Administrators and Other Professionals	14	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	74.1	83.7	TBD
				% more than 5 years teaching anywhere	48.1	55.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	81.0	86.0	TBD
American Indian or Alaska Native	0.2	0.4	0.7		92.6	92.1	TBD
Black or African American	11.6	10.4	10.0				
Hispanic or Latino	79.6	81.3	79.0				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	3.4	4.6				
White	4.5	4.5	5.1				
Male	52.9	53.0	52.2				
Female	47.1	47.0	47.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received	Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2				√		
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
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:							
	Elementary/Middle Level			Secondary Level			
Student Groups	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	√sh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	77.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment:	7.7			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	16.1			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	45.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	8.3						
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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

SECTION IV: NEEDS ASSESSMENT

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

SECTION IV: NEEDS ASSESSMENT

ELA Achievement Trends:

2010 SCHOOL REPORT

Overall score for Student Performance is D

Overall score for Student Progress is C

STUDENT PERFORMANCE

31.1% Students achieving Proficiency

Our Median Student Proficiency is 2.63

STUDENT PROGRESS

Median Growth Percentile is 68.5

Median Growth Percentile for lowest third is 77.0

WHY OUR RESULTS DIPPED

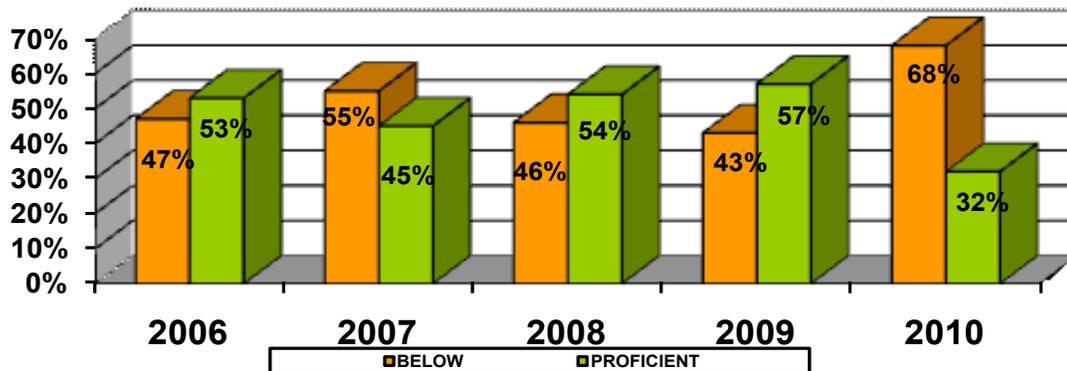
This year, New York State held students to tougher academic standards. The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State.

Chancellor's Report [Progress Report Overview 2009-10](#), p. 2

This dip is reflected in the achievement levels for all students and in each grade when compared with previous year's percentage gains in ELA in the NYS 2010 Tests.

NYSELA TEST ALL STUDENTS – PS 7

School	Grade	Year	No. Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
10X007	3	2006	146	654.1	24	16.4	39	26.7	79	54.1	4	2.7	83	56.8
10X007	3	2007	168	643.1	31	18.5	63	37.5	71	42.3	3	1.8	74	44
10X007	3	2008	137	657.7	9	6.6	50	36.5	70	51.1	8	5.8	78	56.9
10X007	3	2009	133	654.7	10	7.5	50	37.6	64	48.1	9	6.8	73	54.9
10X007	3	2010	115	656.5	27	23.5	48	41.7	33	28.7	7	6.1	40	34.8
10X007	4	2006	155	650.4	17	11	62	40	71	45.8	5	3.2	76	49
10X007	4	2007	166	644.7	25	15.1	68	41	72	43.4	1	0.6	73	44
10X007	4	2008	159	640.8	29	18.2	60	37.7	68	42.8	2	1.3	70	44
10X007	4	2009	131	649.3	9	6.9	53	40.5	68	51.9	1	0.8	69	52.7
10X007	4	2010	131	660.3	17	13	73	55.7	41	31.3	0	0	41	31.3
10X007	5	2006	172	647	14	8.1	66	38.4	88	51.2	4	2.3	92	53.5
10X007	5	2007	170	647.8	20	11.8	70	41.2	76	44.7	4	2.4	80	47.1
10X007	5	2008	158	650.5	8	5.1	55	34.8	93	58.9	2	1.3	95	60.1
10X007	5	2009	162	659.7	1	0.6	61	37.7	94	58	6	3.7	100	61.7
10X007	5	2010	130	659.9	22	16.9	70	53.8	36	27.7	2	1.5	38	29.2
10X007	ALL	2006	473		55	11.6	167	35.3	238	50.3	13	2.7	251	53.1
10X007	ALL	2007	504		76	15.1	201	39.9	219	43.5	8	1.6	227	45
10X007	ALL	2008	454		46	10.1	165	36.3	231	50.9	12	2.6	243	53.5
10X007	ALL	2009	426		20	4.7	164	38.5	226	53.1	16	3.8	242	56.8
10X007	ALL	2010	376		66	17.6	191	50.8	110	29.3	9	2.4	119	31.6



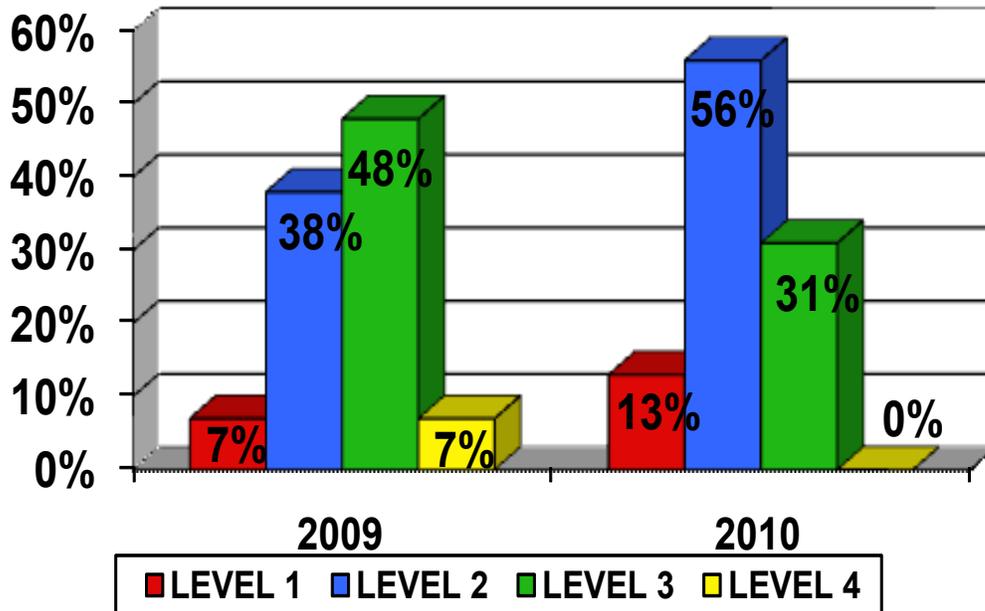
	2006	2007	2008	2009	2010
Below	222 - 47%	277 - 55%	211 - 46%	184 - 43%	257 - 68%
Proficient	251 - 53%	227 - 45%	243 - 54%	242 - 57%	119 - 32%

TRENDS:

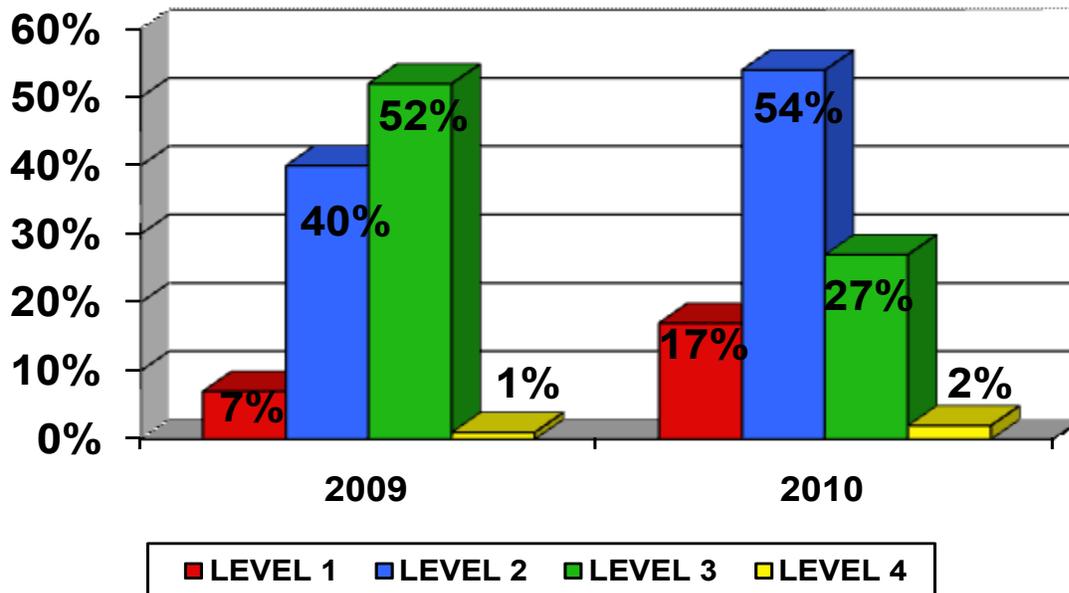
While there has been upward trend in the percentage of students achieving proficiency levels 3 & 4 from 2008 to 2009, we experienced a significant drop in the 2010 NYSELA proficiency levels.

This decline is evident in data showing Grade 3 students in 2009 and again as Grade 4 students in 2010, as well as Grade 4 students in 2009 moving into Grade 5 in 2010 (see these two graphs below).

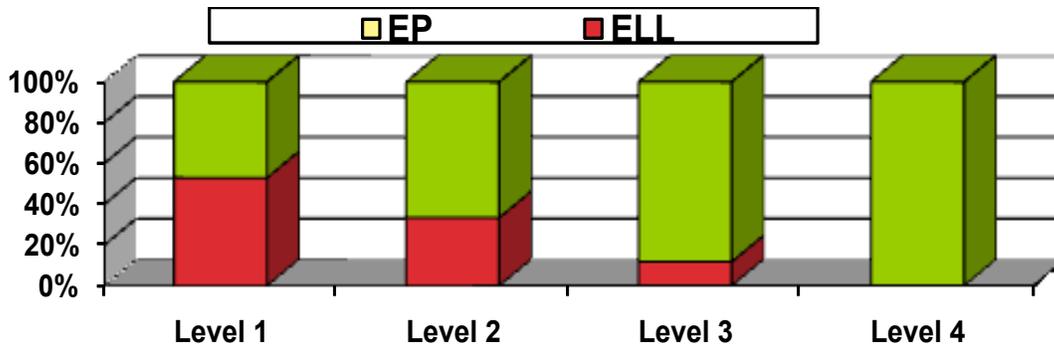
PS 7 NYSELA 2009-2010 STUDENT PERFORMANCE –GRADE 3 TO GRADE 4



PS 7 NYSELA 2009 -2010 STUDENT PERFORMANCE – GRADE 4 TO GRADE 5



PS 7 NYSELA 2010 COMPARATIVE ELL STUDENT PERFORMANCE



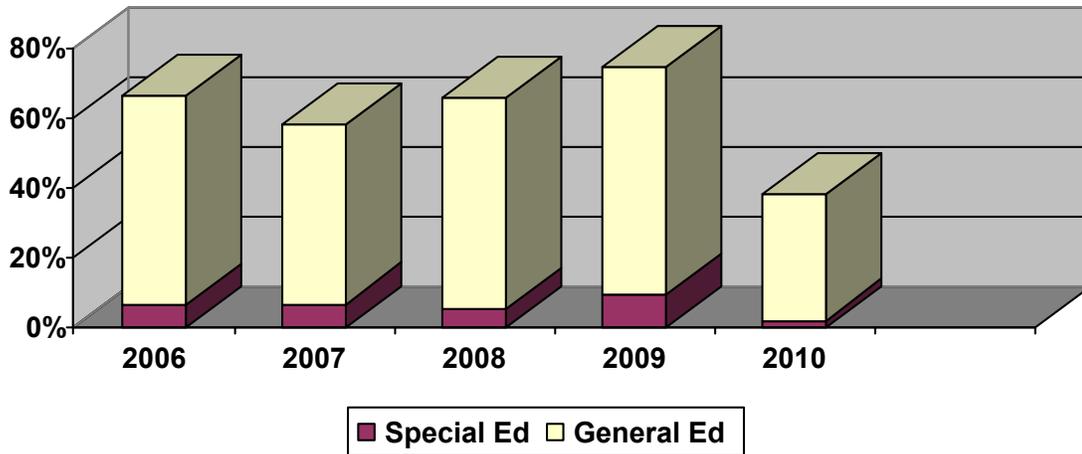
376 ALL	Level 1	Level 2	Level 3	Level 4
264 EP	31	127	97	9
112 ELLs	35	64	13	0

TRENDS:

When examining our English Language Learner population we find that these students lag behind English Proficient students gaining Levels 3 & 4. The graph above shows that only 13 out of 112 achieved Level 3. By contrast 106 EP students achieved proficiency Levels 3 & 4 in 2010.

NYSELA TEST SPECIAL EDUCATION STUDENTS – PS 7

					Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
School	Grade	Year	Category	No. Tested	#	%	#	%	#	%	#	%	#	%
10X007	All	2006	General Ed	409	21	5.1	141	34.5	234	57.2	13	3.2	247	60.4
10X007	All	2006	Special Ed	64	34	53.1	26	40.6	4	6.3	0	0	4	6.3
10X007	All	2007	General Ed	429	44	10.3	163	38	214	49.9	8	1.9	222	51.7
10X007	All	2007	Special Ed	75	32	42.7	38	50.7	5	6.7	0	0	5	6.7
10X007	All	2008	General Ed	396	21	5.3	135	34.1	228	57.6	12	3	240	60.6
10X007	All	2008	Special Ed	58	25	43.1	30	51.7	3	5.2	0	0	3	5.2
10X007	All	2009	General Ed	361	14	3.9	111	30.7	220	60.9	16	4.4	236	65.4
10X007	All	2009	Special Ed	65	6	9.2	53	81.5	6	9.2	0	0	6	9.2
10X007	All	2010	General Ed	326	40	12.3	168	51.5	109	33.4	9	2.8	118	36.2
10X007	All	2010	Special Ed	50	26	52	23	46	1	2	0	0	1	2



TRENDS:

From 2006 to 2009 results have been static with an increase in 2009, however the dip that has been experienced by all students is also reflected in the drop in the percentage of Special Education students achieving proficiency levels 3 & 4 (from 9.2% in 2009 to 2% in 2010, as shown in the chart above).

Math Achievement Trends

2010 SCHOOL REPORT

STUDENT PERFORMANCE

43.8% Students achieving Proficiency

Our Median Student Proficiency is 2.85

STUDENT PROGRESS

Median Growth Percentile is 55.0

Median Growth Percentile for lowest third is 54.0

WHY OUR RESULTS DIPPED

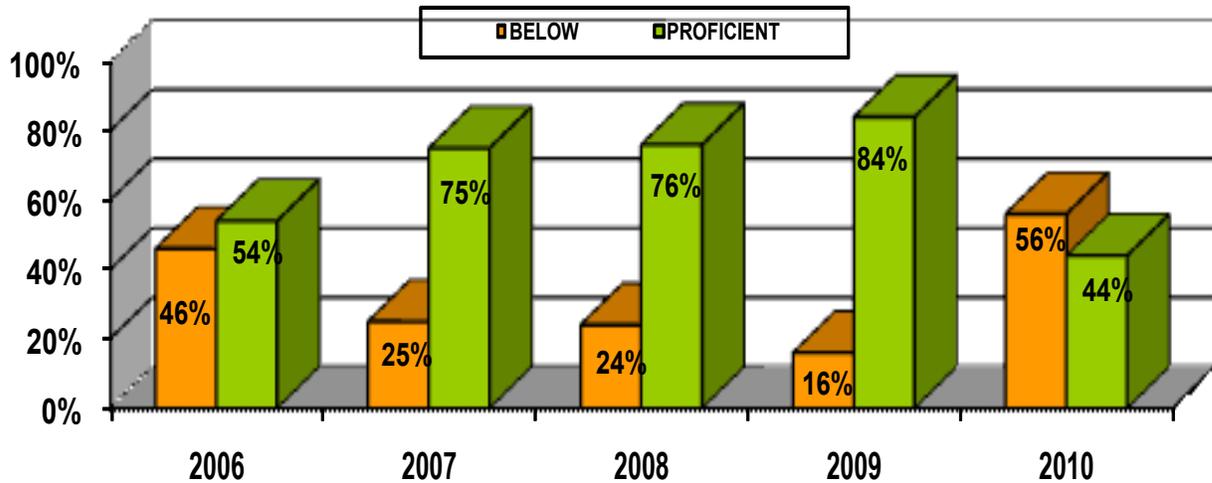
This year, New York State held students to tougher academic standards. The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State.

Chancellor's Report [Progress Report Overview 2009-10](#), p. 2

This dip is reflected in the achievement levels for all students and in each grade when compared with previous year's percentage gains in Mathematics.

NYS MATH TEST ALL STUDENTS – PS 7

School	Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
10X007	3	2006	183	659.3	28	15.3	43	23.5	86	47	26	14.2	112	61.2
10X007	3	2007	175	678	8	4.6	27	15.4	96	54.9	44	25.1	140	80
10X007	3	2008	145	686.5	2	1.4	16	11	91	62.8	36	24.8	127	87.6
10X007	3	2009	134	681	2	1.5	13	9.7	95	70.9	24	17.9	119	88.8
10X007	3	2010	118	680.3	20	16.9	50	42.4	28	23.7	20	16.9	48	40.7
10X007	4	2006	185	655.4	30	16.2	53	28.6	79	42.7	23	12.4	102	55.1
10X007	4	2007	170	670.9	6	3.5	32	18.8	105	61.8	27	15.9	132	77.6
10X007	4	2008	166	664.3	14	8.4	29	17.5	109	65.7	14	8.4	123	74.1
10X007	4	2009	142	677.7	4	2.8	25	17.6	83	58.5	30	21.1	113	79.6
10X007	4	2010	136	673.2	13	9.6	60	44.1	43	31.6	20	14.7	63	46.3
10X007	5	2006	208	646	32	15.4	80	38.5	89	42.8	7	3.4	96	46.2
10X007	5	2007	174	659.8	15	8.6	44	25.3	97	55.7	18	10.3	115	66.1
10X007	5	2008	167	664	18	10.8	35	21	91	54.5	23	13.8	114	68.3
10X007	5	2009	162	675.9	2	1.2	26	16	102	63	32	19.8	134	82.7
10X007	5	2010	136	673	14	10.3	60	44.1	45	33.1	17	12.5	62	45.6
10X007	ALL	2006	576		90	15.6	176	30.6	254	44.1	56	9.7	310	53.8
10X007	ALL	2007	519		29	5.6	103	19.8	298	57.4	89	17.1	387	74.6
10X007	ALL	2008	478		34	7.1	80	16.7	291	60.9	73	15.3	364	76.2
10X007	ALL	2009	438		8	1.8	64	14.6	280	63.9	86	19.6	366	83.6
10X007	ALL	2010	390		47	12.1	170	43.6	116	29.7	57	14.6	173	44.4



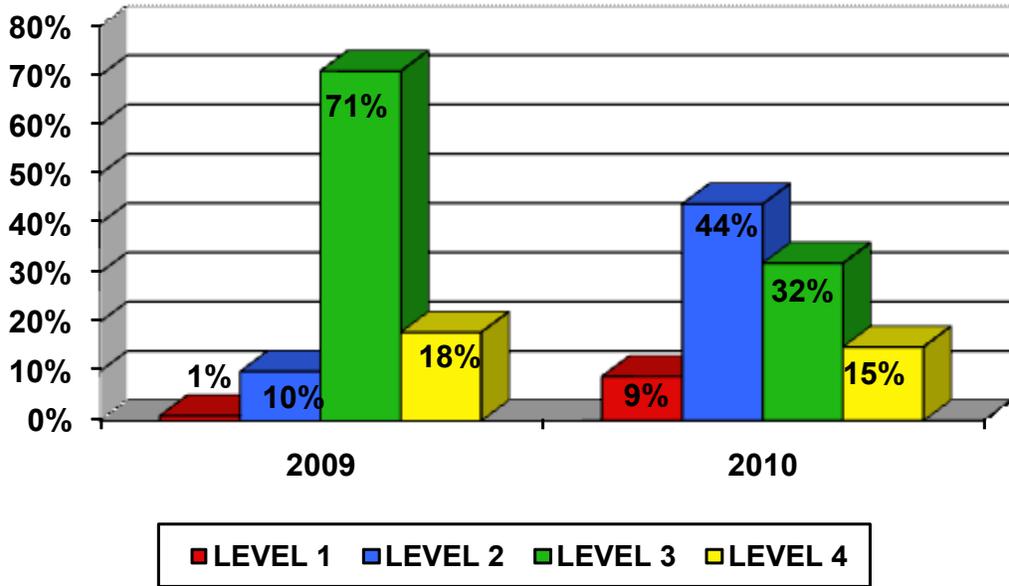
	2006	2007	2008	2009	2010
Below	266 - 46%	132 - 25%	114 - 24%	72 - 16%	217 - 56%
Proficient	310 - 54%	387 - 75%	364 - 76%	366 - 84%	173 - 44%

TRENDS:

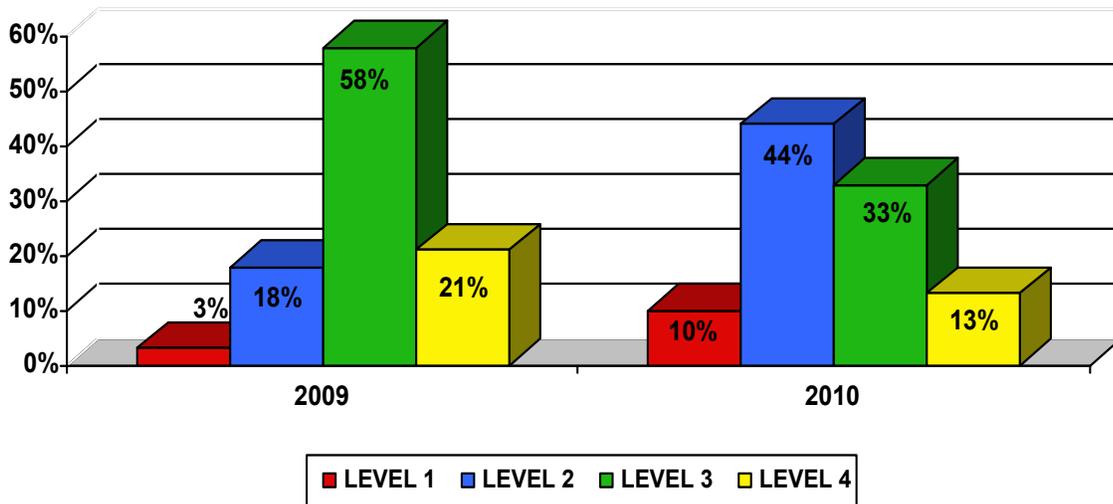
TEMPLATE - MAY 2010

From 2006 to 2009 our Mathematics achievement in Levels 3 & 4 grew, however in 2010 there was a significant drop of 40% from the previous year. As can be seen on the 2 graphs below it is at Level 3 where the largest drop occurred with the same students moving from Grade 3 in 2009 to Grade 4 the following year, and the Grade 4 students in moving into Grade 5 in 2010.

PS 7 NYS MATH 2009-'10 STUDENT PERFORMANCE – GR. 3 TO GR. 4



PS 7 NYS MATH 2009-'10 STUDENT PERFORMANCE – GR. 4 TO GR. 5

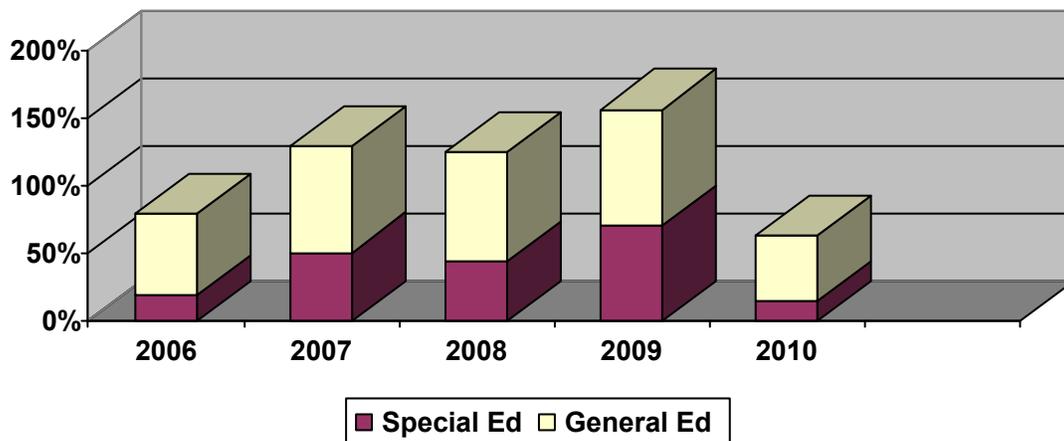


TRENDS:

The ELL data is also disappointing as the relative achievement of Levels 3 and 4 in Mathematics is behind that of English Proficient students with just 29 gaining proficiency against almost half or 270 EP students doing so.

NYS MATH TEST SPECIAL EDUCATION STUDENTS – PS 7

School	Grade	Year	Category	No. Tested	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
10X007	ALL	2006	General Ed	484	50	10.3	141	29.1	238	49.2	55	11.4	293	60.5
10X007	ALL	2006	Special Ed	92	40	43.5	35	38	16	17.4	1	1.1	17	18.5
10X007	ALL	2007	General Ed	442	20	4.5	74	16.7	265	60	83	18.8	348	78.7
10X007	ALL	2007	Special Ed	77	9	11.7	29	37.7	33	42.9	6	7.8	39	50.6
10X007	ALL	2008	General Ed	415	18	4.3	61	14.7	264	63.6	72	17.3	336	81
10X007	ALL	2008	Special Ed	63	16	25.4	19	30.2	27	42.9	1	1.6	28	44.4
10X007	ALL	2009	General Ed	373	6	1.6	47	12.6	237	63.5	83	22.3	320	85.8
10X007	ALL	2009	Special Ed	65	2	3.1	17	26.2	43	66.2	3	4.6	46	70.8
10X007	ALL	2010	General Ed	340	33	9.7	141	41.5	109	32.1	57	16.8	166	48.8
10X007	ALL	2010	Special Ed	50	14	28	29	58	7	14	0	0	7	14



TREND:

The Special Education data is disappointing as the relative achievement of Levels 3 and 4 in Mathematics is behind that of General Education students with just 7 gaining proficiency against 166 EP students in 2010.

IMPLICATIONS

After conducting our Needs Analysis the SLT found that:

1. There has been a sharp decline in the percentage of students in grades 3 - 5 in the area of ELA student performance from 2009 to 2010. In the previous year we experienced a 25.2

percent drop in levels 3 and 4. This was preceded by a stagnant average of 52.1 percent of levels 3 and 4 from 2006 – 2009.

2. In comparison to ELA, our performance in mathematics on levels 3 and 4 has been very much a gain and loss scenario. From 2006 to 2007 we experienced a 20.8 percent gain followed by incremental gains to a maximum percentage of 83.6 levels 3 and 4 in 2009. However, all those gains were lost in 2010 when we had 44.4 percent levels 3 and 4, dipping below our 2006 score of 53.8 by 9.8 percent.
3. After disaggregating our English Language Learners data we discovered that in 2010 only 13 of our students on grade 3 - 5 scored a level 3 or higher in ELA. After further inspection, only one of our ELL students scored a level 3 in fourth grade.
4. In terms of student progress in grade 3-5 our median growth percentile in mathematics was 55 percent and 54 percent the median growth in the schools lowest third.
5. After exploring classroom teachers schedules it revealed that there was a need for an increase in social studies and science instruction. This was supported by 79 percent levels 3 and 4 in science and 78 percent levels 3 and 4 in social studies.

SECTION V: ANNUAL SCHOOL GOALS

Following our Needs Analysis the following are our 2010-2011 goals:

1. ELA Student Performance will increase from 31.1% levels 3 and 4 to 36.1% (36.1% equaling 132 students).
2. Increase Student Median Growth Percentile in mathematics from 55 % to 59 % (59% equaling 221 students).
3. There will be 2-4 periods of science and social studies instruction in every classroom per week.
4. There will be two cross curricular units where appropriate in which science or social studies will be incorporated into literacy or mathematics lessons.
5. We will increase the growth percentile of English Language Learners in the area of “Percent at 75th Growth Percentile or Higher” as indicated in the Progress Report from 30.8% to 35% (35% equals 27 students).

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELA Student Performance will increase from 31.1% levels 3 and 4 to 36.1% (36.1% equaling 132 students).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increased frequency of interim assessments scheduled to allow for monitoring of student performance on a 6 week cycle. • Appointed Data Specialist who will provide spreadsheets for evaluating, planning and monitoring student progress. • Designed Differentiated Learning Period in which all out of classroom teachers will have a group of 6-8 students that they will instruct every day period 2. They will use the most current data to specifically teach lessons that are designed to help students in the areas they need intervention. Instruction will be both intervention and enrichment. • Set up a schedule in a non-ritualized manner for lesson

plan evaluation by the principal and assistant principals.

- Send home student performance reports to parents every 6-8 weeks.
- The inquiry team will use the Differentiated Learning Period to study instructional practices and set goals.
- Classroom teachers will set goals for students every 6-8 weeks after assessments are complete.
- Maximize instructional time in ELA and schedule rehearsal time so that Arts Providers can pull students out of classroom without comprising instruction.
- Decrease the amount of time related service providers pull students out of instruction by increasing the push in model and scheduling pull outs during subjects other than ELA.
- Increase the amount of small group instruction by mandating a minimum of one small group for every ELA period. This will be provided by the classroom teacher.
- Provide professional development through coaches, administration and an AUSSIE consultant in the areas of small group instruction/guided reading, ESL strategies, and DRA administration for out of classroom teachers.
- Scheduled one grade meeting a week for each grade to plan instruction to meet the needs the data analysis is revealing.
- Planned new literacy units based on the new more rigorous standards.
- Will conduct ongoing revisions of the units as data indicates. Network members, AUSSIE and administration will conduct the reviews of these units.
- Hired an AIS teacher
- Various book clubs will be established to read literature about instructional practices.
- Lab sites will be conducted to look at instruction in the areas data indicates are challenging our students.
- An inventory of all guided reading texts will be conducted and the guided reading area reorganized and purchases arranged to fill in where there are gaps in both the genre and level of text available for guided reading sessions.
- The principal and assistant principals will complete a minimum of 1-2 feedback sheets per day for instruction informally observed.

	<p>Providers from pulling students out of classroom instruction for rehearsals.</p> <ul style="list-style-type: none"> • Decrease the amount of time related service providers pull students out of instruction by increasing the push in model and scheduling pull outs during subjects other than mathematics. • Increase the amount of small group instruction by mandating a minimum of one small group for every mathematics period. This will be provided by the classroom teacher. • Provide professional development through coaches and administration in the areas of small group instruction and ESL strategies for classroom and out of classroom teachers. • Scheduled one grade meeting a week for each grade to plan instruction to meet the needs the data analysis is revealing. • Planned new mathematics units based on the new more rigorous standards. • Will conduct ongoing revisions of the units as data indicates. Network members, AUSSIE and administration will conduct the reviews of these units. • Hired an AIS teacher • Changed the mathematics program from Everyday Mathematics to Math in Focus. • SETSS Instruction will be designed to meet both mathematics and literacy goals. • The inquiry team will use the Differentiated Learning Period to study instructional practices and set goals. • Classroom teachers will set goals for students every 6-8 weeks after assessments are complete. • The principal and assistant principals will complete a minimum of 1-2 feedback sheets per day for instruction informally observed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Contract for Excellence, School Support Supplement, Title I ARRA SWP, Title I SWP, Title I Translation Services, Title II A Supplemental, Title III LEP, Tax Levy Children First Inquiry Team, Tax Levy Children First Network Support, Tax Levy Data Specialist, Tax Levy Fair Student Funding, Tax Levy Fair Student Funding General Hold Harmless, Tax Levy NYSTL Software, Tax Levy NYSTL Textbooks, Tax Levy NYSTL One-Time Allocations, Tax Levy NYSTL Open School Saved Jobs Additional</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Results from simulations • DRA results • Results from I-Ready (Online Assessment Tool: ELA and math) • Principal and Assistant Principal Feedback sheets • Acuity data • Base-line, mid-line and end-line writing samples • Multiple Data spreadsheets • Progress Report 2011
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Subject/Area (where relevant): Science and Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • There will be 2-4 periods of science and social studies instruction in every classroom per week. • There will be two cross curricular units where appropriate in which science or social studies will be incorporated into literacy or mathematics lessons.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers are required to include in their schedule 2-4 periods of science and social studies instruction per week. • Teachers are planning two cross curricular units where appropriate in which science or social studies will be incorporated into literacy or mathematics lessons. • Administration will conduct science and social studies observations. • Three cluster teachers were instructed to change their instructional program to science or social studies to allow the content areas to be covered by both classroom and cluster teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Contract for Excellence, School Support Supplement, Title I ARRA SWP, Title I SWP, Title I Translation Services, Title II A Supplemental, Title III LEP, Tax Levy Children First Inquiry Team, Tax Levy Children First Network Support, Tax Levy Data Specialist, Tax Levy Fair Student Funding, Tax Levy Fair Student Funding General Hold Harmless, Tax Levy NYSTL Software, Tax Levy NYSTL Textbooks, Tax Levy NYSTL One-Time Allocations, Tax Levy NYSTL Open School Saved Jobs Additional</p>

	<p>in model and scheduling pull outs during subjects other than ELA and mathematics.</p> <ul style="list-style-type: none"> • Will conduct ongoing revisions of the units as data indicates. Network members, AUSSIE and administration will conduct the reviews of these units and look for how to support ELLs. • Setup ESL self-contained classes to reduce the amount of pull out services. • The concluding professional learning activity will involve whole school development of a draft set of guidelines specific to our student’s learning needs at PS 7. This will be a living document designed to be adjusted as our expertise grows. • The principal and assistant principals will complete a minimum of 1-2 feedback sheets per day for instruction informally observed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Contract for Excellence, School Support Supplement, Title I ARRA SWP, Title I SWP, Title I Translation Services, Title II A Supplemental, Title III LEP, Tax Levy Children First Inquiry Team, Tax Levy Children First Network Support, Tax Levy Data Specialist, Tax Levy Fair Student Funding, Tax Levy Fair Student Funding General Hold Harmless, Tax Levy NYSTL Software, Tax Levy NYSTL Textbooks, Tax Levy NYSTL One-Time Allocations, Tax Levy NYSTL Open School Saved Jobs Additional</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Results from simulations • DRA results • Results from I-Ready (Online Assessment Tool: ELA and math) • Principal and Assistant Principal Feedback forms • Base-line, mid-line and end-line writing samples • Multiple Data spreadsheets • NYSELAT • Progress Report 2011

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	2	1	N/A	N/A	2	0	1	0
1	6	6	N/A	N/A	1	0	1	0
2	10	10	N/A	N/A	4	0	3	0
3	30	30	N/A	N/A	6	0	3	0
4	60	60			6	0	4	5
5	65	65			10	0	4	5
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	During our daily Differentiated Learning Period (DLP), all 4 th and 5 th Grade students meet for one full period a day for targeted small group instruction. The school community has one full time AIS provider that focuses on the early grades (1-3), and delivers instruction through small group guided reading. The school also utilizes its SETSS providers, who (in addition to their mandated students) provide at-risk instruction to children specifically struggling with decoding and fluency, using the Wilson Reading Program. These above mentioned services are provided during the school day. An after school program is also offered, for students in Grades 3-5 who are performing at Levels 1 and 2, as well as a Title III extended day program to increase language acquisition skills of English Language Learners in Grades 3-5.
Mathematics:	During our daily Differentiated Learning Period (DLP), all 4 th and 5 th Grade students meet for one full period a day for targeted small group instruction. The school community has one full time AIS provider that focuses on the early grades (1-3), and delivers instruction through small group guided math. These above mentioned services are provided during the school day. An after school program is also offered, for students in Grades 3-5 who are performing at Levels 1 and 2, as well as a Title III extended day program to increase mathematics skills of English Language Learners in Grades 3-5.
Science:	Small group instruction provided in the classroom.
Social Studies:	Small group instruction provided in the classroom.
At-risk Services Provided by the Guidance Counselor:	Our school guidance counselor provides small group and individual support to students and families who are experiencing challenges.
At-risk Services Provided by the School Psychologist:	Our school psychologist provides at-risk services to students as conditions arise.
At-risk Services Provided by the Social Worker:	Our social worker provides small group and individual support to students and families who are experiencing challenges.
At-risk Health-related Services:	Our full time school nurse leads an asthma group for 4 th and 5 th grade students.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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).

- X 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.
- X 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.
- X 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) Kindergarten to Grade 5 Number of Students to be Served: 116 LEP 416 Non-LEP

Number of Teachers 45 Other Staff (Specify)

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.

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.

Grade Level – K- 5

Number of students to be served:

LEP 116

Number of teachers: 4

Title III, Part A LEP Program

Language Instruction Program

LEP students will continue to receive prescribed units of ESL as per their proficiency levels on the NYSESLAT. In addition, LEP students will participate in several supplemental after-school programs to assist them in developing skills and language acquisition in all modalities, reading, writing, listening and speaking. The language of instruction is English by a highly qualified teacher. The following after-school programs will target all ELLs in grades 2 through 5.

- **Writing/ Grammar – twice a week (Wednesdays & Thursdays), 6 weeks, 1.5 hour sessions;**
- **Math Test Preparation – Once a week (Thursdays), 6 weeks, 1.5 hour sessions;**
- **English Language Arts Test Preparation - Once a week (Wednesdays), 6 weeks, 1.5 hour sessions;**
- **NYSESLAT Test Preparation - Once a week (Tuesdays), 6 weeks, 1.5 hour sessions;**
- **Intensive Language Acquisition for beginners/intermediate ELLs- Once a week (Wednesdays), 6 weeks, 1.5 hour sessions.**

Information, both summative and formative, on student learning outcomes, motivated the validation of the supplemental programs.

Professional Development

Teachers and other staff responsible for the delivery of instruction and services to limited English proficient students will continue to receive in house professional development that is purposeful and aligned with curricula and school goals for ELLs. Teachers will have multiple opportunities to discuss their practice with peers, sharpen content knowledge, visit colleagues’ classrooms and study student and teacher work with the purpose of improving instruction and student outcomes. Teachers will also be afforded the opportunity to participate in different workshops on ELLs offered through the Office of ELLs.

Section III. Title III Budget

School: PS 007 BEDS Code: 321000010007

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 - Per diem	\$14,062	40 hours of supervisory per session (\$2,088) for ESL teacher to support ELL Students: 240 hours of teacher per session (\$11,974).
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$9,478	Parent involvement (\$2,354), general supplies, literacy and math materials, OTPS General Supplies (\$7124)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$23,540	

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.

A survey was sent home to the parents of our school community that inquired about the dominant languages spoken at home. From the information in the surveys we were able to determine the need for translation of parent letters and information as well as translators for parent-teacher conferences.

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 major findings of the P.S. 7's written translation and oral interpretation needs indicate that our documents must be translated into Spanish. During meetings and parent conferences, we provide in-house translators.

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

The school will provide written translation services to ensure timely provision of translated documents to parents determined to be in need of language assistance services. We will plan ahead in order to have ample time to have documents that cannot be translated in-house completed in a timely manner. Spanish translated documents are usually translated in-house by school staff.

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 are provided by in-house staff. The Assistant Principal, Ms. Miosotis Ramos, the Parent Coordinator, Mrs. Birmania Rodriguez, and ESL teacher Mrs. Rosa Acosta provide most of the Spanish translations. Mrs. Norell provides Chinese translation. Other school personnel translate when necessary. In addition, we have built a relationship with several parents that are willing to translate when necessary.

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>.

At the entrance of the school there is a poster with information about the translation services available for the parents in various languages.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$419,807	\$285,437	\$705,244
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,198	\$2,854	\$7,052
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,990	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$41,981	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **45**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parental Involvement

At PS 7, we strongly feel that parental involvement is an integral part of a child's social and academic development. As a result, we make it a priority to include all of the parents in our school community through social and academic events. We ensure that the parents' concerns are addressed and their ideas are validated. We do this through constant communication by allowing parents the opportunity to feel welcomed at the school. We strive to maintain a positive environment that is welcoming to parents with an open door policy.

The needs and interests of the parents are evaluated through regular sessions like coffee hour which is an open discussion where the parent coordinator along with parents discusses ideas, issues and concerns that we may have. Through our parental involvement activities like learning leaders, where parents are given the opportunity to participate in the program to become class parents and/or volunteers, PA meetings, curriculum night, parent orientation meetings, and workshops on how to assist and support their child/ren, parents' needs are addressed. Some of the specifics are listed below:

- **The school will increase parent involvement by providing parents with many opportunities to meet and discuss issues involving their children's social and academic well being.**
- **Parents will be given multiple opportunities to visit the school and observe their children learning in classrooms with their teachers.**
- **Parents will work with the school to develop the CEP.**
- **Parents will be involved in the Quality Review process.**
- **The Parent Coordinator will be the hub of all parent communication and serve as a disseminator of information.**
- **Parents will be asked to fill out a survey to help us ascertain parents' concerns and needs.**
- **Our staff will conduct various workshops for parents on topics such as testing, ESL, Progress Reports, computers/internet, health educations, etc.**
- **We will host entertaining events such as Fall Fest and students' shows to encourage parent attendance and then couple those events with brief informational sessions for parents.**

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL-PARENT COMPACT – PS 7

Philosophy

Public School 7 and the parents of the students participating in the activities, services, and programs funded by Title I, agree that this compact outlines how 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.

Policy

This policy reflects the City and Regional Parent Involvement Policies and includes a School Parent Compact.

To maximize student learning through parental involvement, PS 7 will develop the following:

School Responsibilities

- To convene an annual meeting for Title I parents to inform them of the Title I program and their rights to be involved
- To offer a flexible number of meetings at various times, and if necessary, and if the funds are available, to provide child care or home visits for those parents who cannot attend a regular meeting
- To actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policy
- To provide parents with timely information about all programs
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-Teacher Conferences

2. **Frequent reports to parents on their children's progress**
 3. **Timely reports to parents that allow for a plan of action for student improvement**
 4. **Access to staff when they are teaching**
 5. **Opportunities to volunteer and participate in their child's class**
 6. **Observation of classroom activities**
 7. **Informal and scheduled meetings**
- **To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy workshops on reading strategies, ESL classes for parents**

Parent Responsibilities

- **To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy**
- **To work with his/her child/children on homework; read to and listen to students read for 15-30 minutes per day**
- **To assure that his/her child/children are picked up on time by a responsible individual**
- **To monitor his/her/child's/children's:**
 - attendance at school
 - homework
 - class work in notebooks
 - television watching/video game –playing
 - school memos/ correspondence
- **Provide school with accurate emergency information**
- **To share the responsibility for improved student achievement**
- **To attend conferences to communicate with his/her teachers about their educational needs**
- **To ask parents and parent's groups to provide information to the school on the type of training or assistance they would like**
- **To teach his/her child/ren:**
 - to be respectful (to both adults and children)
 - appropriate behavior both in and out of school.

- **To become familiar with school, city-wide and New York State assessments and plan to prepare his/her/child for test experiences**

Student Responsibilities

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

- **I will be honest and respect the rights of everyone in the school community**
- **I will come to school every day**
- **I will come to school on time**
- **I will always wear my uniform unless a letter is sent home stating uniforms are not required**
- **I will treat others as I want others to treat me**
- **I will follow school rules.**
- **I will do my homework every day**
- **I will participate in class and always try my best**

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.

Please find this information in the Needs Assessment section on pages 10-16.

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- **Increased frequency of interim assessments scheduled to allow for monitoring of student performance on a 6 week cycle.**
 - **Designed Differentiated Learning Period in which all out of classroom teachers will have a group of 6-8 students that they will instruct every day period 2. They will use the most current data to specifically teach lessons that are designed to help students in the areas they need intervention. Instruction will be both intervention and enrichment.**
 - **Set up a schedule in a non-ritualized manner for lesson plan evaluation by the principal and assistant principals.**
 - **Send home student performance reports to parents every 6-8 weeks.**
 - **The inquiry team will use the Differentiated Learning Period to study instructional practices and set goals.**
 - **Classroom teachers will set goals for students every 6-8 weeks after assessments are complete.**
 - **Increase time of instruction in ELA by scheduling Arts Providers to cover the classes that will produce performances. This will prevent Arts Providers from pulling students out of classroom instruction for rehearsals.**
 - **Decrease the amount of time related service providers pull students out of instruction by increasing the push in model and scheduling pull outs during subjects other than ELA.**
 - **Increase the amount of small group instruction by mandating a minimum of one small group for every ELA period. This will be provided by the classroom teacher.**
 - **Planned new literacy units based on the new more rigorous standards.**
 - **Will conduct ongoing revisions of the units as data indicates. Network members, AUSSIE and administration will conduct the reviews of these units.**
 - **Hired an AIS teacher**
 - **Various book clubs will be established to read literature about instructional practices.**
 - **Lab sites will be conducted to look at instruction in the areas data indicates are challenging our students.**

The principal and assistant principals will complete a minimum of 1-2 feedback sheets per day for instruction informally observed.

3. Instruction by highly qualified staff.

100% Highly qualified

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.
- **Provide professional development through coaches, administration and an AUSSIE consultant in the areas of small group instruction/guided reading, ESL strategies, and DRA administration for out of classroom teachers.**

- **Network level Professional Development in Literacy**
 - **In house professional development in mathematics, social studies, science and literacy.**
 - **Scheduled one grade meeting a week for each grade to plan instruction and professional development to meet the needs the data analysis is revealing.**
 - **Book Clubs established to look at instructional practices**
 - **Coaches and administrators conduct model lessons and lab sites**
 - **Classroom inter-visitations to study effective teaching practices**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- **When a vacancy surfaces we take advantage of every opportunity the Department of Education offers, such as hiring fairs to find highly qualified candidates. In addition, we partner with three universities to host student teachers. After working with student teachers for a semester we are often able to pick the best of the cohort and hire them if necessary. If we select them as a candidate they will interview before a committee and conduct 1-2 demonstration lessons that the committee will observe.**
6. Strategies to increase parental involvement through means such as family literacy services.
- **We provide family services in multiple ways such as publishing parties, parents as guest readers, coffee hour with parents, computer/internet classes and coupling entertaining events such as Fall Festival and student shows with informational meetings for parents.**
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.
- **As we do not have any of these programs in our school our parent coordinator, assistant principals and the guidance counselor must communicate with the programs in our area and invite future parents to come visit our school and conduct tours of the building, as well as provide workshops on the expectations of 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.
- **In order to include teachers in on the decision making process we have significantly increased the communication between administration, coaches and teachers. The primary vehicle has been email, but we also have weekly meetings with each staff member. At these meeting, we review data, both qualitative and quantitative to reach a consensus on decisions.**

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.
 - **We have a fundamental belief this year that the best way to help students master proficient and advanced levels is to provide small group or one on one intervention in the classroom. If you remove a child from the classroom to provide intervention it will often be at the cost of another subject area. However, when all of those methods in the classroom have been exhausted, we provide AIS push in/pull out services, at risk SETSS and counseling. We also have a built in period for intervention in fourth and fifth grade that occurs during a set time so regular instruction is not interrupted.**
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.

The cabinet oversees all aspects of school programs to ensure effective coordination.

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 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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$419,807	X	Action Plan 19-25
Title I, Part A (ARRA)	Federal	X			\$285,437	X	Action Plan 19-25
Title II, Part A	Federal			X			Action Plan 19-25
Title III, Part A	Federal		X				Action Plan 19-25
Title IV	Federal			X			Action Plan 19-25
IDEA	Federal			X			Action Plan 19-25
Tax Levy	Local	X			\$3,094,757	X	

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

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

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Corrective Action Year 2 (Focused) **SURR³ Phase/Group (If applicable):** _____

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.

Although we feel we may not be a Corrective Action School after reviewing our Accountability and Overview report and discussing our data with NYStart personnel, we will still complete this appendix because the SDAS continues to list us as Corrective Action Year 2. Our findings can be seen in the School Needs Assessment section. Specifically, our findings regarding Limited English Proficient Students can be viewed on pages: 13 and 16. Our finding regarding Students with disabilities can be found on pages: 13-14 and 17-18.

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.

All of our focused interventions and corrective actions are describe in page 17-21.

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

School Under Registration Review (SURR)

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.

- **Appointed Data Specialist who will provide spreadsheets for evaluating, planning and monitoring student progress**
- **Provide professional development through coaches, administration and an AUSSIE consultant in the areas of small group instruction/guided reading, ESL strategies, and DRA administration for out of classroom teachers**
- **Scheduled one grade meeting a week for each grade to plan instruction to meet the needs the data analysis is revealing.**
- **Lab sites will be conducted to look at instruction in the areas data indicates are challenging our students.**
- **Various book clubs will be organized to read literature about ELL and IEP instruction.**
- **Our ESL teacher will conduct workshops on ESL methodologies.**
- **Teachers will be sent to other schools to study ELL instruction.**
- **Teacher will be sent to ESL/ELL workshops outside of the building.**
- **Classroom inter-visitation will be scheduled to study IEP and ESL instruction.**

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

Our coaches are engaging in an intensive mentoring service with our one new teacher. Both the math and literacy coach work with this teacher on a daily basis.

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.

The parents will be informed by a clearly written letter that will be mailed and sent home with their children.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

APPENDIX 7: 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.)

30 students

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

At PS 7 we pay extra special attention to students who are in temporary housing. We utilize the following services:

- **Counseling by our guidance counselor and our social workers**
- **At risk health related services**
- **Additional AIS**
- **Addition SETSS**
- **Home visits**
- **Workshops for parents**

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 007 Kingsbridge					
District:	10	DBN:	10X007	School		321000010007

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.3	94.4	94.7
Kindergarten	45	52	38				
Grade 1	53	50	60	Student Stability - % of Enrollment:			
Grade 2	0	54	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	133	121	120		91.3	92.5	93.4
Grade 4	140	136	122				
Grade 5	162	135	133	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		79.3	90.3	90.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		23	48	35
Grade 12	0	0	0				
Ungraded	3	0	2	Recent Immigrants - Total Number:			
Total	536	548	531	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					17	21	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	52	35	49	Principal Suspensions	4	1	3
# in Collaborative Team Teaching (CTT) Classes	10	10	9	Superintendent Suspensions	1	4	6
Number all others	31	40	39				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	67	21	TBD	Number of Teachers	54	49	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	9
# receiving ESL services only	94	129	TBD				
# ELLs with IEPs	7	21	TBD	Number of Educational Paraprofessionals	3	3	8

These students are included in the General and Special Education enrollment information above.

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	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.1	83.7	88.9
				% more than 5 years teaching anywhere	48.1	55.1	62.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	86.0	86.7
American Indian or Alaska Native	0.4	0.7	0.9	% core classes taught by "highly qualified" teachers	92.6	92.1	97.4
Black or African American	10.4	10.0	10.0				
Hispanic or Latino	81.3	79.0	76.6				
Asian or Native Hawaiian/Other Pacific	3.4	4.6	5.6				
White	4.5	5.1	6.8				
Male	53.0	52.2	49.0				
Female	47.0	47.8	51.0				

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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 CFN HOT 104	District 10	School Number 007	School Name Kingsbridge School
Principal Frank Patterson		Assistant Principal Miosotis Ramos	
Coach Laura Schmidt		Coach Dahlia Taylor	
Teacher/Subject Area Christopher Donohoe		Guidance Counselor type here	
Teacher/Subject Area Allison Mihal		Parent type here	
Teacher/Subject Area Rosa Acosta/ ESL		Parent Coordinator Birmania Rodriguez	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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	4	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	17

C. School Demographics

Total Number of Students in School	530	Total Number of ELLs	116	ELLs as Share of Total Student Population (%)	21.89%
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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.

Paste response to questions 1-6 here

Part II: ELL Identification Process

1. In accordance to Commissioner Regulation Part 154, when our students are registered for the first time into our school, we administer the Home Language Identification Survey to determine LAB eligibility. Parent or guardian filling out the HLIS, is interviewed by the ESL teacher, Mrs. Acosta and/or the Assistant Principal, Ms. Ramos. An informal interview is conducted in English or the native language during the completion of the HLIS form. If the HLIS indicates that a child speaks another language that is not English at home, the LAB and LAB-R (if applicable) is administered. During this process, we inform parents of the orientation video and present it to them in their native language. Miosotis Ramos, assistant principal, and Rosa Acosta, ESL teacher are responsible for administering the HLIS, and LAB-R if applicable.

To annually evaluate ELLs using the NYSESLAT, we create a detailed schedule to administer each section (listening, speaking, reading, and writing) of the exam. The NYSESLAT is administered annually in May; we follow the prescribed testing calendar as per Department of Education testing schedule. The assessment is administered by a certified bilingual or ESL teacher as well as administration if necessary. Before testing every year, these teachers receive a testing orientation.

2. At PS 007, parents of ELLs are informed of all three program choices, as well as options, through individual parent meetings, conversations, and parent conferences. Parents of newly identified ELLs are invited to an ELL parent orientation to discuss information and options about programs for ELLs. The orientation video is provided in the parents' native language. Moreover, invitations to the orientations for parents who could not watch the orientation video on the day of registration are sent home with students and the parent coordinator, Mrs. Rodriguez and Assistant Principal, Ms. Ramos reach out to parents through telephone calls and personal communication during morning drop-off and afternoon pick-up.

3. At PS 007, entitlement letters are distributed to students to take home, as well as sent by mail. Parents receive entitlement and non-entitlement letters to inform them of their child's status as an English language Learner and their most recent NYSESLAT level. Since NYSESLAT scores are usually obtained in September, parents are sent the letters to inform them of whether their child/ren are eligible for ESL services in the beginning of the school year.

4. To place identified ELL students in Bilingual or ESL instructional programs, we show the orientation video and provide parents with literature concerning programs for English Language Learners in their native language and allow them to choose the most beneficial program for their child/ren. The parents are informed of research based theories for bilingual and ESL programs and are again informed of their options. Parents are informed in their native language.

5. After reviewing the parent surveys and program selection forms for the past few years, over 75% of parents of new admits requested English as a Second Language rather than a Bilingual Program. We constantly review parent choice letters. Parent choice is also reviewed yearly.

6. Program models offered at PS 007 are aligned with parent request. Most parents have requested their child to be placed in a monolingual class receiving support with language development through ESL. We regularly review parent choice letters.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>				0	0	0								0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	1	1	1								3
Push-In	1	1	1	0	0	0								3
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	13
SIFE	2	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	1

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	74	1	6	41	1	6	1	0	1	116
Total	74	1	6	41	1	6	1	0	1	116

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

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														0
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	6	14	22	25	41								112
Chinese		2												2
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other														0
TOTAL	4	8	15	22	26	41	0	116						

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.

Paste response to questions 1-4 here

Programming and Scheduling Information

1a & b. The organizational model used at PS 7 is the push-in model where the classroom and ESL teacher work in collaboration to provide language instruction using ESL strategies within the content areas. The groups of students serviced are sometimes heterogeneously or homogeneously grouped depending on the skill, strand, or objective of the lesson. Both teachers strategically plan using formal and informal data to deliver instruction to the targeted group.

2. Two certified ESL teachers, Mrs. Rosa Acosta and Christopher Donohoe work with a general monolingual teacher providing content instruction to ELL students. The ESL teachers develop the students' English language proficiency by integrating ESL strategies within content area instruction. The ESL teachers support ELL students through a push- in model. ESL teachers plan together with the classroom teachers to ensure curriculum alignment. This program is designed to provide instruction in English with intensive support of ESL strategies and methodologies to develop English language proficiency and acquisition. The results of the New York State English as a Second Language Achievement Test will determine the units of ESL instruction mandated by CR Part 154. Students are grouped homogeneously or heterogeneously according to levels in modalities as per the NYSESLAT in order to target instruction.

2a. Beginner and intermediate English Language Learners receive 360 minutes of English as a Second Language instruction per week. Advanced English Language Learners receive 180 minutes of English as a Second Language instruction as mandated by CR Part 154. Although we do not have a bilingual program, to help students transition from their native language (Spanish) to academic English, we provide support (glossaries, translated dictionaries, and library books) in the students' native language to help students meet grade level standards in all content areas.

3. When planning content area lessons, teachers focus on both content and language objectives. Throughout the lesson, the objectives are supported through specific scaffolding techniques, student engagement, lesson pacing, modeling, and clear and explicit directions. In addition, students are grouped according to their English proficiency levels and the task/activity is differentiated to meet their specific academic levels. Teachers use a variety of techniques to make content concepts clear like modeling, visuals, hands-on activities, demonstrations, gestures, and body language. The activities are meaningful and provide language practice opportunities for reading, writing, listening, and/or speaking. It is the teachers' goal to provide content concepts that are appropriate for students' age and educational background.

4a. SIFE

Throughout the years, we have witnessed many of our immigrant students come in to our school with very little formal education. These are our "Students with Interrupted Formal Education" (SIFE). This is a very unique population that needs not only language instruction but also intensive academic and cognitive support. In order to support these students, the following academic interventions are in place:

- Early diagnostic assessment to determine academic and language proficiency;
- Differentiated instruction to allow teachers to meet the individual needs of the students to develop and strengthen areas in need of improvement;
- Alignment of instructional materials to the New York State Performance and the ESL standards;
- After-School and Supplemental Educational Services (at school or one-to-one tutoring) will be in place to support students in literacy and in the content areas including English;
- Regular assessments and data analysis to monitor the progress of our students in meeting content performance and ESL standards;
- English language proficiency will be strengthened through the development of the native language;
- Print rich environment that allows students to make reference to word walls and classroom charts;
- The use of Sheltered Instruction will be used as a model where teachers develop a non-threatening environment where students are not afraid of taking a risk with language.

4b. Newcomers

ELLS in US schools less than three years, we plan to need special intervention in order to further develop their English language proficiency.

This will be accomplished through the following:

- Providing students with good models of the English Language
- Engaging students in daily listening, speaking, reading and writing activities
- Promoting accountable talk conversations throughout the day
- Developing the students language in all content areas
- English language proficiency will be strengthened through the development of the native language
- The use of vocabulary or grammatical structures will be used to provide easy access to the language
- Various opportunities will be provided to ELLs in order to develop language by promoting accountable talk throughout the day
- Ample opportunities for listening comprehension with contextual support will be provided to our ELL students
- Use of arts, mime, music and other forms will be used to create meaning, as well as the use of the Total Physical Response approach
- Shared reading and story telling with visual support will be used to support language acquisition

- Lessons will be planned with differentiated instruction in order to account for all levels of language proficiency
- The use of labels, webs and diagrams to organize information
- Print rich environment that allows students to make reference to word walls and classroom charts

4c. ELLs receiving services 4 to 6 years

Various opportunities will be provided to strengthen all four-language modalities throughout the instructional day;
 A well planned instructional program with high levels of academic rigor and support;
 Literacy and learning will be aligned with grade level academic expectations;
 Explicit vocabulary instruction is accompanied by visual and kinesthetic cues that help students learn academic language;
 Providers focus on the development of Cognitive Academic Language (CALP) by integrating all 4 ESL modalities, reading, speaking, listening, and writing, into the content areas;
 All lessons will have a language objective and a content objective that support state standards and learning outcomes;
 Language objectives will be specific and focus on various aspects of language development such as vocabulary, reading comprehension skills, writing process, functional language, and specific grammar points;
 The use of questions requiring expanded responses;
 The use of labels, webs and diagrams to organize information;
 Print rich environment that allows students to make reference to word walls and classroom charts.

4d. Long term ELLS

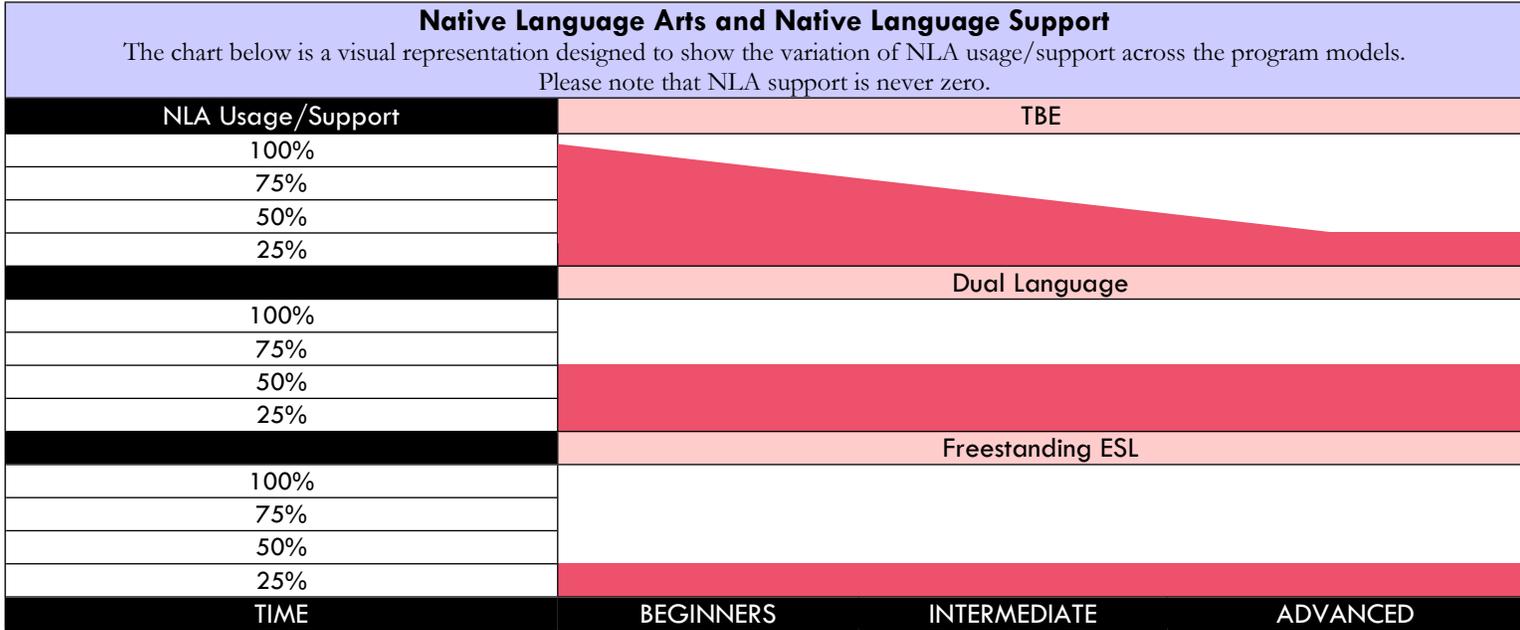
- Participating in after-school programs in order to provide additional support to targeted students who have not passed the New York State English as a Second Language Test. Each teacher will provide small group instruction to groups of approximately twelve students. A flexible grouping approach is implemented utilizing the results of the NYSESLAT;
- All lessons will have a language objective and a content objective that support state standards and learning outcomes;
- Language objectives will be specific and focus on various aspects of language development such as vocabulary, reading comprehension skills, writing process, functional language, and specific grammar points;
- The use of questions requiring expanded responses;
- The use of labels, webs and diagrams to organize information;
- Print rich environment that allows students to make reference to word walls and classroom charts.

4e. Plans for alternate placements for ELLs identified as having special need takes place after the first full year of educational experiences in an English language school setting. Preventive interventions include, yet not limited to, counseling to those students who exhibit emotional and social difficulties; on-going Parent-Teacher conferences to gauge students' progress; extended day programs for students needing additional instruction in reading, writing and mathematics using specialized intervention materials; Instructional Support Team meetings to discuss other alternatives and student support interventions. English Language Learners identified as having special needs are serviced as per their individualized educational plan and their IEP goals are aligned with content and language objectives.

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. In this language allocation policy the academic language development will be planned by infusing language teaching and learning into all areas of the curriculum. Teachers of all content areas will carry out language development activities related to their content areas. The Language Experience Approach will be used in order to build on students' prior experiences and develop a bridge to new ideas and concepts. Vocabulary and grammatical structures will be developed through this approach. Whole Language will also be used to promote academic language. This approach will facilitate language acquisition by experiencing literacy as a whole system of communication. Activities using the Whole Language approach include reading aloud by the teacher, journal writing, story writing, sustained silent reading, and by establishing higher order thinking skills discussions about what is read. Process Writing will also be used to strengthen academic language. Through this approach students will learn writing through thinking, reflections and revisions. This type of writing is used in all content areas. Another approach to strengthen academic language is engaging students in Cooperative Learning. Through this approach, students work in heterogeneous groups on learning tasks that are structured so that all students share the responsibility of completing a task. In Cooperative Learning, all students of different linguistic proficiency and content knowledge are provided with opportunities to engage in active practice that fosters mutual learning. Cognitive instruction will be promoted to infuse thinking in all areas of the curriculum. Students are active constructors of knowledge. In Cognitive Instruction teachers foster the development of higher- order thinking skills through challenging questions and modeling the learning process in interactive dialogue with students. For instance, in a Science class you develop academic language activities such as listening, describing, reading and writing. Instructional approaches such as making predictions, reasoning, discovery learning and discussion are used to develop and strengthen second language acquisition.

6. ELLs who reach proficiency on the NYSESLAT continue to receive academic and language development support through small group instruction, academic intervention in specific content areas, rigorous classroom instruction and after school support. ELLs are afforded the opportunity to participate in all school programs available. Supplemental Educational Services (SES) are provided to all students at PS 7. All parents are urged to take advantage of these services in or outside of school. Students in TBE receive mandated minutes of instruction in Native Language Arts (90 minutes for beginners and intermediate and 45 minutes for advanced ELLs). The balanced literacy model is used in NLA instruction. In TBE and ESL, content area instruction is supported by instructional materials in the native language. The TBE classroom has leveled libraries in the native language, Spanish. In addition, the native language is used to support challenging areas of instruction.

7 & 8. As we monitor and assess the progress of ELLs, we will make informed decisions regarding implementation of new programs and/or discontinuance of existing ones. Parental choice will play a key factor in planning of programs for English Language Learners.

9. ELLs are afforded the opportunity to participate in all after-school programs. At PS 7, we offer all students the opportunity to partake in one of our Supplemental Educational Services programs. ELLs are also invited to after-school programs catered specifically for them and their specific needs. For example, language development programs specifically for beginner ELLs.

10. To support ELLs in all content areas, Time for Kids Grammar Usage and Mechanics, Attanasio & Associates Getting Ready for the NYSESLAT and leveled libraries in English and Spanish, Teacher Created Materials Standards Based Editing, and Finish Line for ELLs are utilized.

11. Native language support is delivered through the mandated instructional periods of native language arts and through materials that support English as a Second Language acquisition.

12. All ELLs are placed in a classroom setting that matches their age appropriate level and language preference as indicated by Parent Choice Surveys. All ELLs who are eligible for ESL, receive push-in services by our certified ESL teacher, Rosa Acosta.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and support for school staff

An essential part of our Bilingual Program is our comprehensive professional development component. We strongly believe that the quality of our Transitional Bilingual and Free Standing ESL instructional program is shaped by the quality of the teacher; therefore, we provide differentiated professional development for our teachers within and outside of the school.

In the past, our entire instructional staff has been involved in Bilingual/ESL coaching sessions where all teachers participate in studying and discussing topics such as: ESL Performance Standards, Developing Literacy Skills in ELL students, Differentiated Instruction to Address the Different Levels of Language Proficiency and Academic Development, Planning Standard-based Lessons infusing ESL strategies, Teaching the Content Areas Through ESL Strategies, providing structured vocabulary instruction and Developing Spoken Language.

We will continue building our teachers' professional development by engaging teachers in the best research-based teaching practices including scaffolding techniques, and the Principles of Learning of Academic Rigor and Accountable Talk. These principles will be embedded in all instructional plans.

This school year, teachers will receive support in scaffolding techniques as well as quality teaching for ELLs. These supports will continue throughout the school year for all teachers. We will differentiate the support depending on teacher and student need. New teachers will receive the mandated 7.5 hours of ELL training (Jose P.)

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?

Paste response to questions 1-4 here

Parental Involvement

At PS 7, we strongly feel that parental involvement is an integral part of a child's social and academic development. As a result, we make it a priority to include all of the parents in our school community through social and academic events. We ensure that the parent's concerns are addressed and their ideas are validated. We do this through constant communication by allowing parents the opportunity to feel welcomed at the school. We strive to maintain a positive environment that is welcoming to parents with an open door policy.

Parent needs are met through regular parent activities such as:

- Workshops on how to support and assist children in reading in both their native language and English
- Workshops on Math games that support logical thinking
- Parent orientation conducted in the parents native language where parents learn about and select what language program is most beneficial for their child

Assistance is provided regularly by the school staff to parents for acquiring library cards and providing information about out of school

resources, such as tutoring and health and wellness programs. In order to organize and prioritize services and support, we evaluate parent need through surveys provided through the parent association as well as personal communication with our parent coordinator.

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)	3	5	2	3	5	2								20
Intermediate(I)	3	5	11	9	14	9								51
Advanced (A)	0	4	10	16	18	28								76
Total	6	14	23	28	37	39	0	0	0	0	0	0	0	147

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	3							
	I	1	1	1	2	2	2							
	A	2	12	9	11	9	2							
	P	2	2	11	15	14	36							
READING/ WRITING	B	3	6	2	2	3	11							
	I	2	5	9	9	5	18							
	A	0	3	10	17	16	10							
	P	0	1	0	0	1	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	14	2	0	26
4	8	18	1	0	27
5	12	20	7	0	39
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	5	0	15	0	5	0	0	0	25
4	4	4	15	5	7	0	0	1	36
5	3	2	25	3	10	0	2	0	45
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	5	2	9	0	20	1	2	0	39
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	6	7	6	1	22	3	0	0	45
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

Number of ELLs Taking Test

Number of ELLs Passing Test

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

Native Language Tests

**# of ELLs scoring at each quartile
(based on percentiles)**

**# of EPs (dual lang only) scoring at each quartile
(based on percentiles)**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	9	7	2	1				
Chinese Reading Test								

Part VI: LAP Assurances

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.

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		

• Students tend to perform better in the listening/speaking portion of the assessment; there are more advanced and proficient

	Network Leader		
	Other		