



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

P.S. 7 K, ABRAHAM LINCOLN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

19K007

PRINCIPAL: MS. NYDIA ACEVEDO EMAIL: NACEVED3@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE MARIE MILLS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Nydia Acevedo	*Principal or Designee	
Philip Chessler	*UFT Chapter Leader or Designee	
Nikeshia Paul	*PA/PTA President or Designated Co-President	
Debbie Pereira	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Andreanna Balkaran	Elected UFT Member/Chairperson	
Fedryne Arencibia	Elected UFT Member/Facilitator	
Jessica Wortman	Elected UFT Member/Recorder	
Rosa Ramirez	Elected Parent Member	
Nary Acosta	Elected Parent Member	
Vanessa Santana	Elected Parent Member	
Arleen Persaud	Elected Parent Member	
Jasmin Rowe	Elected Parent Member	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, 10% of the English Language Learners (ELLs) tested will make gains of one proficiency level in reading and writing as evident by the NYSESLAT scores

Comprehensive needs assessment

- After conducting a needs assessment of student performance on the NYSESLAT we noticed the percentage of students performing at the proficiency level in reading and writing on grades 2-4 was consistently lower than students performing at the proficiency level in listening and speaking on the same grade levels. The ELLs were also a targeted group because on the 2009-2010 report card, this subgroup did not make AYP.

Instructional strategies/activities

Activity 1:

- Professional Development: PD will be given on the following topics: Analyzing NYSESLAT data; using data for goal setting and reflection; differentiated instruction with a focus on ELLs
- Target Population: Teachers servicing ELLs and students in the ELL subgroup
- Responsible staff members: Bilingual/ESL Strategist, Staff Developers, Data Specialist, and Administration
- Implementation Timeline: September 2011 through June 2012

Activity 2:

- Language Arts Programs: Programs focusing on phonics, decoding, vocabulary development, and reading comprehension; small group instruction using various language arts programs depending on the levels of the students
- Target Population: Teachers servicing ELLs and students in the ELL subgroup
- Responsible staff members: Bilingual/ESL Strategist, Certified ESL/BL teachers
- Implementation Timeline: September 2011 through June 2012

Activity 3:

- Extended Day Program: Students receive additional instruction in ELA afterschool hours
- Target Population: Teachers servicing ELLs and students in the ELL subgroup
- Responsible staff members: Teachers servicing ELLs and Administration
- Implementation Timeline: January 2012 through April 2012

Steps for Including teachers in the decision-making process

- Teachers will meet in horizontal and vertical teacher teams to discuss NYSESLAT data and the progression of the ELLs
- Teachers will discuss what differentiation strategies are successful with the ELLs to improve their reading and writing skills
- Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes – Teacher Teams, School Leadership Team, Common Core Pilot Team, UFT consultation team, Curriculum Team, and grade conferences

Strategies to Increase Parental Involvement

- Parents will be invited to attend monthly parent workshops. The parent sessions will address various topics of interest to ELL parents including strategies in reading and writing for the ELL.
- The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. Parent workshops will be directed by Bilingual and ESL certified teachers on the first Wednesday of each month.
- Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms.
- In addition parents will be invited to participate in ESL language acquisition sessions designed for adult learners.
- All written communications being sent home in English will be translated. Parent coordinators and Family Assistants will support efforts to

involve parents in the school and community. Interpreters will facilitate communication with parents in native language where available.

Strategies for Attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support struggling teachers
- School website to attract potential highly qualified teachers
- Existing teacher references
- Conversations with local colleges and universities
- To maintain HQT, ELL teachers will share best practices with colleagues in an effort to enhance ELL progress within the classroom. Also, inter-visitations are scheduled so that teachers may observe their colleagues and note ELL best practices

Service and Program Coordination

- A Certified ESL/BL teacher has been hired to work with small groups of newcomer ELLs

Budget and Resource Alignment

- Foundation program consumables, Double Dose, and vocabulary consumables – Title 1/ Fair Student Funding
- ECLAS materials – copies and kits - Fair Student Funding
- Coach, Facilitators, Assistant Principals, and Consultants - Contract for Excellence, Title 1 SWP
- Literacy Coach-Title 1 SWP
- NYSESLAT training
- Title III funding will be applied towards extended day for the ELL's from January 2012 to May 2012, Storytown, and a certified ESL/BL teacher who will work with a group of newcomer ELLs.

ANNUAL GOAL #2 AND ACTION PLAN

<p>Annual Goal #2</p> <ul style="list-style-type: none">• By June 2012, the students with disabilities (SWD) in the 3rd and 4th grade will meet the assigned safe harbor targets on the ELA and Math exams
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• After conducting a needs assessment of student performance on the New York State ELA and Math assessments we noticed the Students with Disabilities did not meet the effective AMO on the 2009-10 report card for ELA but did meet the Safe Harbor Target. They also just met the Safe Harbor Target of 77 for ELA on the 2010-11 report card. Additionally, this is only the SWD third year as a subgroup so we would like to follow how they progress in ELA and Math
<p>Instructional strategies/activities</p> <p><u>Activity 1:</u></p> <ul style="list-style-type: none">• <u>Professional Development:</u> PD will be given on the following topics: SESIS, using ARIS to create groups of students with IEPs, using the IEPs to differentiate instruction, and analyzing data to set goals and to meet the needs of individual students• <u>Target Population:</u> Teachers servicing SWD and students in the SWD subgroup• <u>Responsible staff members:</u> Service providers, Staff Developers, Data Specialist, and Assistant Principal for SWD• <u>Implementation Timeline:</u> September 2011 through June 2012 <p><u>Activity 2:</u></p> <ul style="list-style-type: none">• <u>Promoting Collaboration:</u> The schedule will have days/periods designated for special-ed teachers to meet with resource room, SBST, and service providers; our CFN as well as outside special needs facilitators will visit us periodically to assist and support us with identifying SWDs; Math and Literacy coaches will visit classrooms for additional support• <u>Target Population:</u> Teachers servicing SWD and students in the SWD subgroup• <u>Responsible staff members:</u> Service providers, Guidance Counselor, SBST, Staff Developers, Data Specialist, and Assistant Principal for SWD• <u>Implementation Timeline:</u> September 2011 through June 2012 <p><u>Steps for Including teachers in the decision-making process</u></p> <ul style="list-style-type: none">• Teachers will meet in horizontal and vertical teacher teams to discuss data from periodic assessments and the progression of the SWD• Teachers will discuss what differentiation strategies are successful with the SWD to improve their performance in ELA and Math• Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes – Teacher Teams, School Leadership Team, Common Core Pilot Team, UFT consultation team, Curriculum Team, and grade conferences
<p>Strategies to Increase Parental Involvement</p> <ul style="list-style-type: none">• Parents will be invited to attend parent workshops. The parent sessions will address strategies to promote ELA and Math skills to parents of students with disabilities.• The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parents of students with disabilities.• Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms.• Workshops will be given in the native language on topics such as understanding the IEP, rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences.• P.S. 7 has created a family room to support our very active PTA. The family room may be used to share strategies and discuss how parents with SWD work with their children at home when it comes to school work.• Workshops will be provided on how to use ARIS Parent Link and view their child's performance on ELA and Math assessments.• The parent coordinator and other staff will attend monthly PTA meetings to share information and respond to parent questions and inquiries

Strategies for Attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support struggling teachers
- School website to attract potential highly qualified teachers
- Existing teacher references
- Conversations with local colleges and universities
- To maintain HQT, teachers will be showcased who have shown progress using data. Also, inter-visitations are scheduled so that teachers may observe their colleagues and how they differentiate when it comes to meeting the students' goals in the IEPs.

Service and Program Coordination

- P.S. 7 has a guidance counselor
- There is a School Based Support Team (SBST) in place

Budget and Resource Alignment

- Per session for teachers when meeting before or after school to analyze data, read IEP's and align instruction – TL Fair Student Funding, RTTT Citywide, Title 1 SWP
- Math Coach- Contract for Excellence
- Literacy Coach-Title 1 SWP
- Read 180 Teacher – School Support Supplement
- Resources and consumables – Title 1 and Fair Student Funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, 15% of the 4th grade Target Population students will demonstrate progress as measured by a 10 point increase in their scale scores on the NYS ELA exam

Comprehensive needs assessment

- After conducting a needs assessment of student performance on the ELA we noticed the percentage of students performing at Levels 3 and 4 reduce from 69.3% in 2008-09 to 48.4% in 2010-11. We want to increase the number of students who were performing on grade level and above.

Instructional strategies/activities

Activity 1:

- Academic Intervention Services (AIS): AIS teachers will utilize the System 44 and Read 180 program for immediate access to targeted instruction based on ongoing assessments, the resource room teacher provides feedback to classroom teacher to support strengths and challenges as well have provide documentation of assessments
- Target Population: 4th grade teachers servicing the target population, AIS teacher, and the target population
- Responsible staff members: AIS teacher and Administration
- Implementation Timeline: September 2011 through June 2012

Activity 2:

- Analyzing data using formal and informal assessments: Classroom teachers assess using running records, DRA, conferences, EL SOL, EPAL, Acuity and project based assessments to group students by need.
- Target Population: 4th grade teachers servicing the target population and the target population
- Responsible staff members: Data specialist, Literacy coach, and Administration
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process

- Teachers will meet in horizontal and vertical teacher teams to discuss the progression of the Targeted population
- Teachers will discuss what differentiation strategies are successful to improve the Targeted population's reading comprehension
- Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes – Teacher Teams, School Leadership Team, Common Core Pilot Team, UFT consultation team, Curriculum Team, and grade conferences

Strategies to Increase Parental Involvement

- Parents will be invited to attend parent workshops. The parent sessions will address various topics of interest to parents of students who are struggling readers such as reading closely to recall facts and details and making inferences. Also, workshops on how to work with their children at home to improve their reading skills.
- The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. For example, provide titles of grade appropriate texts in both fiction and non-fiction.
- Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms.
- P.S. 7 has created a family room to support our very active PTA where parents may share strategies they use to support their child's reading skills.
- Workshops will be provided on how to use ARIS Parent Link and view assessment results.
- The parent coordinator and other staff will attend monthly PTA meetings to share information and respond to parent questions and inquiries

Strategies for Attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support struggling teachers
- School website to attract potential highly qualified teachers
- Existing teacher references
- Conversations with local colleges and universities
- To maintain HQT, teachers will attend professional development sessions on and off site to align the CCLS and develop DOK level activities within units of study. Also, lead teachers will attend PD offered on the Network level with the expectation that the information will be delivered to their colleagues and applied to their instructional plans

Service and Program Coordination

- Read 180 teacher

Budget and Resource Alignment

- Mentors – Title 1 SWP
- Coach, Facilitators, Assistant Principals, and Consultants - Contract for Excellence, Fair Student Funding
- Software funds for Read 180 program – TL NYSTL
- Math Coach- Contract for Excellence
- Literacy Coach-Title 1 SWP
- Read 180 Teacher – School Support Supplement

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, the 3rd and 4th grade populations will demonstrate progress as measured by a 10% increase of students performing at a Level 3 and 4 combined on the state Math test

Comprehensive needs assessment

- After conducting a needs assessment of student performance on the state Math assessment we noticed the percentage of students performing at the proficiency level (Levels 3 & 4) dropped from 94.7% in 2009 to 62% in 2011.

Instructional strategies/activities

Activity 1:

- Professional Development: PD will be given on the following topics: Common Core Learning Standards, curriculum mapping, aligning Everyday Math with the current state standards and the Common Core Learning Standards
- Target Population: Third and Fourth grade teachers and students
- Responsible staff members: Math Coach and Administration
- Implementation Timeline: September 2011 through June 2012

Activity 2:

- Common Core Math Team: Teachers will work closely with our CFN liaison to align the Common Core Learning Standards with our current Math curriculum; grade leaders will work closely with the Math coach to create Math pacing calendars and create assessments aligned with each unit
- Target Population: Third and Fourth grade teachers and students
- Responsible staff members: Math Coach, CFN liaison, and Administration
- Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process

- Teachers will meet in horizontal and vertical teacher teams to discuss Math standards and assessments
- Teachers will discuss what differentiation strategies are successful to achieve the Math standards
- Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes – Teacher Teams, School Leadership Team, Common Core Pilot Team, UFT consultation team, Curriculum Team, and grade conferences

Strategies to Increase Parental Involvement

- Parents will be invited to attend parent workshops. The parent sessions will address our Everyday Math program and ways parents can help their child at home with their Math assignments.
- The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that are aligned to the CCLS in Math and at home activities parents can use to support their children.
- Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms.
- Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences.
- P.S. 7 has created a family room to support our very active PTA. Parents may use the room to explore the various Math games and activities available to the students

- Parents will be invited to the classes of their children for a Family Math Game Day
- Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various math assessments.
- The parent coordinator and other staff will attend monthly PTA meetings to share information and respond to parent questions and inquiries

Strategies for Attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support struggling teachers
- School website to attract potential highly qualified teachers
- Existing teacher references
- Conversations with local colleges and universities
- To maintain HQT, teachers will attend professional development sessions on and off site to align the CCLS and develop DOK level activities within units of study. Also, lead teachers will attend PD offered on the Network level with the expectation that the information will be delivered to their colleagues and applied to their instructional plans

Service and Program Coordination

- Math Coach

Budget and Resource Alignment

- Math Coach – Contract for Excellence
- Extended Day – Per session – Contract for Excellence
- Supplemental Materials such as Math Steps and Coach books – Fair Student Funding
- Coach, Facilitators, Assistant Principals, and Consultants - Contract for Excellence, Title 1 SWP

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	6			
1	154	154	N/A	N/A	15			
2	166	166	N/A	N/A	15			
3	152	152	N/A	N/A	20			
4	177	177	177		20	1	1	13
5								
6								
7								
8								

9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Morning intervention for grades 1 - 4 focused on small group - RTI in vocabulary and reading comprehension provided by all teachers; daily push-in for small group using - guided reading, book clubs, double dose, etc - provided by all teachers; resource room using Wilson with resource room teacher; AIS teacher utilizing System 44 and Read 180 as well as Leveled Literacy.
Mathematics	Morning Intervention Math Steps, Kaplan Advantage and Coach test prep twice a week; Kaplan test companion during day.
Science	In the Spring as well as Morning Intervention and Extended Day Kaplan and other Science related materials are utilized
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Pull out program for group counseling (daily) for approximately 45 minutes with a small group
At-risk Services provided by the School Psychologist	Pull out program for counseling for 30 minute sessions.
At-risk Services provided by the Social Worker	Pull out program for counseling for 30 minute sessions.

At-risk Health-related Services	Obesity class and Asthma training/workshops for students provided by nurse according to schedule which usually takes place with a small group during lunch.
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Public School Seven

Statement of Parent Policy

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

- _The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The Department of Education Discipline Code and Code of Conduct will be distributed to all families. **P.S. 7** will hold monthly safety committee meetings to help maintain a safe environment that is conducive to learning. Youth officers of the 75th Precinct will be invited to all safety meetings. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- _The school will reach out to provide parents with information about school programs and student progress. This will include our annual Open House in September, phone calls, report cards, parent conferences, as well as new information on topics like school choice. Grade checklists will be provided to parents in order to make them aware of what the expectations are. Communication will be in a form that families find understandable and useful. All correspondence sent home will be translated to Spanish. Our Comprehensive Education Plan will be available in the P.T.A. office. Parents on the leadership team will be able to turnkey curriculum information to parents who have questions on what their child is learning.
- _At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, portfolios, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- _Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. A parent volunteer survey will be distributed and we will be able to identify the parents who can assist and how. Also, we will make parents aware that the **P.S. 7** parent volunteer program is structured as well as a flexible program.
- _With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.). Our literacy and math coaches will conduct parent workshops to help parents acquire study skills they can use with their children. Third and fourth graders will receive agenda books to help improve parent/teacher daily communication.
- _The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity. Monthly School Leadership Team meetings will be held for all interested parties to attend. Parents who are members in the leadership team will participate in professional development to better help them conduct in-house PASS reviews, assess portfolio work, and utilize the school's Comprehensive Educational Plan. Parent concern forms will be kept in the main office for parents who have any and all concerns. The concern forms

will be forwarded to the appropriate staff who will contact the parent within 24 hours of receipt.

- _The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs. A list of referrals to community resources and agencies will be kept in the offices of the guidance counselor, Crisis Intervention Teacher, Academic Intervention Service teachers.
- _Parents will be encouraged to attend monthly P.T.A. meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- _Through the efforts of the Parent Coordinator, the PTA President with CFN support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- _Parents will be invited to attend culminating celebrations marking their child's success at the school. Grade assemblies will be held to celebrate academics and the arts at our school.
- _Student of the month celebrations will be held in conjunction with PTA meetings and an Award's Assembly will be held at the end of each year.

- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school. Agenda books for third and fourth graders will be an additional way to inform parents of upcoming events.

- _Parents can stay in constant communication with the school through EChalk and the ARIS Parent Link.
- _After school and/or weekend English as a Second Language (ESL) and Computer workshops will be held for parents. Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents provided by CFN parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

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

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters. Our chairperson will help to explain the budget and how it affects and coincides with our Comprehensive Educational Plan.

ELL Professional Development: Monthly ESL/Bilingual professional development will be made available to all parents of ELLs.

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

Students with disabilities/Professional Development: Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration. The book, *School, Family, and Community-Techniques and Models for Successful Collaboration* by Michael J. Dietz, will be utilized to guide us in evaluating our current parent volunteer program.

**Public School Seven
858 Jamaica Avenue
Brooklyn, New York 11208
718-647-3600/718-827-4004
2011/12**

Title I School-Parent Compact Framework

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

P.S. 7K will:

P.S. 7, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011/12.

P.S. 7 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:
 - Hold parent-teacher conferences (at least twice annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: November 2011 and March 2012.
 - Provide parents with frequent reports on their children's progress.
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During teacher preparatory periods.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents may join the Learning Leaders Program to be fully trained and have access to volunteer inside our classrooms.

Parents who are not trained may contact the Parent Coordinator.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

The Parent/Guardian will:

Support their children's learning by:

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

The Student will:

Student Responsibilities:

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.

- Read at least 30 minutes every day outside of school time.
- Attend school regularly and arrive on time.
- Follow school rules and be responsible for my actions.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

(Please note that signatures are not required)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Amundsen/ P. Tubridy	District 19	Borough Brooklyn	School Number 007
School Name Abraham Lincoln			

B. Language Allocation Policy Team Composition [?](#)

Principal Nydia Acevedo	Assistant Principal C. Noel, B. Tartamella
Coach Wendy Abrego	Coach
ESL Teacher Elaine Vasquez	Guidance Counselor Debora Rocha
Teacher/Subject Area M. Casiano/Science/Math/Art	Parent Maribel Mendez
Teacher/Subject Area	Parent Coordinator Ana Perez
Related Service Provider	Other
Network Leader	Other

C. 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	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	901	Total Number of ELLs	135	ELLs as share of total student population (%)	14.98%
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Part II: ELL Identification Process

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

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

At PS 7 we are a collaborative community in which we value the parents' choices and opinions on their child's education. Therefore, we involve the parents in all facets of the educational process. All parents or guardians are required to complete a Home Language Identification Survey (HLIS) upon initial registration. This survey is completed by the parent with the assistance of our licensed ESL teacher. Assistance is provided to parents in Spanish. As per the Aspira Consent Decree and Part 154, a licensed pedagogue conducts an informal interview with the parent and new students entering the school system in both English and their native language. If the home language is other than English, the child is determined eligible for the Language Assessment Battery Revised (LAB-R). If the child does not pass the LAB-R, the Spanish LAB-R is then administered to those whose native language is Spanish.

After being tested and the child is identified as an English Language Learner, an entitlement letter is then provided to parents in English and Spanish to inform them about their child's identification. At that time, parents are sent an invitation letter home inviting them to attend a Parent Orientation, where the parent will learn about the three bilingual programs offered by the NYC Public School System. At this orientation, parents are given the option to select the program they wish their child to attend. This process takes place within ten days of the child entering into the school. Every effort is made by teachers, ESL staff and Parent Coordinator to reach parents by letter, phone and at arrival/dismissal times so that they are made aware of the program choices. Parent Orientations are conducted in the mornings immediately after student arrival, as well as prior to dismissal, as parents are dropping-off and picking-up their child to and from school. Parent Orientations are also administered on an appointment basis at the convenience of the parents schedule.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents view a parent information video online where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages. This video gives a detailed description of the three program choices (TBE, Dual Language, ESL). Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the Parent Survey and Program Selection forms, and the school will conform to the parental choice selections. The parents are then given options to select what program their ELL child will participate in for the academic year 2011-2012 through the completion of the Parent Survey. All forms are collected by our licensed ESL Coordinator at the orientation, or after a scheduled consultation meeting with a licensed ESL pedagogue. All forms are copied and then placed in the child's cumulative record, and a copy is kept on file with the pupil accounting secretary in our main office. Parent Orientations are conducted twice a week by our licensed ESL Coordinator during the firsts two months of the school year, and periodically as needed thereafter.

In addition to the ELL Parent Orientations, our licensed ESL and Parent Coordinators conduct on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children. Parent workshops will continue to be offered to parents of English Language Learners in all subject areas. Our math and literacy staff developers and parent coordinator will conduct workshops on the first Wednesday of each month. Parents are also invited to attend our orientation session

during our Open House where parents are informed about school programs, state standards assessments, portfolios, school expectations, and general program requirements for bilingual and free standing ESL programs. All school correspondence is translated into Spanish by our literacy coach and Pupil Accounting secretary. In order to support the learning community, we will offer English as a Second Language to adults at our school.

After parents have completed a parent survey and selected the program they wish their child to attend, forms are evaluated by our ESL Coordinator. Students are then placed in their program based on the parent's choice (TBE/ESL). Parents who have chosen the Dual Language Program will be notified at the orientation that our school does not offer the program; however, they will be instructed by our ESL and Parent Coordinator on ways to survey the community or contact public officials on how to organize and make the Dual Language program available in the community.

Once placed in a program, all ELLs are administered the NYSESLAT proficiency exam to evaluate their level of English proficiency. This test is administered annually until the student scores at a level of proficiency in English. Students to be tested are identified by the RLAT report printed on the ATS system. A testing schedule is put into place by the ESL Coordinator and Testing Coordinator during the NYSESLAT testing window to ensure that all four components of the test are administered to all ELLs. Make-up dates are also provided for students who are absent during the testing period. The school uses the results of this test to determine continued placement, as well as the amount of time for ELA/ESL instruction, and which modalities to target for ELA and ESL instruction. NYSESLAT result reports are sent home to parents in September with an explanation of their child's NYSESLAT results. In addition, parents are also sent a translated Continued Entitlement letter, where parents indicate the program they wish their child to continue (TBE/ESL). Students are placed according to their parent choice. These entitlement letters are collected and stored by our ESL Coordinator, along with Parent Surveys.

The current trend for parent choice for newly admitted students is the Transitional Bilingual Program. Our largest population of newly identified ELLs are currently in kindergarten. Because our school offers a TBE program in kindergarten, most of our students are able to be placed in their parents' program of choice. For those parents who have selected the TBE program in the third and fourth grades, names and telephone numbers are collected and kept on file in the event that there are 15 or more students to create an abridged TBE class. Should we receive enough parent choice letters to open an abridged TBE or Dual Language class, parents will be notified by phone and mail.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional	1		1											2

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained		1		1	1									3
Push-In														0
Total	1	1	1	1	1	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	104	Special Education	12
SIFE	2	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	38	0	0	0	0	0	0	0	0	38
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	66	2	9	31	0	3	0	0	0	97
Total	104	2	9	31	0	3	0	0	0	135

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13		25											38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other														0
TOTAL	13	0	25	0	38									

**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	
	EL L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
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Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	19	6	28	39									93
Chinese	1	1												2
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	2	20	6	29	40	0	97							

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

In order to maintain rigorous instruction to meet the individual needs of our ELLs, in the four modalities of listening, speaking, reading and writing, we currently offer TBE in grades K and 2. In the TBE class, Spanish and English will be taught in a 60% to 40% model, as many students are at the beginning and intermediate levels of language proficiency. NLA instruction for beginners is delivered for 60 minutes each day, and intermediate and advanced students receive 45 minutes per day. We currently assess students native language using the ELE and teacher-made assessments. As students' English proficiency improves, instruction in English will increase, and instruction in

A. Programming and Scheduling Information

Spanish will decrease. Foundations and Story Town programs are used in the lower grades which has an emphasis on oral language development. In grades 1, 3 and 4, ELLs receive their mandated instructional time based on the NYSESLAT from a certified classroom teacher who integrates ESL methodologies in collaboration with a certified ESL teacher throughout the scheduled day to ensure that the needs of all the students are being met. Beginner and Intermediate ELLs receive 360 minutes of instruction per week in equal daily allotments from a licensed ESL teacher. Advanced ELLs receive 180 minutes of ESL instruction per week from a licensed ESL teacher, and 180 minutes of ELA instruction also in equal daily allotments. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies. The Four square writing process is used in our school due to its proven success with ELLs since it focuses on gathering details piece by piece. We also have 12 students in Special Education that are ELLs who receive the mandated hours of ESL based on the LAB-R and NYSESLAT assessments.

Pull-out Model:

ESL Pull-out Model helps English language learners meet their academic needs. In this program, licensed ESL teachers work with 6-12 students per group on a daily basis based on their level of English proficiency. Beginner and Intermediate level students are provided with daily ESL services equaling 360 minutes each week. Advanced ELLs are serviced daily for a total of 180 minutes weekly. Through small group direct instruction approach, the program allows ESL students to acquire the academic language necessary to meet their grade standards. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. Our school is currently working toward homogenously grouping our students so as to adapt the Push-in Model.

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

- Collaborative planning between ESL and ELA teachers for each unit.
 - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
 - Peer tutoring
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
 - Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 - A licensed bilingual content area teacher and a licensed bilingual F-Status teacher work with ELLs in TBE and ESL classes for support in Science and Math using bilingual companion materials, as well as bilingual glossaries. Instruction is differentiated based on the proficiency level of students and follows the curriculum standards.
 - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on using math vocabulary. We utilize the Everyday Math program for all students in grades K-4. All math materials are available in English and Spanish for TBE and ESL classes.
 - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. Our school uses the Core Knowledge Program which is a content based literacy program. All classes throughout the grades, as well as content area teachers follow the Core Knowledge model; therefore, TBE and ESL classes are teaching literacy through Social Studies and Science content.
 - Technology is used to support students at varied entry levels with the use of laptops and interactive Smartboards. In addition, students have access to sites such as Starfall and specifically Brainpop for ELLs.

All K- 4th grade English Language Learners participate in a literacy program, which is based on balanced literacy. Also, in grades K-4, ELLs benefit from the school wide Core Knowledge program. In the bilingual/ ESL program, in addition to “Core Knowledge”, two other programs are implemented to further support ELLs in literacy-ESL/ELA. The bilingual teachers working with K and 2 ELLs use a supplementary program, Story Town. These programs incorporate ESL methodologies and provide additional support to the ELLs in

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 26
75%	
50%	
25%	

A. Programming and Scheduling Information

The bilingual instructional model is offered in grades K and 2. ESL is used in grades K -4. ELLs in our Free Standing English as a Second Language programs receive all instruction in English. In accordance with the individual student's results of the LAR-R and New York

B. Programming and Scheduling Information--Continued

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

Implications for LAP in English Language Arts Area

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

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

Implications for LAP in Mathematics Content Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELL data to become well informed about the performance of each ELL in order to make sound educational decisions.
 - Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
 - Incorporating writing as a component of the mathematics lesson, e.g. journals.
 - Provide opportunities to convey to others problem solving strategies and the justification of their answer.
 - Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction.
 - Collaboration between content area and ESL teachers to map out student specific needs.
 - Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
 - Ensure that Math coach works closely with teachers to support rigorous instruction.

Instructional Materials:

The teachers at PS 7 K implement "Core Knowledge" throughout the school. The program is based on the research of Dr. E.D. Hirsch. Core Knowledge is designed to support and expose children to different experiences, themes, and topics in each of the content areas. There is a full time Core Knowledge facilitator that works closely with the teachers to support the implementation of the program. The Core Knowledge program is content-based and interdisciplinary. There is a strong focus on vocabulary development, and the use of visual aids. Every classroom is equipped with Scholastic Core Knowledge Classroom Libraries and they offer an outstanding collection of authentic children's literature designed to support the Core Knowledge curriculum. These libraries take students beyond functional literacy and

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

Implications for LAP in English Language Arts Area

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

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

Implications for LAP in Mathematics Content Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

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

Instructional Materials:

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

B. Programming and Scheduling Information--Continued

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

Implications for LAP in English Language Arts Area

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

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

Implications for LAP in Mathematics Content Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

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

Instructional Materials:

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

- Provide an extensive vocabulary

Courses Taught in Languages Other than English

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)?

Currently, we do not offer the Dual Language Program at our school.

Math:

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D. Professional Development and Support for School Staff

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

ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers, Paraprofessionals, Guidance Counselor, Special Education Teachers, School Psychologist, OPT and Speech staff, secretaries and our parent coordinator will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to core curriculum and the application of the ESL prototype. The philosophy of ELL instruction, for grades 3 and 4, is best articulated in the "CALLA" approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during the school day, extended day and Saturday Academies, best approach will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. All ELL classrooms will be provided with highly motivating leveled classroom libraries. ESL in-service courses are being offered to all teachers of immigrant students to support the teacher in meeting the instructional needs of all ELL learners. Study groups conducted by the principal/assistant principal, and coaches will support the teaching of ELLs in the English Language classroom. Our administrators, guidance counselor and literacy coach support the staffs students transition from one grade level to another by holding an assembly for senior students regarding the transition process to middle school. Administrators from our community Junior High School are invited to address our graduating class with information about the next school level, as well as answer any questions the students and families may have. Our guidance counselor participates in curriculum team and grade meetings, which provides her with information that will in-turn allow her to assist families and ELL students as they transition from TBE to monolingual classes.

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

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

Professional development plans for the 2011-2012 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

- ESL methodologies – The Inductive Approach, Grammar - Translation Approach, Direct Method, Cognitive Approach, Situational Approach, Comprehension-based Approach and Total Physical Response, CALLA

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- NY State ESL Standards
- Best practices for instructing ESL students through the Balanced Literacy philosophy
- Differentiated Instruction in the Content Area-Math, Science ,SS, Technology
- Technology Assisted Instruction in the ESL/bilingual Classroom

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

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

D. Professional Development and Support for School Staff

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- NY State ESL Standards
- Best practices for instructing ESL students through the Balanced Literacy philosophy
- Differentiated Instruction in the Content Area-Math, Science ,SS, Technology
- Technology Assisted Instruction in the ESL/bilingual Classroom

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

In addition, we ensure that all teachers receive their 7.5 hours or 10 hours for special education teachers of strategies in teaching ELLs. They

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

E. Parental Involvement

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

The title III parent component will address two distinct parent needs, parent education and adult ESL instruction. Parents will be invited to attend parent workshops. The parent sessions will address various topics of interest to ELL parents including parenting skills, and school governance and involvement skills. The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. A parent survey is conducted to learn about workshops topics that would be of interest to parents. Parent workshops will be directed by Bilingual and ESL certified teachers in English and Spanish on the first Wednesday of each month. Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms. Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences. In addition parents will be invited to participate in ESL language acquisition sessions designed for adult learners. Some of our workshops/activities for parents and families include our Math Games Day, Mother's Day luncheon, and Poetry Assembly. Parents are also invited to join our Cool Culture program where families are given free tickets to various museums throughout the city. We also offer a Parent Resource library.

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

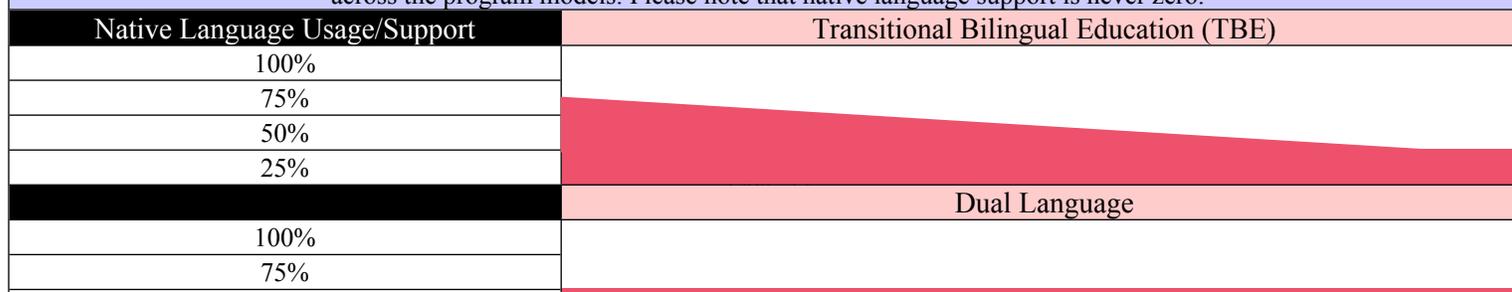
Additionally, families are invited to attend our monthly PTA meetings on the third Wednesday of each month, as well as classroom activities, and culminating school wide trips and activities. Some of the activities in the 2011/12 school year included a visit to the Brooklyn Museum, a Core Knowledge walkthrough at our school, and various assembly programs that are based on current Core Knowledge themes and topics.

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

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

Implications for LAP in English Language Arts Area

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

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

Implications for LAP in Mathematics Content Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELL data to become well informed about the performance of each ELL in order to make sound educational decisions.
 - Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
 - Incorporating writing as a component of the mathematics lesson, e.g. journals.
 - Provide opportunities to convey to others problem solving strategies and the justification of their answer.
 - Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction.
 - Collaboration between content area and ESL teachers to map out student specific needs.
 - Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
 - Ensure that Math coach works closely with teachers to support rigorous instruction.

Instructional Materials:

The teachers at PS 7 K implement "Core Knowledge" throughout the school. The program is based on the research of Dr. E.D. Hirsch. Core Knowledge is designed to support and expose children to different experiences, themes, and topics in each of the content areas. There is a full time Core Knowledge facilitator that works closely with the teachers to support the implementation of the program. The Core Knowledge program is content-based and interdisciplinary. There is a strong focus on vocabulary development, and the use of visual aids. Every classroom is equipped with Scholastic Core Knowledge Classroom Libraries and they offer an outstanding collection of authentic children's literature designed to support the Core Knowledge curriculum. These libraries take students beyond functional literacy and

B. Programming and Scheduling Information--Continued

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

Implications for LAP in English Language Arts Area

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

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

Implications for LAP in Mathematics Content Area

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELL data to become well informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Incorporating writing as a component of the mathematics lesson, e.g. journals.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
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Instructional Materials:

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B. Programming and Scheduling Information--Continued

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- Incorporating all language modalities during the lesson, e.g. group discussions and journals.
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- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction.
- In the TBE classes, ensure that the CR Part 154 requirements are followed.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

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

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- Provide an extensive vocabulary

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)?

Currently, we do not offer the Dual Language Program at our school.

D. Professional Development and Support for School Staff

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

ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers, Paraprofessionals, Guidance Counselor, Special Education Teachers, School Psychologist, OPT and Speech staff, secretaries and our parent coordinator will be afforded opportunities to discuss latest research, best practices, materials, standards, instructional strategies and alignment to core curriculum and the application of the ESL prototype. The philosophy of ELL instruction, for grades 3 and 4, is best articulated in the "CALLA" approach (Cognitive Academic Language Learning Approach). This approach focuses on academic and linguistic development of the target language and is used during the school day, extended day and Saturday Academies, best approach will be assigned to support the ELL student and staff needs including: professional development, best approach methodology, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. All ELL classrooms will be provided with highly motivating leveled classroom libraries. ESL in-service courses are being offered to all teachers of immigrant students to support the teacher in meeting the instructional needs of all ELL learners. Study groups conducted by the principal/assistant principal, and coaches will support the teaching of ELLs in the English Language classroom. Our administrators, guidance counselor and literacy coach support the staffs students transition from one grade level to another by holding an assembly for senior students regarding the transition process to middle school. Administrators from our community Junior High School are invited to address our graduating class with information about the next school level, as well as answer any questions the students and families may have. Our guidance counselor participates in curriculum team and grade meetings, which provides her with information that will in-turn allow her to assist families and ELL students as they transition from TBE to monolingual classes.

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

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

Professional development plans for the 2011-2012 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

- ESL methodologies – The Inductive Approach, Grammar - Translation Approach, Direct Method, Cognitive Approach, Situational Approach, Comprehension-based Approach and Total Physical Response, CALLA

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- Best practices for instructing ESL students through the Balanced Literacy philosophy
- Differentiated Instruction in the Content Area-Math, Science ,SS, Technology
- Technology Assisted Instruction in the ESL/bilingual Classroom

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

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

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- LSO Specialists including the ELL Program Specialist and Math, Science, Technology, Humanities Content Specialists.

In addition, we ensure that all teachers receive their 7.5 hours or 10 hours for special education teachers of strategies in teaching ELLs. They

E. Parental Involvement

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

The title III parent component will address two distinct parent needs, parent education and adult ESL instruction. Parents will be invited to attend parent workshops. The parent sessions will address various topics of interest to ELL parents including parenting skills, and school governance and involvement skills. The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. A parent survey is conducted to learn about workshops topics that would be of interest to parents. Parent workshops will be directed by Bilingual and ESL certified teachers in English and Spanish on the first Wednesday of each month. Parents will also be invited to participate and be trained in the Learning Leaders Program so they can be volunteer tutors in the classrooms. Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences. In addition parents will be invited to participate in ESL language acquisition sessions designed for adult learners. Some of our workshops/activities for parents and families include our Math Games Day, Mother's Day luncheon, and Poetry Assembly. Parents are also invited to join our Cool Culture program where families are given free tickets to various museums throughout the city. We also offer a Parent Resource library.

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

Additionally, families are invited to attend our monthly PTA meetings on the third Wednesday of each month, as well as classroom activities, and culminating school wide trips and activities. Some of the activities in the 2011/12 school year included a visit to the Brooklyn Museum, a Core Knowledge walkthrough at our school, and various assembly programs that are based on current Core Knowledge themes and topics.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	13	15	5	7									55
Intermediate(I)		6	11	17	11									45

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)		1	5	7	22									35
Total	15	20	31	29	40	0	0	0	0	0	0	0	0	135

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	15	8	7	1	1								
	I		4	7	1	1								
	A		3	8	9	8								
	P		3	7	17	27								
READING/ WRITING	B	15	9	10	4	5								
	I		5	12	17	11								
	A		1	6	6	22								
	P		1	1	1	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	16	14	0	44
4	5	17	9	0	31
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		25		15		3		49
4	7		9		18		2		36
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	2	7	1	17	0	5		35
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: Abraham Lincoln

School DBN: 19K007

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/10/11
	Assistant Principal		11/10/11
	Parent Coordinator		11/10/11
	ESL Teacher		11/10/11
	Parent		11/10/11
	Teacher/Subject Area		11/10/11
	Teacher/Subject Area		
	Coach		11/10/11
	Coach		
	Guidance Counselor		11/10/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K007 **School Name:** Abraham Lincoln

Cluster: 2 **Network:** 212

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.

Based on parent responses to the Home Language Identification Surveys, approximately 97% of our families have indicated that Spanish is spoken in the home. We have also held several meetings at our school with coaches, staff developers, teachers and administrators to assess the need for materials and resources to be translated for parents. Further investigation took place as to what was available to purchase. We also elicited teacher feedback as to individual needs. Also, during professional development teachers shared ways that we can simplify translation. For example, the website: freetranslation.com was recommended during an after school teacher workshop. Also, our parent coordinator and P.T.A. President provide us with feedback and suggestions.

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

We found that the following was needed to translate in Spanish:

- All parent notices of school activities
- Benchmark indicators
- Progress reports
- Promotion in Doubt letters
- Behavioral sheets
- Teacher letters
- Parent handbook
- Teacher Resource Copymasters from Math Steps workbooks
- The Game Masters from the Everyday Math Program in grades 1-4
- Literacy packets created by our literacy team in order to support regional initiatives (genre of the month and enrichment home activities).

Our findings were reported to the school community via Curriculum Team meetings, School Leadership meetings, PTA meetings, parent workshops, common preps, and faculty conferences.

Part B: Strategies and Activities

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

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

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

Our oral interpretation services are conducted in-house. We have numerous staff members available to translate orally in Spanish. Currently those staff members consist of our school secretaries, administration, teachers on each grade, school guidance counselor, members of our SBST, Parent Coordinator, and active PTA parents. As a result of our large bilingual staff, translators are readily available for phone calls, group meetings, as well as one-to-one meetings. Parents that speak languages other than English are directed to all available documents offered by the DOE online in various languages.

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Abraham Lincoln	DBN: 19K007
Cluster Leader: Charles Amundsen	Network Leader: Patricia Tubridy
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Push-in Services
Total # of ELLs to be served: 135
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

An Extended Day/After School Instructional Program

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

Saturday Academy

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

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

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

Materials for Supplementary Programs:

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

Professional development is coordinated by a curriculum team (the principal, assistant principal, coaches, AIS coordinators, parent coordinator, and UFT chapter leader) who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and refine school-based practices and update the professional development plans. On one level they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level focuses on effective practices in the delivery of instruction. Most professional development will be delivered in the teacher's classroom during common preps. Targeted differentiated professional development delivered on a regular basis will be utilized to significantly increase the capacity of the teaching cadre to support the ELA curriculum, English Language acquisition and student learning. Professional development will take place through, but not be limited to: weekly scheduled articulated professional development; Coaches performing the above described roles; teacher scheduled inter-visitation, administrative snapshots and observations, Regional Instructional Specialist professional development sessions and teacher support activities, Instructional Support Specialist support activities, study groups, etc. Teachers will learn from all of the mentioned activities expanding their knowledge base, capacity and educational toolboxes. Learning styles and differentiated instruction will be addressed in classrooms as teachers become more comfortable with varied methods of delivery of instruction. Teachers will differentiate instruction by providing instruction targeted to the deficit skills of each child. Professional development is coordinated by a curriculum team.

Professional development plans for the 2011-2012 school year include orientation for all teachers on the ESL standards, NYSESLAT Testing and evaluation of results. We will also have focused and detailed

Part C: Professional Development

training in ESL methodologies for all staff members servicing ELL students. Some topics to be covered are:

ESL methodologies – The Inductive Approach, Grammar - Translation Approach, Direct Method, Cognitive Approach, Situational Approach, Comprehension-based Approach and Total Physical Response, CALLA

NY State ESL Standards

Best practices for instructing ESL students through the Balanced Literacy philosophy

Differentiated Instruction in the Content Area-Math, Science, SS, Technology

Technology Assisted Instruction in the ESL/bilingual Classroom

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

Administration (principal and assistant principals)

Literacy and Math Coaches

ESL teachers

In-house AIS Providers

LSO Specialists including the ELL Program Specialist and Math, Science, Technology, Humanities Content Specialists.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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

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

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		