



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: LOUIS F. SIMEONE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q007

PRINCIPAL: SARA TUCCI **EMAIL:** STUCCI@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MADELENE CHAN**

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
Sara Tucci	*Principal or Designee	
Ircania Stylianou	*Assistant Principal	
Rachel Cohn	*UFT Chapter Leader/Teacher	
Masuma Jabiullah	*PA/PTA President or Designated Co-President	
Madelena Causi	SLT Chairperson/Teacher	
Linda Romay-Bolger	Secretary of SLT/Teacher	
Irmgard Burns	Member/Teacher	
Naomi Landau	Member/Teacher	
Ana Bustamante	Member/Parent	
Florence Thwe	Member/Parent	
Monoara Akter	Member/Parent	
Rahila Begum	Member/Parent	
Erika Yohanes	Member/Parent	
Marissa Robles	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, 30% of level 1 (21 out of 70) 3rd grade students will increase their performance by 3 or more reading levels as measured by Teachers College Running Records (Fountas & Pinnell).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Although the 2011-2012 ELA scores indicate that fewer of our students are performing at level 1 than during the previous year, there continues to be a need for increased literacy performance. Because of this, we have taken an in depth look at the results of this exam and the corresponding NY Start Report to determine which skills our students are deficient in. In this way the literacy coach can plan professional development and teachers can plan instruction to better guide students towards proficiency in these areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- In order to increase ELA scores for our 3rd grade students, we will move to raise the reading levels of our students in all grades. In this way literacy skills will be built upon what has been taught during the previous years. Student progress will be monitored using the Teachers College Running Records in an effort to progressively increase the reading levels of our students throughout each school year. In order to accomplish this, teachers will participate in monthly differentiated professional development, TC calendar days, lab-sites, in-house and off-site professional development; volunteer lunch and learn, study groups, intra-visitation, inter-visitation, one-on-one support by literacy coaches and teacher supervisory conferences in an effort to deepen their understanding of all teaching practices such as conferring, read aloud, shared reading, guided reading and strategy lessons.
- Students will be assessed quarterly (October, January, March and May) through the use of the Teachers College Running Records to determine flexible grouping and differentiated instruction moving students to the next reading level.
- Based on the home language survey, English proficiency and teacher recommendations, students will participate in AIS reading and/or ESL services. Teachers and students will receive support from AIS providers (literacy) who will provide small group and individualized instruction. Also, based on teacher recommendations, at risk students will participate in the 37 ½ extended day and after school literacy programs.
- Students will receive 10 books to read at home each week. Student book bags will be monitored monthly to include just right books as measured

by their reading levels using running records. Second and third grade students' reading logs will be collected every month to assess reading stamina. All grades will participate in the Books Across America program in an effort to increase the number of books read at home.

- Students will receive phonemic/word solving instruction using Headsprout, Words their Way, Month by Month Phonics and the Phonics Lessons programs.
- Teachers and students will participate in various literacy based inquiry teams to further differentiate instruction and increase the reading levels of our at risk students. At Risk students identified through a universal assessment (TC Assessment Pro) will receive Rtl services (Tier 1, Tier II, Tier III) in the classroom, 5:1 and 3:1 settings.
- Students will generate monthly curriculum goals based on their needs and teacher input (ongoing assessments and checklists). Students will assess their progress to update and revise such goals at the close of each curricula unit of study.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents and students will participate in Family Literacy Night which emphasizes Phonics, reading and writing activities. During this time, parents are instructed on how to extend the literacy skills learned in class to the home environment using reading and phonics games as well as questioning and shared reading techniques.
- Students will receive 10 books to take home each week to read to and with their families. All students will participate in the Books Across America Program in an effort to increase the amount of books read at home.
- Principal/Parent Meetings are held monthly during which time the principal models techniques used in the classroom which parents can replicate at home with their children.
- Meet the Teacher Night is held each September in an effort to allow parents insight into the curriculum being taught, student expectations as well as an opportunity to address parental concerns. Parent Teacher Conferences are held each November and March to inform parents of their child's progress and provide feedback on how to improve reading competencies at home.
- Monthly Curriculum letters are sent to parents describing the units of study and skills being taught in the content areas. These letters extend classroom learning to the home by giving parents/guardians tips on how to further increase their children's proficiency in each subject area.
- Correspondence from the school to home is translated into the major languages of our student body including Spanish, Chinese and Bengali.
- Open School Week is held each November allowing all parents to observe their children's classroom, routines, lessons taught, and classroom environment.

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy Title I _____ Title IIA _____ Title III Grants Other

If other is selected describe here:

- Fair Student Funding is used to provide literacy materials and fund AIS/Literacy teachers’ salaries.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’ 13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- All classrooms, ESL and AIS teachers will participate in monthly Professional Development provided by our assistant principals and literacy/math coach. This PD includes discussion and training on the use of the TC Assessment Pro and the CCSS Literacy tasks. Our assistant principals and coach are funded by Title I, Fair Student Funding and Contract for Excellence funds.
- The Teachers College instructional program including the TC Assessment Pro evaluation materials are purchased with Title I funds and used by our classroom, AIS and ESL teachers to assess each student and provide both whole class and individualized instruction.
- The AIS and ESL services provided to our at-risk students are provided by the above mentioned teachers and funded by Title I and Fair Student Funding.
- Per Diem substitutes who are hired, allow teachers to participate in in-house and off-site professional development are paid for with Title I School wide Program money. Title I Funds are also used to support on-going professional development.
- The Books Across America Program facilitated by our classroom teachers is funded by our school’s Parents Association. The book bags and reading materials provided to our students to take home and read in class are paid for with Title I Funds and Fair Student Funding.
- Teachers across curriculum areas (classroom, AIS and ESL) will participate in literacy and ESL study groups facilitated by our assistant principal and literacy coach. Per session payments to staff members for their participation in such groups will be funded through the use of Title I Schoolwide Program money.
- Family Literacy Night is facilitated by our administrative and teacher staff and is paid for with Title I funding.
- After school literacy and ESL programs taught by classroom, AIS and ESL teachers for our at-risk students is funded by Title III funds.
- Phonemic, reading and writing instruction including the use of Words Their Way, Month by Month Phonics and Phonics Lessons programs is provided by classroom teachers during the school day as well as during the 37 ½ Minute Extended Day. Phonemic reading instruction through the use of the Headsprout Program is paid for with NYSTL funds.
- RtI services provided to our at-risk students are facilitated by our Reading/AIS teachers and funded with Title I and Fair Student funding.

- Correspondence from school to home informing parents of the units of study and skills to be learned in all content areas is translated in the major languages of our students by the Translation Unit as well as per-session staff members funded by TL Translation Service funds.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, school leaders will have created a collaborative school community to increase effective communication and engagement with all stake holders (teachers, parents, students and support staff). As measured by a 10% increase in the number of parents attending school functions.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- It is our belief that in order to increase student performance, it is important to increase the communication among all stakeholders in our school community. For this reason, it was deemed necessary to improve communication throughout our school community. We have looked into ways to improve the level and types off communication used among our students, parents, teachers and administration in order to improve the academic and social achievement of our students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Principal/Parent and Parent Association meetings are held monthly. School activities, Parent Workshops, Curricula, Instructional goals and activities are introduced and discussed during these meetings in order for parents to better understand the Units of Study and skills being taught in the classroom, ways in which parents can extend learning into the home, as well as upcoming activities in the school.
- Parents and teachers will work cooperatively to designate classroom parents who will act as liaisons between the classroom teacher and the parents of all students in each class. These designees will inform parents of upcoming activities and projects as well as keep teachers informed of parent concerns.
- Teachers and parents will participate in Family Literacy and Math Night.
- Teachers and parents will participate in Meet the Teacher Night. At this venue parents will get to know their child's teacher as well as the units of study and skills to be learned. Classroom routines, student expectations and parental questions/concerns are addressed at this time.
- A class president and vice president will be elected in each classroom. These students will help facilitate communication among students, teachers and administration.
- The School Leadership Team meets monthly in order for parents, teachers and administration to share ideas, goals activities and concerns.

- Parents will be invited to participate in the volunteer Learning Leader Program.
- Weekly Workshops for parents are given on how to implement activities such as: Read Aloud, Shared Reading and Go Math Games.
- Parent Lending Library
- Title I Parental Involvement Committee.
- A monthly calendar is distributed to all students to inform parents of school activities and special programs.
- Curriculum letters in all subject areas (translated in different languages: Spanish, Chinese, and Bengali).
- Informational letters about different activities/events.
- Parent Coordinator/Parent Workshops.
- Student of the Month and Perfect Attendance Awards.
- ESL classes for parents.
- Parents, teachers and students will participate in Teachers College end of the unit celebrations.
- The Aris Parent Link gives parents access to their child's progress.
- Diverse representation of the School Leadership Team.
- Principal report during P.A. Meetings.
- Parent Association Meetings, workshops and family activities.
- Breakfast with parents and administrators sponsored by the Parents Association.
- Reflection/evaluation forms about events/activities.
- Surveys for parents and teachers.
- PS 7 Schoolwires
- Newsletter with student writing.
- Spirit Day
- Pajama Day
- Halloween Parade
- International Day
- Field Day
- Penny Harvest – student leader
- Discipline Code/Contract
- City harvest Food Drive
- Staff Events Celebrations/PS 7 Staff Social Committee
- Teacher Teams
- Staff Suggestion Box for staff, parents and students.
- Faculty/Grade conferences, one-on-one teacher/supervisory meetings.
- Principal open door policy for staff and parents.
- Grade leaders, lead teachers and staff developers.

- LEAP Program/Administrative internships.
- Staff will turn key information learned during off-site professional development, share expertise and present at workshops.
- Resources: Title I Parental Involvement, Network support, staff, guidance counselors, social worker, and school psychologist support.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Principal/Parent and Parent Association meetings are held monthly. School activities, Parent Workshops, Curricula, Instructional goals and activities are introduced and discussed during these meetings in order for parents to better understand the Units of Study and skills being taught in the classroom, ways in which parents can extend learning into the home as well as upcoming activities in the school.
- Parents and teachers will work cooperatively to designate classroom parents who will act as a liaison between the classroom teacher and the parents of all students in each class. These designees will inform parents of upcoming activities and projects as well as keep teachers informed of parent concerns.
- Teachers and parents will participate in Family Literacy and Math Night.
- Teachers and parents will participate in Meet the Teacher Night. At this venue parents will be able to get to know their child’s teacher as well as the units of study and skills to be learned. Classroom routines, student expectations, and parental questions/concerns about classroom procedures are addressed during this time.
- The PS 7 website provides parents with information about our school activities and classroom assignments, projects and special programs.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax		Title		Title				
Levy	✓	Title I	IIA	III	✓	Grants	✓	Other

If other is selected describe here:

- Our assistant principals and coach are funded in part by Fair Student Funding in an effort to provide Professional Development to our teachers. In addition, the Teachers College curricula and Assessment Pro are supported by these funds.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- All classrooms, ESL and AIS teachers will participate in monthly Professional Development provided by our assistant principals and literacy/math

coach. This PD includes discussion and training on the use of the TC Assessment Pro and the CCSS Literacy tasks. Our assistant principals and coach are funded by Title I, Fair Student Funding and Contract for Excellence funds.

- The Teachers College instructional program, including the TC Assessment Pro evaluation materials are purchased with Title I funds and used by our classroom, AIS and ESL teachers to assess each student and provide both whole class and individualized instruction.
- The AIS and ESL services provided to our at-risk students are provided by the above mentioned teachers and funded by Title I and Fair Student Funding.
- Per Diem substitutes who are hired allow teachers to participate in in-house and off-site professional development is paid for 2with Title I School wide Program money. Title I funds are also used to support on-going professional development.
- The Books Across America Program facilitated by our classroom teachers is funded by our school's Parents Association. The book bags and reading materials provided to our students to take home and read in class are paid for with Title I Funds.
- Teachers across curriculum areas (classroom, AIS and ESL) will participate in literacy and ESL study groups facilitated by our assistant principals and literacy coach. Per session payments to staff members for their participation in such groups will be funded through the use of Title I Schoolwide Program money.
- Family Literacy Night is facilitated by our administrative and teacher staff and is paid for with Title I funding.
- After school literacy and ESL programs taught by classroom, AIS and ESL teachers for our at-risk students is funded by Title III.
- Phonemic, reading and writing instruction including the use of Words their Way, Month by Month Phonics and Phonics Lessons programs is provided by classroom teachers during the school day as well as during the 37 ½ Minute Extended Day. Phonemic reading instruction through the use of the Headsprout Program is paid for with NYSTL funds.
- RtI services provided to our at-risk students are facilitated by our Reading/AIS Teachers and funded with Title I funds and Fair Student Funding.
- Correspondence from school to home informing parents of the units of study and skills to be learned in all content areas is translated in the major languages of our students by the Translation Unit as well as per-session staff members funded by TL Translation Service funds.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, 100% of students in grades Kindergarten through third grade will have been engaged and will have completed two Common Core Math Tasks as measured by the student participation of the task assessment assigned to each grade.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Although the results of the 2011-2012 NYS Math Exam and CCLS task indicate that there is an increased performance by our students, there continues to be a need for differentiated and individualized instruction with a strong focus on problem solving and mathematical reasoning skills. In an effort to improve understanding and performance in these areas, all students will engage in rigorous performance based tasks in math which are aligned to the curriculum units of study and the NYS Common Core Standards. Classroom instruction will focus on the skills needed to perform each task preceding its implementation. Upon completion and review of each, instruction will again be differentiated in order for students to practice and master the areas of math in which they perform below expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- Teachers will use the Mathematical Read Alouds, Shared Reading and Shared Writing as well as the Go Math to create lessons and differentiated instruction to ready students for each CCLS task. Teachers will assess students' progress preceding the administration of these tasks to plan instruction accordingly in an effort to ensure high levels of task performance by our students.
- Based on teacher conference notes and recommendations, students in need of further instructional assistance will participate in the 37 ½ minute extended-day program and/or math after school programs. These programs will work to reinforce the skills needed to succeed on the CCLS assessment/task. In addition, students and teachers will engage in various math based Inquiry Teams in an effort to meet individual needs and increase student performance.
- Classroom libraries will continue to be increased to support math competencies. In this way, students will have access to more math based materials. As students read more of this type of information on their own (during the readers and math workshop as well as at home with their families) they will have the opportunity to perform and use the skills learned in the classroom for a variety of reasons and to generate their own

tasks/projects.

- Students in grades Kindergarten through three will be assessed in Common Core Math Tasks. The assessments as well as students' results will be documented and placed in pupil portfolios. The results of the CCLS tasks will further allow teachers to differentiate instruction and engage in small group work with students.

- Students in each grade will participate in the Baseline Math Assessment I

	<u>BASELINE</u>	<u>TASK</u>
Kindergarten	December	May
First Grade	December	February
Second Grade	December	March
Third Grade	December	January

Students in each grade will participate in the Baseline Math Assessment 2 and Math Task 2 as follows:

	<u>BASELINE</u>	<u>TASK</u>
Kindergarten	April	May
First Grade	April	May
Second Grade	April	May
Third Grade	April	May

- Teachers will continue to receive monthly math professional development to enhance their understanding of how to teach computation and problem solving skills through the use of balanced literacy strategies. To increase higher order thinking skills, such professional development will include ways in which to promote mathematical reasoning and the use of higher order questioning techniques through interactive writing, interactive read aloud with accountable talk, and shared reading. Professional Development will also include an exploration of the NYS Common Core Learning Standards in an effort to differentiate instruction based on these rubrics and student needs.
- In-house and off-site professional development will be given to teachers and staff, including one-on-one support from supervisors, and the AIS math teacher as evidenced by PD agendas and attendance. Such PD will include but is not limited to lab-sites, in-house and off-site professional development, study groups, and intra-and inter-visitation.
- Teachers will participate in various study groups. Teachers will be provided with a content area course book to study and reflect upon. Weekly meetings will be held to share the information learned and discuss how such techniques and reasoning can be applied within our classrooms to improve student performance. Promethean Board study groups will be provided to teachers in an effort to help enhance instruction through the use of technology. During such time teachers will be taught the skills and techniques needed to incorporate the use of Promethean Board and other technologies with the Go Math Program to allow children more opportunities to practice and share what is learned with their fellow students.
- Classroom visits by the principal, assistant principals, and coaches using walkthrough checklists and the Enhancing Professional Practice, Framework for Teaching by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction. Formal and informal observations allow the supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of

improvement in an effort to improve classroom instruction for all.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents have been introduced to the CCLS during the 2011-2012 school year as well as the current year’s parent meetings. They have also been made aware of changes made in our math curriculum in conjunction with these new standards. Monthly curriculum letters indicate the units of study, student expectations and tips on how parents can practice the math skills learned in the classroom at home with their children.
- The Go Math Program was introduced and discussed with the PA President and parental members of the School Leadership Team to provide them with the necessary information needed to turnkey our new math curriculum during Parent Association meetings.
- During Principal/Parent Meetings the principal models how to conduct mathematical shared reading and read alouds to extend the learning done in the classroom into the home. Throughout such demonstrations, the principal demonstrates the techniques aligned with the Charlotte Danielson Rubrics, as they are performed in the classroom so parents have a better understanding of the instruction given to their children.
- Meet the Teacher Night is held in September in order to inform parents of the units of study, skills being taught and student expectations.
- Open School Week is held each November in order to give parents an opportunity to view their child’s teacher and the manner in which instruction is executed.
- Parents and students will participate in Family Math Night twice a year where teachers and administrative staff will model how to incorporate the math skills learned in school into students’ everyday life. Parents learn how to play math games at home with their children and are provided with the materials to do so.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- All classrooms, AIS/ESL teachers will participate in monthly professional development provided by our assistant principals and literacy/math coach. This PD includes the use of the Go Math Program to ready students for the CCLS Math Tasks. Our assistant principals and math coach are funded by Title I, Fair Student Funding and Contract for Excellence Funding.
- After school math programs for our at-risk students will be taught by classroom and content area teachers and funded by Title III funds.
- Balanced literacy materials used in conjunction with the math workshop on an on-going basis are purchased through the use NYSTL funds.
- The Go Math Program used to ready our students for the CCLS math tasks is utilized by all classroom teachers to differentiate instruction during the math workshop. Our math coach, PD and materials will be paid for with the use of Title I funds.
- The Cornell Nutrition Workshop is provided to parents to teach them how to make better nutritional choices for their families. This workshop includes eight weekly lessons on the types of food and preparation needed to prepare healthy meals as well as exercise routines to follow. Parents who attend all eight sessions receive a certificate of completion of the program.
- Child Center of NY works in conjunction with our school to refer families in need of counseling, in a variety of areas. Two licensed social workers come to the school twice a week to provide counseling to students with mental health and violence concerns.
- The Lower East Side Family Union provides individual and family counseling to our students. These services include home visits that help families establish the routines and activities needed to provide a proper home environment.
- Prevent Child Abuse and ACS-Parents and Children's Rights unit provide counseling for families in jeopardy of domestic violence and refers these families to other agencies and resources they may need i.e. shelter and violence.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, 100% of students in grades Kindergarten through third will have been engaged and will have completed two Common Core Literacy Tasks based on science and social studies informational texts as measured by student participation of the task assessments assigned to each grade.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Although the results of the 2011-2012 NYS ELA Exam as well as the classroom Literacy CCLS Tasks indicate that there is an increased performance by our students, there continues to be a need for differentiated and individualized instruction with a strong focus on non-fiction reading and writing as well as persuasive writing. In an effort to improve understanding and performance in these areas, all students will engage in a rigorous performance based task in literacy which is aligned to the curriculum units of study and the CCLS. Classroom instruction will focus on the skills needed to perform each task preceding its implementation. Upon completion and review of each, instruction will again be differentiated in order for students to practice and master the areas of literacy in which they do not meet expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Timeline for implementation.
- A team of teachers will create Common Core Literacy Tasks embedded in the science and social studies units of study aligned with the instructional shifts and differentiated using DOK, UDL, & RtI. Reading informational texts standards one and ten, Writing Standards one and two, Speaking/Listening Standard one and Language Standards one, and six will be addressed in all grades. Students will complete two literacy tasks that ask them to read and analyze informational text and write opinions and arguments in response.
- In Kindergarten, the tasks will relate an animal unit in science and a community helper unit in social studies. In first grade, the tasks will relate to an animal unit in science and a needs and wants unit in social studies. In second grade the task will relate to an earth study unit in science and an urban, suburban and rural communities unit in social studies. In third grade the tasks will relate to an animal diversity unit in science and a case study of different countries in social studies.
- The students in all grades will participate in the Science/Literacy Based Non-Fiction Assessment I as follows:

	<u>BASELINE</u>	<u>TASK</u>
Kindergarten	February	March
First Grade	November	January
Second Grade	November	January
Third Grade	December	January

Students in all grades will participate in the Social Studies/Literacy Based Opinion Writing Baseline 2 and Literacy Task 2 as follows:

	<u>BASELINE</u>	<u>TASK</u>
Kindergarten	April	May
First Grade	January	February
Second Grade	January	February
Third Grade	April	May

- Fiction and non-fiction classroom libraries will continue to be increased in order to infuse opportunities for students to read and respond to a combination of narrative and informational texts.
- A baseline centered on each task will be administered to all students in winter and spring in order for teachers to assess students' needs and the skills to be taught, enabling children to succeed in the completion of each task.
- Teachers will use this baseline data, along with all available student data, to identify the instructional needs accordingly.
- Teachers will monitor and revise student work to determine continued needs of all students in the performance task.
- Teachers will analyze the Literacy CCLS Baseline and Tasks to assess students' progress.
- Teachers will use the TC Units of Study, Read Alouds, Shared Reading and Shared Writing to create lessons and differentiated instruction to ready students for each CCLS task. Teachers will assess students' progress preceding the administration of these tasks to plan instruction accordingly in an effort to ensure high levels of task performance by our students.
- Based on teacher conference notes and recommendations, students in need of further instructional assistance will participate in the 37 ½ minute extended-day program and/or literacy and ESL after school programs. These programs will work to reinforce the skills needed to succeed on the CCLS assessment/task. At-risk reading students will participate in the Response to Intervention Program (RtI) which will target students individual needs to increase their reading levels. In addition, students and teachers will engage in various literacy-based Inquiry Teams in an effort to meet individual needs and increase student performance.
- Classroom libraries will continue to be increased to support reading and writing competencies. In this way, students will have access to more non-fiction based materials. As students read more of this type of information on their own (during the readers and writers workshop as well as at home with their families), they will have the opportunity to perform and use the skills learned in the classroom for a variety of reasons and to generate their own tasks/projects.
- Teachers will continue to receive monthly literacy professional development to enhance their understanding of how to teach word solving and comprehension skills through the use of balanced literacy strategies. To increase higher order thinking skills, such professional development will

include ways in which to promote reasoning and the use of higher order questioning techniques through interactive writing, interactive read aloud with accountable talk, and shared reading. Professional Development will also include an exploration of the CCLS in an effort to differentiate instruction based on these rubrics and student needs.

- In-house and off-site professional development will be given to teachers and staff, including one-on-one support from supervisors as evidenced by PD agendas and attendance. Such PD will include but is not limited to TC Calendar Days, lab-sites, in-house and off-site professional development, volunteer lunch and learn, study groups, and intra-and inter-visitation.
- Teachers will participate in various study groups. Teachers will be provided with a content area course book to study and reflect upon. Weekly meetings will be held to share the information learned and discuss how such techniques and reasoning can be applied within our classrooms to improve student performance. Promethean Board study groups will be provided to teachers in an effort to help enhance instruction through the use of technology. During such time teachers will be taught the skills and techniques needed to incorporate the use of the Promethean Board and other technologies with the TC Units of Study and Word Study Units to allow children more opportunities to practice and share what is learned with their fellow students.
- Classroom visits by the principal, assistant principals, and coaches using walkthrough checklists and the Enhancing Professional Practice, Framework for Teaching by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction. Formal and informal observations allow the supervisory staff to provide immediate feedback to our teachers regarding their strengths as well as areas of improvement in an effort to improve classroom instruction for all.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents have been introduced to the CCLS during the 2011-2012 as well as the current year's parent meetings. They have also been made aware of changes made in our reading and writing curriculum in conjunction with these new standards as monthly curriculum letters indicate the units of study, student expectations and tips on how parents can practice the literacy skills learned in the classroom at home with their children.
- During Principal/Parent Meetings the principal models how to conduct shared reading and read alouds to extend the learning done in the classroom into the home. Throughout such demonstrations the principal demonstrates the techniques aligned with the Charlotte Danielson Rubrics, as they are performed in the classroom, so parents have a better understanding of the instruction given to their children.
- Meet the Teacher Night is held in September in order to inform parents of the units of study, skills being taught and student expectations.
- Open School Week is held each November in order to give parents an opportunity to view their child's teacher and the manner in which instruction is executed.
- Parents and students will participate in Family Literacy Night twice a year where teachers and administrative staff will model how to incorporate the reading and writing skills learned in school into students' everyday life. Parents learn how to play word decoding games at home with their children and are provided with the materials to do so.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy Title I _____ Title IIA Title III Grants Other

If other is selected describe here:

- The AIS/ESL/Literacy services provided to our at risk students during the school day are provided by the AIS and ESL teachers and funded by Title I, Title III and Contract for Excellence Funds.
- Balanced literacy materials used within the readers and writers workshops on an ongoing basis by classroom, AIS and ESL teachers are purchased through the use of NYSTL funds.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The Teachers College instructional program used to ready our students for CCLS Literacy tasks is utilized by all classroom, AIS and ESL teachers to differentiate instruction in the reading and writing workshops. The Teachers College staff developer, off site PD and materials will be paid for through the use of Title I Funds.
- All classrooms, ESL and AIS teachers will participate in monthly professional development provided by our assistant principal and literacy/math coach. This PD includes the use of the Teachers College Reading and Writing Programs to ready our students for the CCLS Literacy tasks. Our assistant principals and literacy/math coach are funded by Title I, Fair Student Funding and Contract for Excellence funds.
- The AIS and ESL services provided to our at-risk students during the school day are provided by the above mentioned teachers and funded by Title I, Title III and Title I SWP and Contract for Excellence funds.
- After school Literacy and ESL Programs for our at-risk students will be taught by classroom and ESL teachers and funded by Title III funds.
- Balanced Literacy materials used within the readers and writers workshops on an ongoing basis with classroom, AIS and ESL teachers are purchased through the use of NYSTL funds.
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ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, all teachers would have received individualized feedback and differentiated professional development through a cycle of a minimum of three mini observations on 1E-Designing Coherent Instruction; 3B-Using Questioning and Discussion Techniques & 3D-Using Assessment in Instruction (Charlotte Danielson's Framework for Teaching).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Although teachers receive training throughout the school year on a variety of areas, like our students, they also need differentiated guidance and professional development in order to strengthen teaching practices, improve student performance and increase the rigor of instruction in all classrooms. In order to help teachers improve their craft and ensure expert instruction in the classroom, mini-observations and feedback will be implemented throughout the school year articulating clear expectations through the use of the Danielson's Framework for Teaching and aligned to selected DOE competencies.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) Timeline for implementation.
- The principal, and assistant principals will conduct a minimum of three mini-observations per teacher throughout the school year using the Framework for Teaching (Charlotte Danielson's rubrics: 1e, 3b, and 3c) to provide feedback and support to all teachers. Upon completion of each mini-observation the principal and/or assistant principal conducting the observation will provide timely feedback concerning strengths as well as areas of improvement in an effort support teachers as they drive instruction in the classroom. As a result of these mini-observations and feedback, teachers will have the opportunity to participate in differentiated professional development to improve their teaching practices based on these supervisory reports and feedback. Teachers will be able to choose their own areas of interest to improve upon when participating in study groups (math, literacy and technology), volunteer lunch and learn workshops during DOE professional development days as well as attendance of TC Calendar Days and CFN Network 410 PD.
- Teachers will have the opportunity to receive ongoing training to help them develop a better understanding of the Framework for Teaching (Charlotte Danielson's rubrics) and how it will be used to enhance classroom learning for our students.
- Teachers will receive one-on-one supervisory support and feedback as a result of ongoing review of their work in the classroom as well as one-on-one support the TC staff developers and by our in-house literacy/math coach. As pedagogues apprise themselves of their strengths and

weaknesses, they will be allowed to conduct and participate in inter and intra-visitations.

- Teachers will receive ongoing training to develop a better understanding of the Framework for Teaching (Charlotte Danielson’s Rubrics) and how it will be used to enhance classroom learning for our students. Teachers will also gain deeper knowledge of how to use questioning and strategies in order to improve students’ critical thinking skills.
- Teachers will set individual professional goals in order to enhance their knowledge in the units of study and teaching skills. Teachers’ professional goals as well as observation reports will be used to plan for professional development.
- Throughout the school year (September 2012 – June 2013) teachers will participate in a cycle of at least two - four formal observations for tenured and untenured teachers, as well as a minimum of three mini-observations to assess their strengths and areas in need of improvement. Feedback based on the above will allow teachers to make decisions regarding the types of in-house and off-site professional development they will participate in.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents have been introduced to the NYS Common Core Standards during 2011-2012 school year as well as during the current year’s parent meetings. They have also been made aware of changes made in the curriculum in conjunction with these new standards as Monthly Curriculum Letters indicate the units of study in each subject area, student expectations, and tips on how parents can practice the skills learned in the classroom at home with their children.
- During Principal/Parent Meetings, the principal models how to conduct shared reading and read alouds to extend the learning done in classroom into the home. Throughout such demonstrations the principal demonstrates the techniques aligned with the Charlotte Danielson Rubrics as they are performed in the classroom, so parents/guardians have a better understanding of the instruction given to their children.
- Open School Week is held each November in order to give parents/guardians an opportunity to view their child’s teacher and the manner in which instruction is executed. As teachers use the Framework for Teaching rubrics in their classroom, the results will be evident in the type of learning being witnessed by those parents/guardians visiting our classrooms.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

- Our AIS/Math teacher (funded by Title I and Fair Student Funding) and the Literacy/Math coach (funded by Contract for Excellence) provide ongoing support to all pedagogical staff in order to provide insight into the use of the Charlotte Danielson Rubrics as they are used to enhance

instruction.

Service and program coordination

- Our AIS/Math teacher (funded by Title I and Fair Student Funding) and the Literacy/Math coach (funded by Contract for Excellence) provide ongoing support to all pedagogical staff in order to provide insight into the use of the Charlotte Danielson Rubrics as they are used to enhance instruction.
- The principal and assistant principals will conduct mini observations with all classroom and content area teachers on an ongoing basis.
- All classrooms, ESL and AIS teachers will participate in monthly professional development provided by our assistant principals and literacy/math coach. This professional development includes the use of the Charlotte Danielson’s Framework for teaching Rubrics and the NYS Common Core Standards to help drive a rigorous instructional program.
- As a result of supervisory visits and feedback, teachers will be provided with individualized professional development, both in house and off site as funded by Title I SWP funds.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> 1. Word Study using Words their Way, Phonics Lessons and Month by Month Phonics. 2. Headsprout 3. RtI 4. ELA test preparation program 5. After School ESL Program 6. Imagine Learning 	<ol style="list-style-type: none"> 1. Whole class and small group 2. Whole class and tutoring for Kindergarten. 3. Small Group 4. Whole class and small group 5. Small Group and 1:1 6. Tutoring 	<ol style="list-style-type: none"> 1. During the school day and during the 37 ½ minute extended day period. 2. During the school day and during the 37 ½ minute extended day period. 3. During the school day. 4. During the school day and during the 37 ½ minute extended day period. 5. After School 6. During the school day and during the 37 ½ minute extended day period.
Mathematics	<ol style="list-style-type: none"> 1. AIS Math 2. NYS Math test prep program 	<ol style="list-style-type: none"> 1. Small Group 2. Whole Class and Small Group 	<ol style="list-style-type: none"> 1. During the school day for 2 and 3 grade. 2. During the school day and 37 ½ minute extended day period.
Science	<ol style="list-style-type: none"> 1. Differentiated Instruction 	<ol style="list-style-type: none"> 1. Small Group and 1:1 	<ol style="list-style-type: none"> 1. During the school day and 37 ½ minute extended day period.
Social Studies	<ol style="list-style-type: none"> 1. Differentiated Instruction 	<ol style="list-style-type: none"> 1. Small Group and 1:1 	<ol style="list-style-type: none"> 1. During the school day and 37 ½ minute extended day period.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Guidance Counselor 2. School Psychologist 3. Social Worker 	<ol style="list-style-type: none"> 1. Small Group and 1:1 2. 1:1 3. 1:1 	<ol style="list-style-type: none"> 1. During the school day. 2. During the school day. 3. During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Teachers will participate in monthly differentiated professional development: TC Calendar Days, lab sites, in-house and off-site professional development, volunteer lunch and learn, study groups, intra-visitation, one-on-one support by literacy coaches and teacher supervisory conferences in an effort to deepen their understanding of all teaching practices such as conferring, shared writing, interactive writing and strategy lessons. All staff members will participate in professional development regarding the use of RtI to increase student performance as well as and in depth look at the Charlotte Danielson Framework for Teaching. Through the use of this tool teachers will be instructed on how to provide ongoing needs based instruction.
- Professional development will also include an exploration of the NYS Common Core Standards in an effort to differentiate instruction based on these rubrics.
- Classroom visits with assistant principals and coaches using walkthrough checklists and Enhancing Professional Practice; Framework for Teaching by Charlotte Danielson will provide feedback to all teachers on how to further improve classroom instruction.
- Teachers will participate in literacy study groups. Teachers will be provided with a content area course book to study and reflect upon. Weekly meetings will be held to share the information learned and discuss how the techniques and literacy skills learned can be applied within writers' workshop to improve student literacy performance.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in the planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- **Providing materials and training to help parents work with their children to improve their achievement level.** This includes but is not limited to workshops and meetings where instructional strategies are discussed and modeled so that they can be replicated in the home. Such workshops and meetings include Family Literacy Night, Family Math Night; Meet the Teacher Night, Monthly Principal/Parent Meetings, Weekly Workshop and ESL Classes for Parents. Learning materials such as Go Math and Literacy Games are provided to parents during the above mentioned workshops. Learning materials are shared between the school and home through the use of the Book in the Bag, Books Across America and Parent Lending Library Programs.
- **Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.** Parents are asked to participate on the SLT Committee and the Parents Association as well as to attend the meetings held by such groups in order to discuss and make decisions regarding curriculum activities and programs used and participated in within our school.
- **Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.** Parents are encouraged to participate

in their child's class as a volunteer chaperone during trips and to participate as a volunteer in the Learning Leader Program. Parents are also invited to attend and participate in the weekly workshop sessions where early learning strategies are modeled and parents are encouraged to use the Parent Lending Library. ESL classes are held in order to help parents new to the country, learn the language, as well as gain important information regarding immigration. In addition, a suggestion box for parental concerns will allow parents to ask questions and voice opinions/concerns in a non-threatening format to be addressed by the school. This along with the principal's open door policy fosters a shared communication among the school community.

- **Providing assistance to parents in understanding City, State and Federal standards and assessments.** Principal/Parent meetings, Meet the Teacher Night and Parent Teacher Conferences along with Family Literacy and Math Nights provide parents with needed information about the CCLS and how they relate to classroom and NYS Assessments using our school.
- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.** Based on the Home Language Survey, parents are provided with all pertinent information regarding our school through the use of written correspondence which is translated into the major languages spoken by our student body; Spanish, Chinese and Bengali. Translation is provided by the Translations Unit and staff members when needed.
- **Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.** The School Leadership Team meets monthly in order for parents, teachers and administrators to share ideas, goals, activates and concerns. At these meetings parent members are informed of the types and frequency of staff PD and are encouraged to share their ideas for improvement and/or additional workshops.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including those of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact. This is done during the Title I Parent Involvement and Parent Association Meetings. During our

SLT Meetings, the team is often apprised of Title I activities and concerns and the above policy is reviewed and updated.

- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills. Title I Funds and their use are discussed during Parent Association, SLT, and Principal/Parent Meetings. Parents are also apprised of workshops paid for with these funds through the use of written correspondence. Workshops are evaluated through the use of parent surveys to assess their effectiveness and decide which workshops/activities would be useful to repeat or extend upon in the future.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Our Parent Coordinator serves as a liaison between the school and families. She provides parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. In addition to this, such workshops are evaluated to determine the need for similar events in the future as well as their effectiveness.
- Conduct parent workshops including topics such as Teaching Children Basic Values, Homework – I’ll do it Later, Dealing with your Strong Willed Child, Being a Good Dad in the 21st Century, and Reinforcing Your Child’s Academic Skills. In addition to the above, the Cornell Nutrition Workshop provides parents with the opportunity to learn how to make better nutritional choices for their families. Parental ESL classes help teach newcomers much needed language skills along with the skills on how to navigate in their new homeland.
- Provide opportunities for parents to help them understand the school accountability system. The NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report and the Learning Environment Survey Report are discussed and explained by the principal during monthly Principal/Parent Meetings, SLT Meetings, and this information is reiterated during PA Meetings and parent workshops held by the school.
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Translate all critical school documents and provide interpretation during meetings and events as needed. All pertinent information regarding parent meetings, school safety, upcoming school programs/activities and monthly curriculum letters are translated into the major languages spoken by our school constituency; Spanish, Chinese and Bengali. This is done by the Translations Unit as well as our bilingual staff members when needed. Staff members provide translation services when necessary during school meetings and events to ensure the information provided can be understood by all attendees.
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their child's academic skill needs and what parents can do to help.

Our school will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committees.
- Supporting or hosting Family Day events;
- Establishing and maintaining a Parent Resource Center/Area or lending library; instructional materials for parents;
- Workshops will be provided to families regarding the roles of males asserting leadership in their children's education. This will be provided to parents/guardians, grandparents and foster parents.
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- Assigning classroom parents as leaders to disseminate information to other parents concerning classroom activities.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- Using academic learning time efficiently; Students will participate in 50 – 60 minute reading, writing and math workshops daily. In addition, each class will receive three 45 – 50 minute periods of science and social studies instruction per week.
- Respecting cultural, racial and ethnic differences; Students will be encouraged to respect and celebrate the vast cultural backgrounds of those in our school. This will be done through social studies based instruction that emphasis family, community and culture and through the celebration of holidays and conducting International Day.
- Implementing a curriculum aligned to the Common Core Learning Standards; all subject area curricula is aligned to the CCLS. The Teachers College Reading/Writing Workshops and the Go Math Program utilized in our school are all aligned to the CCLS as well as the four literacy and math tasks our students participate in. Bulletin boards and projects are also created using the criteria of these standards.
- Offering high quality instruction in all content areas; All content area instruction is CCLS aligned and our teachers are highly qualified.
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conducting Meet the Teacher Night in September and Parent-Teacher Conferences each November and March during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; Monthly Principal/Parent Meetings are conducted to keep parents apprised of ongoing school activities and events as well as to provide parents with the knowledge and materials necessary to extend their child's learning from the classroom into the home.
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; Communication between school and home is translated into the major languages spoken by our constituency, Spanish, Chinese and Bengali. Interpretation services as provided both by staff members and the Translation Unit in order to facilitate clear communication between home and school.
- Providing information related to school and parent programs, meetings and other activities to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- Involving parents in the planning process to review evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact; Parents are encouraged to participate in the SLT Committee, Parent Association and Title I Committee.
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; Through the use of this, parents can access information regarding their child's success and achievement in school, state exam scores as well as reading levels and absences.
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Meet the Teacher Conferences.
- Parents are encouraged to meet with their child's teacher to discuss their progress and address any concerns they may have. Appointments can be made with each individual teacher throughout the day as schedules permit.
- Our principal has an open door policy and encourages feedback from parents.
- The monthly Principal/Parent meetings provide parents with the opportunity to address their concerns and be apprised of curricula, updates, and school events.

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians; Parents are encouraged to meet with our schools guidance counselors to discuss any social/emotional concerns they may have for their child.
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); Letters are sent home providing parents with the information needed to access their child's academic progress via ARIS. In addition, such assessments and the CCLS are discussed during Meet the Teacher Night, Family Math/Literacy nights as well during monthly Principal/Parent Meetings.
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Parents will be invited to share their ideas anonymously through the use of a parent idea/suggestion collection which will be implemented this year. Parents can share their ideas

for improving any and all aspects of their child's education in a positive way.

- Monthly curricula letters are sent to parents in their home languages describing the units of study being taught in their child's classroom. This includes details of what they will be learning and ways in which parents can foster this learning at home.
- Workshops surveys are provided to parents in order to seek their input regarding what types of activities/workshops they would like to participate in as well as the effectiveness of those already attended.
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Monitor my child's progress by noticing as his/her reading level increases and reviewing projects and tasks returned home.
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;
- Participate and attend school meetings/activities as needed and as schedule permits.

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school/classroom rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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	District 24	Borough Queens	School Number 007
School Name Louis F. Simeone			

B. Language Allocation Policy Team Composition

Principal Sara D. Tucci	Assistant Principal Ircania Stylianou
Coach Naomi Landau	Coach type here
ESL Teacher Erin Munsch	Guidance Counselor Erin Garrity and Loreli Aguiar
Teacher/Subject Area Leigh Pena/Dual Language	Parent type here
Teacher/Subject Area Iclia Santiago/Dual Language	Parent Coordinator Joyce Serra
Related Service Provider type here	Other type here
Network Leader Altagracia Santana	Other type here

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	16	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	6	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	35
Number of teachers who hold both a bilingual extension and ESL certification	6	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1214	Total Number of ELLs	586	ELLs as share of total student population (%)	48.27%
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Part II: ELL Identification Process

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

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

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

As parents come in to register their child, they are given an admission package which includes: The Parent/Guardian Home Language Identification Survey in their language of preference Program Selection Form, Residency Questionnaire, Parent/Guardian Student Ethnic Identification Form, and the Child And Adolescent Health Examination Form.

Based on the information provided by the parents, administrative practices and procedures are followed during enrollment to screen students through the evaluation of the Home Language Survey (HLIS) to identify the student's language needs. The survey data is supported by an informal oral interview in English and in the native language of the child. This initial assessment identifies those students who may possibly be ELLs.

Upon having established that the student's home language is that other than English, a certified pedagogue administers the Language Assessment Battery-Revised (LAB-R) within ten days. The LAB-R measures students' level of English language proficiency, identified as beginning, intermediate, advanced or proficient. If the LAB-R results show that a child is an ELL and their home language survey indicates that Spanish is the home language, the Spanish LAB-R is administered to determine language dominance. The Spanish LAB-R is administered by a Spanish speaking licensed pedagogue.

Parents are interviewed by one of the following pedagogues: An Assistant Principal or a trained ESL licensed personnel along with the Pupil Accountant secretary. Whenever a translator is necessary to conduct the informal interview, we utilize teachers from our staff who speak the language as well as the DOE translation phone services.

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

P.S 7 makes provisions to annually evaluate ELLs using the New York State English as the Second Language Achievement Test (NYSESLAT). The procedure in place to coordinate and administer the NYSESLAT has been consistently implemented through the joint effort of administrators, school personnel. This procedure includes the following steps:

1. The school pupil accounting secretary prints the list of students eligible to take the LAB-R or NYSESLAT (RLER). This list includes all students in P.S. 7 who are eligible to take the NYSESLAT during the current school year. Eligibility is determined based on the results of either the previous year's NYSESLAT. Newly admitted students' eligibility to take the NYSESLAT is determined by the results of the

LAB-R.

2. The following personnel ensure that the proper documentation is gathered and that the procedures for coordinating and administering the NYSESLAT adhere to the New York City and State regulations.

Push-in ESL teachers employed at P.S. 7:

Giulia Alicea

English

TESOL K-!2

Common Branch License 1 – 6

Jennifer Caruana
Bilingual English and Italian
TESOL K – 12
Common Branch License PreK – 6

Natalia Dasrath
Bilingual English and Russian.
TESOL K – 12

Henrietta Dudas
Bilingual English and Hungarian
TESOL K – 12

Laura Iwane
English
TESOL K-12
Early Childhood Birth to K
Common Branch License

Erin Munsch
English
TESOL K – 12
Common Branch License
PRE K - 6

Kim Ng
Bilingual English and Chinese
TESOL K – 12

Lily Zhang
Bilingual English and Chinese
TESOL K – 12

The school ensures that all four components of the NYSESLAT are administered in compliance with the New York City and State regulations. Prior to the speaking portion of the NYSESLAT, all pedagogues assigned to administer this subtest are provided with a training session using video and other training materials from the state. This is done to ensure consistency in administration of the subtest and the assessment of students' speaking skills. The speaking subtest is administered to students individually in an assigned location separate from other students. The student's answers are recorded by the pedagogue administering the test on the student's answer sheet and afterwards transferred onto the scantron. The listening, reading, and writing subtests are administered to groups of students. Prior to administering the subtests, all involved school personnel are instructed regarding security regulations. To ensure 100% participation in the NYSESLAT, make-up tests are administered on the second day after the sub-test was given, and continues to administer it within the dates of the designated testing period. English Language Learners with disabilities are provided the testing accommodations indicated by their IEP or 504 Plan, with two exceptions: The reading subtest is not read to any student. During the writing subtest, students do not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. All school and pedagogue personnel rendering assistance to ELLs with disabilities during the NYSESLAT receive proper training on how to do so. The school supplies CD players for administering the listening subtest to students in grades 2 and above.

2. To ensure app parents understand the three program choices for English Language Learners, P.S. 7 offers both a bi-annual parent workshop as well as an individual meeting. The administration at P.S. 7, an ESL teacher and the Parent Coordinator provide a workshop for parents entitled "Programs the Department of Education offers English Language Learners." It is offered in May and September for incoming Kindergarten students. At this orientation parents are informed of all three program choices which include:

Free Standing English as a Second Language (ESL), Transitional Bilingual Education (TBE) and the Dual Language Program (DL). During this workshop parents view the DOE parental Choice video in their preferred language and are given the opportunity to also ask questions in their preferred language about the various programs. The school provides translators at these workshops to help parents understand the information presented as well as to communicate with the school personnel.

This workshop serves as a forum to ensure that the parents of new admits understand and make informed choices regarding the three ELL programs: TBE, DL, and ESL. As new admits come in throughout the school year, a pedagogue and/or an Assistant Principal interviews the parents and informs them of the programs the Department of Education offers all students. Parents are shown the DOE Parental Choice video in their preferred language and are given the opportunity to ask questions regarding the programs. Parents then fill in their Parental Survey and Program Selection Forms.

The results of the LAB-R combined with parent's choice enables the school to place the students in the program that best meets their individual needs and recognizes their strengths. Placement is made within 10 days of the child's admission date. In addition to the LAB-R for new admits, the NYSESLAT, an annual assessment test, is administered to all ELLs who receive ESL services in one of the above programs. When NYSESLAT results become available, the parents of the participating ELLs are notified of program entitlement choices in their preferred language. Parent choice is an important criterion for student placement.

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

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

Because the state requires that ELLs be tested within ten days of their enrollment, P.S. 7 makes every effort to test the students immediately and place them in the appropriate program as selected by their parents. We stay in close contact with ELL parents in order to inform them of their child's eligibility for ESL services and collect parental program choice forms in a timely manner. We build alignment between home and school by providing parents with the program choice they select for their child. In order to further build this partnership between parent's choice and program offerings, we provide parental workshops which explain the program models. In addition, we offer parents suggestions on how they can help their child at home. Parents are invited to attend Open School Week as administration, teachers and the ESL/literacy coach are available to answer any questions or concerns the parents may have about our program models. Upon review of the Parent Survey and Program Selection Forms for the past few years, the trend of program choices at P.S. 7 has been Freestanding ESL and Dual Language.

3. When the NYSESLAT results become available, the score reports are printed from the NYSESLAT Score Report CD provided by the state. Students who score at beginner, intermediate or advanced levels, are sent program entitlement letters and students who score proficient are sent program non entitlement letters. All letters are written in the child's home language. Parents are asked to sign and return the letter indicating their notification. A copy of the original is kept in a binder along with the signed letter if it is returned. During the admission process parents are interviewed by a licensed pedagogue using the Home Language Identification Survey. Parents are shown the DOE Parent Orientation video in their home language, given the opportunity to ask questions and then are asked to fill out the Parent Survey and Program Selection form. The form is reviewed by a pedagogue to ensure completion and then added to the child's cum folder.

4. The results of the LAB-R combined with parent's choice enables the school to place the students in the program that best meets their individual needs and recognizes their strengths. Students are identified as ELLs based on the HILS, LAB-R, and or the NYSESLAT. The Parent Survey and Parent Selection form is reviewed, the child is then placed accordingly so that they receive the required amount of English Language instructional time within the parent selected program. Parents are informed of the placement of the child through a letter written in their native language. Because the state requires that ELLs be placed in the appropriate program within ten days of their enrollment, P.S. 7 makes every effort to comply.

5. Upon review of the Home Language Identification Survey and Program Selection Forms for the past few years, the trend of program choices at P.S. 7 has been Freestanding ESL and Dual Language. Upon parents' selection of the program, students are placed accordingly. We adhere to parents' request and value their program choice (18% Dual Language, 3% TBE, 79% ESL).

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	1	1										6
Freestanding ESL														
Self-Contained	0	1	1											2
Push-In	10	11	12	9										42
Total	12	14	14	10	0	0	0	0	0	0	0	0	0	50

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	586	Newcomers (ELLs receiving service 0-3 years)	347	Special Education	48
SIFE	0	ELLs receiving service 4-6 years	7	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										0
Dual Language	58			5						63
ESL	492	4	46	68	0	2	0	0	0	560
Total	550	4	46	73	0	2	0	0	0	623

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	15	4	24	3	6	1	4	1											49	9
Chinese	9	5	0	0		1	1												10	6
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	5	4			1	1													6	5
TOTAL	29	13	24	3	7	3	5	1	0	65	20									

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: <u>36</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>3</u>	Asian: <u>42</u>	Hispanic/Latino: <u>90</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>4</u>	Other: <u>2</u>

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	83	76	62	66										287
Chinese	46	48	69	32										195
Russian														0
Bengali	32	23	27	13										95
Urdu	2	1	1	2										6
Arabic														0
Haitian														0
French														0
Korean		1												1
Punjabi	1	2	0	0										3
Polish														0
Albanian														0
Other														0
TOTAL	164	151	159	113	0	587								

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

A. Programming and Scheduling Information

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?

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

P.S. 7 follows a balanced literacy organizational model. Literacy instruction is subdivided into the following components: Reading, Writing, Read Aloud, Shared Reading, Shared Writing, Interactive Writing and Word Work. All four language modalities, listening, speaking, reading and writing, are addressed through this model. Guided reading and strategy lessons are utilized to differentiate instruction and meet the individual needs of learners. Instruction is driven by the Common Core State Standards. The units of study, along with assessments, are provided by Teacher's College Reading and Writing Project. With regard to word study, teachers follow Month by Month Phonics by Cunningham and Hall, Phonics Lessons by Fountas and Pinnell, Words Their Way or Foundations. There is a daily schedule to ensure that all components of balanced literacy are being addressed. Reading and writing occur daily. The workshop time begins with a mini-lesson in which there is explicit modeling and opportunities for students to practice the strategy being taught. During the work time students are reading or writing independently and with partners while the teacher works with a small group of students and/or confers with individual students on a daily basis. A balance of assessment helps teachers to determine the remediation or enrichment that is needed. The academic intervention programs include: Headsprout and Foundations.

In addition, at risk students participate in the RtI Program which is designed to prevent a special education referral. Individual and small group work instruction promotes academic achievement in comprehension skills. Long and short term goals are set through the Inquiry Team. Support is provided across content areas during extended day. Instruction is differentiated with the use of scaffolding, extensive modeling, and one on one tutoring. Teachers work to build new experiences using visuals, realia, and pairing newcomers with buddies who speak the same language. Formative, summative assessments and student portfolios are completed. Language Acquisition Checklists are used to drive content area instruction as well as language development. Teachers provide scaffolding at different levels. Teachers confer with students on a daily basis in order to improve their reading and writing skills. Students are assessed in reading using the Teachers College Running Record and based on the data, students are grouped to participate in guided reading and strategy lessons in order to improve their reading levels. Student writing is assessed using the Teacher's College Writing Continuum in an effort to further differentiate instruction. Services in ESL are provided according to CR-Part 154 based on the LAB-R and NYSESLAT scores through the push-in model. At risk students are targeted and receive intervention services. The AIS teachers use the Wright Group Reading Intervention Program. AIS teachers meet with at-risk students three times per week in an effort to close the achievement gap. In addition, other intervention and enrichment services include extended day, and after school programs to help students meet and exceed the standards.

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

Instructional Practice

Kindergarten

September – December

A. Programming and Scheduling Information

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

Instructional Practice

Kindergarten

January – June

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

Instructional Practice

First Grade

September – June

A. Programming and Scheduling Information

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

Instructional Practice Second Grade

September – June

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

Instructional Practice Third Grade

A. Programming and Scheduling Information

September – June

- Reading Workshop – Approximately 60 minutes daily
 - Writing Workshop – Approximately 60 minutes daily
 - Skills Block – Approximately 30 minutes daily, using a balance of Month by Month Phonics, Phonics Lessons by Fountas & Pinnell.
 - Read Aloud – 1-2 times per day. One is an interactive read aloud with accountable talk (approx. 10-20 minutes), and one is a “bedtime” read aloud (cover to cover, for enjoyment, approx. 5-10 minutes)
 - Shared Reading – Can be incorporated during other parts of the day, for example, during morning routines, reading, writing, or math workshop or conducted in small groups during reading workshop as needed.
 - Shared / Interactive Writing can be incorporated during other parts of the day, for example, during morning routines, reading, writing, or math workshop or conducted in small groups during writing workshop as needed.
 - Math Workshop – Daily including math routines, plus an additional 75 minute workshop.
 - Science – Two 45 minute periods per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
 - Social Studies - Four periods a week either by the classroom teacher or a cluster teacher.
 - Small Group Instruction – Daily, for 10-15 minutes with various groups within the reading, writing and math workshops. This can consist of guided reading, strategy lessons, shared reading, word work, read aloud, shared writing, story telling, and dramatization.
 - Storytelling and dramatization are important components, especially for English Language Learners, and can be incorporated consistently throughout the elements of daily instruction.
 - Enrichment – One period per week. This can consist of strategic games, arts and crafts, storytelling, reader’s theatre, dance and movement, etc. You may substitute a read aloud and shared reading once a week. Enrichment periods must be posted on the flow of the day with the activity.
 - 1a. The organizational models at P.S 7 are: ESL Push-In, Self-Contained ESL, and Collaborative Team Teaching.
 - 1b. Our program models are heterogeneously grouped.
2. The organization of our staff ensures that the mandated number of instructional minutes is provided for all ELLs according to CR Part 154. The Dual Language teachers are certified in Common Branch, Bilingual Extension and/or ESL and these classes function as Self Contained ESL. We have eight certified ESL teachers who push in to work collaboratively with the classroom teacher according to the class organization for either 360 minutes or 180 minutes per week. The Self-Contained ESL classes are taught by teachers who hold dual certification in Common Branch and ESL. Students receive the mandated number of units of support for ELLs as per New York State CR Part-154. All ELLs are grouped in classes according to mandated number of minutes.
- 2a. Students in the Free Standing English as a Second Language program receive all instruction in English. The New York State Commissioner’s Regulations Part 154 determines how many units of ESL instruction each student should receive according to his or her English proficiency level as measured by the Language Assessment Battery-Revised (LAB-R) and/or the New York State English as a Second Language Achievement Test (NYSESLAT).
- All students are provided with high-quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of each lesson.
 - Beginning and intermediate students receive 360 minutes of ESL instruction per week. One period of instruction per day is specifically focused on ESL, and the second period uses ESL methodologies within the content areas.
 - Advanced students receive 180 minutes of ESL instruction per week within the content areas.
 - Instruction is differentiated and scaffolded to ensure academic success.
 - The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific second language teaching methodologies.
 - ESL teachers deliver the ESL instruction through a push-in co-teaching model during a 90-minute literacy block, i.e. Writing/Reading Workshops, Word Work, Shared Reading, Shared Writing, and Read Aloud.
 - There is one first grade and one second grade self-contained ESL class.
 - The composition of classes in P.S. 7 determines the variety of programs set in place at the school. P.S. 7 has 51 classes with a total number of 1214 students. Classes with ELL students constitute about 92 % of all classes. Classes are heterogeneously grouped. In grades K-3, students receive single or double periods of ESL instruction as mandated. All ELL students are grouped within the classes according to their language proficiency levels to meet their specific instructional needs.
- All students in the Dual Language program develop their second-language skills while learning content knowledge in both

A. Programming and Scheduling Information

languages. Instruction is delivered one day in English and continued the next day in Spanish. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish Dual Language teacher. Emergent literacy is taught simultaneously.

3. Delivery of content area instruction is dependent upon the program model.
Dual Language Program

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

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

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

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

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

- Content area instruction in Kindergarten and across the grades is delivered using ESL methodologies such as scaffolding, realia, TPR, hands on, etc.

- Content area in Kindergarten
 - Science – one 45 minute period per week by a cluster teacher, and two 45 minute periods per week by the classroom teacher.
 - Social Studies - Three periods a week either by the classroom teacher or a cluster teacher.
 - Math Workshop is delivered daily including math routines, plus an additional 30 minute workshop.

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

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

Content area in Third Grade

A. Programming and Scheduling Information

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

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

Social Studies - Four periods a week either by the classroom teacher or a cluster teacher.

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

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

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

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

Students in the Free Standing English as a Second Language program receive all instruction in English.

- Educational programs for ELLs embody challenging content and well-developed learning strategies that prepare ELLs to think critically, solve problems, and communicate in the language of instruction. In order to accomplish this goal, programs for ELLs at P.S.7 focus on several key principles:

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

- The literacy instructional component will be delivered through instruction in English Language Arts and English as a Second Language.

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

- Content area in Kindergarten and across the grades is delivered using ESL methodologies such as scaffolding, realia, TPR, hands on, etc.

- o Math Workshop - Daily including math routines, plus an additional 30 minute workshop.

- o Science – one 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.

- o Social Studies - Three periods a week by either the classroom teacher or a cluster teacher.

- Content area in First Grade

- o Math Workshop – Daily including math routines, plus an additional 60 minute workshop.

- o Science – One 45 minute period per week by a cluster teacher and two 45 minute periods per week by the classroom teacher.

- o Social Studies - Three periods a week by either the classroom teacher or a cluster teacher.

- Content area in Second Grade

- o Math Workshop – Daily including math routines, plus an additional 60 minute workshop.

- o Science – Two 45 minute periods per week by a cluster teacher and one 45 minute period per week by the classroom teacher.

- o Social Studies - Three periods a week by either the classroom teacher or a cluster teacher.

- Content area in Third Grade

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

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

- o Social Studies - Four periods a week by either the classroom teacher or a cluster teacher.

- The instruction will be differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, making connections to experiences, building new

A. Programming and Scheduling Information

knowledge, using visuals and realia. Teachers will provide scaffolding at different levels, such as teacher-centered activities, interactive and shared activities, and students' independent and small group work supported by teacher conferences.

4. Insuring the appropriate evaluation of ELLs in their native language.

In order to ensure that ELLs are appropriately evaluated in their native language we have purchased the Fountas and Pinnell Reading Evaluation System in Spanish (Sistema de Evaluacion de la Lectura) for all the Dual Language classes from the Houghton Mifflin Company. The reading evaluation system in Spanish is similar to the Teacher's College running record. The one difference is that Sistema de Evaluacion de la Lectura has non-fiction texts in addition to fiction texts. After analyzing the Spanish running records the students are grouped for guided reading lessons in order to move to the next reading level in Spanish. Students are also evaluated using El Sol assessment, which is then analyzed and used to differentiate instruction through the grouping of students. In addition, the 3rd grade Dual Language students will take the Examen de Lectura en Español (ELE).

5. Differentiated instruction for ELLs is as follows:

a. Currently we have four SIFE students. These students are placed in the age-appropriate grade and receive various supports that would enable them to function in the class: access to classroom libraries with books in their native language, partner work, and Academic Intervention Services. Materials in the classroom are of high interest and at diverse readability levels, age appropriate and culturally diverse. The books are two grades below and one grade above the level of SIFE students. The students are allowed to take the books home. All SIFE teachers are appropriately certified. Extended services for SIFE students are provided during the after school programs. These programs comply with CR Part 154 and NCLB.

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

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

c. Our plan for ELLs receiving services for 4 to 6 years is the same as above. These students participate in Inquiry Team groups and receive individualized/small group instruction by classroom, AIS and ESL teachers.

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

d. We do not have long-term ELLs that have completed 6 years. We are a K - 3 school.

6. Special Education

ELL students with disabilities whose IEP recommends ESL or bilingual instruction:

Services are provided based on IEP recommendations and the instructional plan adheres to IEP mandates. Short and long term goals are adhered to. Well equipped literacy centers, leveled libraries, differentiated instruction, one on one reading and writing conferences and small group instruction with the use of scaffolding techniques at different levels as well as extensive modeling are provided. Language Acquisition Checklists are used to drive content area instruction as well as language development. Teachers College Reading and Writing Units of Study such as: author study, poetry, character development, reading comprehension and retelling are implemented. Students are assessed in reading using the Teachers College Running Record. After the data has been analyzed students are grouped for guided reading, and strategy reading lessons in order to improve their reading levels. In order to group students during writing workshop, the teachers assess students four times a year using the Teacher's College Writing Continuum. After analyzing the data students are grouped for writing strategy lessons. Teachers conduct daily reading and writing conferences. Special education teachers use the promethean board in order to promote students active participation. Services in ESL are provided according to CR-Part 154 based on LAB- R and NYSESLAT scores through the push-in model during content area instruction in order to accelerate English language development. ESL-SWDs teachers develop Tier II and vocabulary and sentence structure. Beginning this school year an oral language development cluster position was created in an effort to further increase language use with our Kindergarten, first grade and special education students.

A. Programming and Scheduling Information

7. P.S. 7 differentiates instruction, adapts curriculum and uses a flexible schedule to meet the needs of ELL-SWDs within the least restrictive environment. The Teacher's College Reading and Writing workshop model is utilized and allows for flexible grouping to individual and small group instruction. Additionally ESL services are provided through the push-in model.

8. The academic intervention program utilized at P.S. 7 includes: The Wright Group Early Reading Intervention Program. The Response to Intervention program is a three-tier program aimed at closing the achievement gap for our At-Risk learners. AIS teachers work with students in a small group setting utilizing the Wright Group Intervention program in an effort to increase students' literacy skills. The extended day and after-school programs offered at P.S. 7 are aimed at helping students meet and exceed the NYS Common Core Standards in literacy and math. Inquiry Teams are developed to provide students in all grades with small group instruction, focusing on various aspects of reading, writing, math and science. Academic Intervention support staff work with first, second and third grade students during the school day. They work with At-Risk students in small groups or individually based upon student assessment and consultation with the classroom teacher. After school, ELA, ESL and math is provided to first, second and third grade students. Students will be taught individually and in small groups in order to assist them in building basic language skills in listening, speaking, reading and writing. Extended day is geared towards At-Risk students. It reinforces and reviews strategies and skills taught in the classroom to improve academic performance through one-on-one and small group instruction. Guidance counseling addresses emotional, social and behavioral needs/weaknesses in order to improve student achievement. This is facilitated in each grade level, one-on-one and in small groups during the school day. At-Risk services are provided by Guidance Counselors on an as-needed basis. The occupational therapist and physical therapist meet with students during the school day individually in order to meet their needs as specified on each child's IEP. At-Risk's speech is offered to students in grades K-3 during the school day individually and in small groups to meet the needs specified on each child's IEP.

Specific ELL subgroups that are targeted include:

At-Risk

ELL students designated At-Risk participate in the Response to Intervention Program. This program provides high quality intervention to our At-Risk students. In order to promote academic achievement in reading, the RtI team members were carefully selected in order to include a range of experts. The RtI team consists of: The principal, three AIS teachers, three assistant principals, one bilingual school psychologist, one ESL teacher, one Bilingual/Special Education K-3 Guidance Counselor, one at risk Guidance Counselor, and a Literacy Staff Developer. At risk students are more than a year behind in reading. The students' needs and strengths are tested using the Teachers College Running Records. The intervention program being used is the Wright Group Reading Intervention Program. Once students have been placed in the RtI Tier II Intervention program, the AIS teachers will pull out five at risk students five times a week for thirty minutes each session for a total of six weeks. The intervention will target the specific reading needs of the students. The RtI team meets weekly to discuss progress and modifications to the intervention. At the end of six weeks the RtI team determines whether each child needs a more extensive intervention program or has made sufficient progress. If it is determined that the students need a more extensive intervention program then the student will be placed into the RtI Tier III Intervention plan. Students placed in Tier III participate in a daily 45 minute session in groups of three children. These sessions take place for an additional six weeks of intensive intervention. In addition, at risk students are part of the Inquiry Team. As part of the Inquiry Team the students are assessed to determine the type of differentiated instruction needed. S.M.A.R.T goals are developed for each skill and sub-skill. Short and long term goals are also developed. As part of the Inquiry Team, the students are exposed to differentiated instruction with the use of scaffolding techniques, and ESL methodologies such as: using visuals, realia, and pairing new comers with buddies who speak the same language. Teachers confer with students on a daily basis in order to improve their reading and writing skills. Students are assessed in reading using the Teachers College Running Records and based on the data students are grouped into guided reading and strategy lesson groups in order to improve their reading and writing level. Services in ESL are provided according to CR-Part 154 based on the LAB-R and NYSESLAT scores through the push-in model.

Referred

LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation will receive: Differentiated instruction with the use of scaffolding techniques at different levels, one on one reading and writing conferences, guided reading and reading strategy group instruction, writing strategy group instruction, small group work with Guidance Counselor, and small group instruction during extended day. In addition, the students are part of the Inquiry Team. As part of the Inquiry Team the students are

A. Programming and Scheduling Information

assessed to determine the kind of differentiated instruction needed. S.M.A.R.T goals are developed for each skill and sub-skill. Short and long term goals are also developed. As part of the Inquiry Team, the students are exposed to differentiated instruction with the use of scaffolding techniques, and ESL methodologies such as: using visuals, realia, and pairing new comers with buddies who speak the same language. Services in ESL are provided according to CR-Part 154 based on LAB-R and NYSESLAT scores through the push in model.

Native Language

LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language.

Hold Over

LEP students held over in grade

Listening

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

Listening is emphasized through the use of: Interactive Read Aloud, The share portion of each workshop, listening centers, books on tape, teacher and student conferencing, retelling of stories, the turn and talk portion of the Reader's and Writer's Workshop. Students also have the opportunity to meet the performance standard in listening by dramatizing stories during shared reading/writing. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model.

Speaking

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

Speaking is emphasized through: Storytelling and dramatization, mimicking, comparing and contrasting, review of common vocabulary, and the use of realia and visuals to support conversation and activate prior knowledge. During Interactive Read Aloud the students have the opportunity to turn and talk to discuss the book being read by the teacher. In addition, students practice speaking during shared reading and writing. Listening centers enable the students to talk about books by: telling how a character feels/changes, predicting, inferring, summarizing, as well as comparing and contrasting characters. During Reader's and Writer's Workshops students have the opportunity to turn and talk to practice speaking skills. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model.

Reading

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

Students have the opportunity to read daily during the Reader's Workshop. Students are assessed in Reading four times a year using the Teacher's College Running Records. After the data has been analyzed the students are provided with small group instruction such as: guided reading, and strategy lessons. Teachers conduct one on one reading conferences on a daily basis. In addition students receive differentiated instruction with the use of scaffolding techniques at different levels, ESL strategies in small groups and extra support during the extended day period. Students are assessed using student portfolios, formative and summative assessment, Language Acquisition and Reading Checklists in order to drive content area instruction as well as language development. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model.

Writing

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

Students have the opportunity to write daily during Writer's Workshop. Throughout the year the students are exposed to different writing genres such as narratives, poetry, how to's, and all about/non-fiction text. Teachers conduct one on one reading conferences on a daily basis. Students receive instruction through interactive and shared writing, clear and concise modeling is provided. Students are assessed four times a year using the Teachers College Writing Continuum. After the data has been analyzed, teachers create writing strategy groups in order improve students' writing skills. Services in ESL are provided according to CR Part 154 based on LAB-R and NYSESLAT scores through the push-in model.

LTA

Long term absences.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

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

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

Native Language 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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

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

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

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

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

10. We are continuing all the programs from the previous year.

11. None of our programs/services for ELLs will be discontinued.

12. The description of the strategies/activities our school will implement to meet the needs of ELLs are as follows: Language instruction education programs funded under Title III are designed to help ELLs attain English proficiency while meeting state and academic achievement standards. In order to enhance ELL's language acquisition, as well as their academic achievement, the school will provide after-school literacy, math, and ESL programs to its at-risk students.

P. S 7 is committed to ensuring that ELL students are provided opportunities to achieve the same educational goals and standards as the general keep population. ELL students are afforded equal access to all school programs. Parents of ELL students are notified of the Title III after school program in Literacy, Math and ESL. Intensive content area language instruction is provided through ESL methodologies and strategies within the TC model. The instruction for all programs is provided in a small group setting. Instruction is differentiated with the use of scaffolding at different levels. Teachers build new experiences using visuals and realia. Teachers will use Language Acquisition Checklists, extensive modeling and other ESL strategies to drive content area instruction as well as language development. Skills such as retelling of the story, compare and contrast, summarizing questioning, predicting and main idea are practiced through such instruction. Prior knowledge is activated through questioning techniques. During daily Readers' and Writer's Workshop students have opportunities to turn and talk to their partners about topics such as how a character feels, how a character changes, retelling the story, inferring and questioning. The teachers working in the literacy, math and ESL after school program are mastered and fully certified. Spotlight on English in grades 1 and 2 is currently in use in our ESL after school program. This program provides systematic, strategic and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing. The after school math program incorporates vocabulary development through the introduction and use of mathematical sight words and terminology. Oral language development is enhanced through the practice of problem solving and the sharing of strategies used to solve math questions. Reading and writing skills will also be improved as students strategize and solve problems based on the Common Core State Standards. The goals of this program include:

Increasing the use of manipulatives and games to enhance problem solving skills, collecting math data to provide more small

group partner work, increasing higher order thinking skills through the use of read aloud with accountable talk and problem solving. The use of laptops with visual clues to help students understand and interpret word problems through interactive smartboards. As a school recognized for implementing technology, we have found that the computer is a supplemental teaching tool that can facilitate learning in a variety of ways. It plays an integral part in providing ELL students with valuable language experiences as they learn a new language. Laptops for the students, scanners, promethean boards are used to enhance ESL instruction. Laptops are used to write stories, internet research, podcasting, blogging. Scanners are used to scan stories and lessons onto the Promethean boards. The laptops will allow students to become active learners through the use of technology in a one-on-one environment and incorporated various learning strategies as well as accommodate a variety of learning styles. Laptops provide a rich, contextual environment for ELL students as they learn vocabulary in context along with visual clues to help them understand. Writing in a language that is still somewhat unfamiliar to students can be difficult and frustrating. However, using computer graphics can make students' writing experience much more enjoyable as it assists them in conveying their thoughts more clearly. To summarize the use of laptops in the after school programs has proven to be successful at PS7Q.

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

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

13. At P.S. 7 technology plays a big role in the students' academic life. Teachers have been provided with Promethean boards and laptops to aid in the teaching of math, reading, writing, social studies, science and phonics. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with timely and effective assistance. Programs such as; Headsprout, Foundations, Reduced Class Size, the extended school day, and an After School program are some of the reform strategies in use. The extended school day and after school programs help increase the amount and quality of learning time. All programs help meet the academic needs of students. In order to meet the needs of our at-risk students, programs such as the RtI, Counseling, Pupil Personnel Services, and Mentoring Services for teachers will be in place.

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

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

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

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

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

Phonics Lessons by Fountas and Pinnel. First Hand.

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

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

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

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

15. All support services and resources students receive are age appropriate and correspond to both their grade and language proficiency level.

16. In May of each year, we provide an orientation for parents of incoming Kindergarten students. At this orientation, parents are informed of all three programs the Department of Education offers English Language Learners and informs parents of other services provided to students with special needs. In addition, we inform the parents about uniforms, lunch forms, emergency cards, first day of school and other important dates of the year.

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

C. Schools with Dual Language Programs

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

1. English Proficient and English Language Learners receive equal amount of time in the target language in each grade. The teachers use the roller coaster instructional approach, which allows the students to receive an equal amount of instructional days in each language (Spanish/English).
2. EPs and ELLs are integrated for 100% of the instructional day. Students alternate each day between English and Spanish instruction. Instruction is given in English one day and is continued in Spanish the next day. Content area instruction is taught separately, one day by the cluster teacher in English and the next day by the Spanish dual language teacher.
3. The students are not separated for language instruction. English proficient and native language proficient students are paired to receive instruction in two languages. These classes are heterogeneously grouped. We are implementing the 50:50 model in which the students selected are 50% English speakers from different countries and the other 50% are native Spanish speakers. The teachers use the roller coaster instructional approach, which allows the students to receive an equal amount of instructional days in each language (English/Spanish).
4. At P.S 7 we use two Dual Language models. In Kindergarten and first grade we use the side-by-side model and in the second and third grade we use the self-contained model.
5. Emergent literacy is taught simultaneously.

D. Professional Development and Support for School Staff

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

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

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

2. Teachers receive a variety of support to assist ELLs as they transition from P.S. 7 into the fourth grade. Technology plays a big role in the students' academic life. Teachers have been provided with promethean boards and laptops to aid in the teaching of content areas, reading, writing, and phonics. Imagine Learning English, a research based technology program specially designed for the ELL population, has also been purchased.

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

3. The administration ensures that all staff receives 7.5 hours of ELL training during staff development days, grade and faculty conferences, in-house Teacher's College staff development, in-house differentiated professional development, study groups, and as well as lunch and learn meetings. One of the professional activities that the staff received is Co-Teaching. In Co-Teaching the following activities were discussed: Mini-lessons, independent reading and writing, shared reading, shared writing, interactive writing, read aloud, instructional format, advantages of Co-Teaching, activity based thematic units, differentiated instruction, and role playing. The administration ensures that all staff adheres to the above Co-Teaching model. The ESL teachers and the classroom teachers must teach the mini-lesson together

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

E. Parental Involvement

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

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

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

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

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

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

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

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

- The Parent Coordinator, Administration and Literacy Coach are active liaisons between the school and parents.
- Materials and notification letters are available in the preferred languages.
- The school provides translation/interpretation services to help parents communicate in their native language with school personnel.

• Orientations are held every Spring and Fall explaining the programs the Department of Education offers English Language Learners. At this orientation parents are informed of the Free Standing English as a Second Language (ESL), the Transitional Bilingual Education and the Dual Language Programs. This orientation is ongoing as new students are registered.

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

2. During the 2011-2012 school year we will continue with the Cornell Nutrition workshops for our parents. This will be presented in Spanish and English and emphasize good nutrition and exercise habits with sample food preparation demonstrating. Parents will receive a certificate at the end of the eight week program. This program has been very successful and well attended by parents.
3. The Parent Coordinator analyzes the DOE school survey and uses the information gathered to address parent needs. P.S 7 administration and staff has an open door policy with all parents. Our parents are actively involved in their child's education.
4. The Parent Coordinator implements an Adult ESL Program two mornings per week in the cafeteria for parents of beginner and intermediate level students. Some parents attend both classes. In addition to presenting grammar and speaking skills, the Parent Coordinator incorporates vocabulary, history, and map skills into the program to enrich and provide more understanding of the weekly lessons. She also makes suggestions for using these skills while working with their children, so that the ESL class becomes a mini parent workshop as well. The Parent Coordinator organizes curriculum workshops with the appropriate staff (Administration and Literacy Coach) throughout the year with an emphasis on Math, English Language Arts and NYSESLAT early in the year. In the Spring and Fall our Administration, Parent Coordinator and Literacy Coach conducts an orientation for incoming Kindergarten/new admits' parents to familiarize them with the school and programs offered. The NYCDOE video is shown in English as well as the parents preferred language. The video and familiarization with the school program choices are ongoing throughout the school year as the parents are interviewed at registration by a school pedagogue (ESL teachers, or an Assistant Principal). The Parent Coordinator makes parents aware of the various events occurring in the school to encourage participation. In February State ELA and Math workshops are scheduled for all third grade parents in order to enable them to help their children prepare for these examinations. In addition a similar workshop regarding the NYSESLAT is provided to all ELL parents in April. This is especially important for ELL parents in order to gain an understanding of the concepts their children are learning in class to help them at home. In the Fall and in the Spring, the Assistant Principals and the Parent Coordinator organize a Family

Math/Literacy Night. Many ELL families attend (translators in Spanish/Chinese are available). This provides incentive for parents participate with their children to learn math/literacy games that they can also play at home.

The Parent Coordinator is available to support the needs of all parents and offer ideas on how to help their children. A monthly calendar including parent news and workshops is sent home to parents and emailed to those who provide an email address to the school. Parents are kept informed of all the instructional programs offered at P.S. 7, as well as the school's goals and expectations. The school provides translators at orientation meetings, workshops, and parent-teacher conferences to help parents understand the information presented as well as to communicate with the school personnel.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	162	22	17	9										210
Intermediate(I)	83	34	56	36										209
Advanced (A)	98	146	66	59										369
Total	343	202	139	104	0	0	0	0	0	0	0	0	0	788

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	11	1	0	1									
	I	35	13	13	0									
	A	64	133	33	48									
	P	77	72	119	75									
READING/ WRITING	B	63	11	16	5									
	I	65	31	53	35									
	A	26	85	65	59									
	P	33	94	30	25									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	37	91	137	9	274
4					0
5					0
6					0
7					0

NYS ELA						
Grade	Level 1		Level 2	Level 3	Level 4	Total
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	17		79		141		42		279
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools our school uses to assess the early literacy skills for our ELLs include NYSESLAT, EL SOL, LAB-R, ELA, MATH, TC Running Record Analysis, writing portfolio assessment and teacher assessment. The analysis of this data has shown that our ELLs are improving academically. The success of the programs implemented at P.S. 7 are evident as the students reading levels are increasing as assessed by the Teachers College running records.

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

According to our 2010-2011 El Sol assessment data, our students' mastery level increased across the grades. We deduce that this increase is due to our Dual Language classes. Students receive a balance of instruction in English and Spanish. We use the 50/50 model. The administration will continue to support the Native Language Arts by providing teachers with De Cancioneros a Cuento, Bien Dicho, Alfarrimas, and other Spanish programs to support our students.

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

- Incoming Kindergarten students who attended pre-kindergarten demonstrated significantly higher listening and verbal skills than

children who had not been exposed to any pre-kindergarten instruction.

- We will continue informing parents of the benefits of pre-school instruction and make information available information about pre-school sites in the community.
- Students who are proficient in their native language develop all four-language modalities of English at a significantly faster rate than students who are illiterate in their first language. Jim Cummins states “Speakers who are truly bilingual can move between two languages easily, explaining a concept or idea in either language, called Common Underlying Proficiency (CUP).”
- We will continue to provide parental workshops on how to help children build skills in reading and writing in their native language. One of the goals of these workshops is also to boost respect among immigrant families for their native language and develop positive cross-cultural attitudes, behaviors, and skills that will enable students to function in a global society.
- Students’ native language skills are being used for instructional purposes. Each child is aware of his or her special worth, strength, needs, and developmental level in reading. Across all grade levels teachers and students develop individual student and class goals in all content areas. One of the elements necessary to provide a balanced literacy program for English Language Learners is for them to use their primary language. The Kindergarten, first and second grade Dual Language classes are using De Canciones a Cuentos. The third grade Dual Language class is using Bien Dicho for instructional purposes.

3. Patterns that emerge across NYSESLAT modalities, will serve as a basis to drive instruction. We will continue to provide instructional support in all language modalities and provide additional support in modalities that need improvement through the use of small group instruction and flexible grouping. Data reflects that as students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes 3-5 years and CALP attainment takes 8-10 years. With the passage of the Federal NCLB Act in 2001, our school has shown substantial gain with standardized tests.

4.

- a. After analyzing the data of our ECLAS-2, EL SOL, NYSESLAT, LAB-R, and teacher assessments, we expanded our Inquiry Teams to include all grades. Small group instruction is part of our balanced literacy program and is done on a daily basis in order to differentiate instruction to meet the needs of all students. We also implement a pull-out enrichment program during the school day and extended day in order to meet the needs of all students including ELLs.
- b. Teachers use the analyzed data of their periodic assessments (TC Running Records, TC Writing Continuum and conference notes) in conjunction with the ESL, AIS, Math teachers in order to plan, diversify, and scaffold lessons whether in small group and/or guided reading/writing.
- c. By analyzing student results and patterns across proficiencies and grades we have come to the conclusion that, as researcher Jim Cummins states: learning a second language is developmentally cognitive. As students acquire CALP, their proficiency level increases in the reading and writing modalities. Transition to the next proficiency level is greater in listening and speaking than reading and writing. Our data supports the research that BICS acquisition takes three to five years and CALP attainment takes eight to ten years. Periodic Assessment has proven that beginning and intermediate ELLs are vocabulary deficient in English and poses lower levels of writing proficiency than their Native English Language speaking peers. Native language is used in our school by providing students with materials such as math books, leveled library books in various languages and genres to include Spanish, Chinese, Urdu and Bengali. When teachers deem necessary, they use scaffolding techniques to facilitate students’ understanding in order to avoid frustration.

5.

- a. The English Proficient students are assessed in the second language using De Canciones a Cuentos, Bien Dicho!, teacher's made assessment and EL SOL.
- b. The level of language proficiency in the second language for EP's is based on the EL Sol assessment data. Our EP students’ mastery in 2010-2011 level increased across the grades. At present there is no data for kindergarten since it is the beginning of the school year. Students in grade one 19 are EP's and 5 at level 3. Students in grade two (15 total) five are at level 6, three are at level 5, two at level 4, and two at level 3 of El Sol. Students receive a balanced instruction in English and Spanish. We use the 50/50 model. The administration will continue to support the Native Language Arts by providing teachers with De Canciones a Cuentos, Bien Dicho!, Alfarrimas, and other Spanish programs to support our students. The level of language proficiency in the second language for EP's
- c. At the present time we do not have State and City assessments for our English Proficient students since our 3rd grade Dual Language students will take El Examen de Lectura en Espanol in May.

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

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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

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sara Tucci	Principal		11/1/11
Ircania Stylianou	Assistant Principal		11/1/11
Joyce Serra	Parent Coordinator		11/1/11
Natalia Dasrath	ESL Teacher		11/1/11
	Parent		11/1/11
Leigh Pena	Teacher/Subject Area		11/1/11
Iclia Santiago	Teacher/Subject Area		11/1/11
Naomi Landau	Coach		11/1/11
	Coach		11/1/11
Loreli Aguiar	Guidance Counselor		11/1/11
	Network Leader		11/1/11
Jennifer Caruana	Other <u>Teacher</u>		11/1/11
Lily Zhang	Other <u>Teacher</u>		11/1/11
	Other		11/1/11
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q007 School Name: P.S. 7Q Louis F. Simeone

Cluster: 4 Network: 410

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

Part A: Needs Assessment Findings

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

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

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

The ATS system indicates that a majority of students speak Spanish, Chinese, Bengali and Urdu. Therefore, notices are translated into these major languages. The findings of the dominant languages are given to the principal in order for translation services to take place. The findings are also given to the parent coordinator. She uses this information to translate letters and as well as to provide translators for parent workshops. Parents are notified about translation services by large signs located in the inside entrance, by signs in the lobby, signs taped onto the security desk where they sign in, and by signs in the main office. Aside from the Department of Education Translation Services, oral translation is also provided by in house staff.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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: Louis F. Simeone	DBN: 24Q007
Cluster Leader: 410	Network Leader: Altagracia Santana
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 165
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 14
of certified ESL/Bilingual teachers: 7
of content area teachers: 7

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: The Title III After/Before School Program, will be implemented in an effort to increase students English skills in the four language modalities; (listening, speaking, reading and writing). In addition classes will be formed to enhance students math skills. We will have three cycles of Title III After/Before School Program. The first cycle will begin Oct. 22 to Dec. 19, 2012 (Monday-Wednesday from 3:15 p.m. - 4:15 p.m.). The second cycle will begin January 7 - March 20, 2013 (Monday- Wed. from 3:15 p.m. - 4:15 p.m). The third cycle will begin April 8 - May 29, 2013(Monday - Wed from 7:00 a.m. to 8:00 a.m.-23 days total). Certified ESL/Bilingual and Common Branch teachers will be hired to support the Title III After/Before School Program. Common Branch teachers will receive the support of a push-in ESL certified teacher. There will be a teacher student ratio of approximately 1:15 in order to provide the students with small group instruction that will maximize their learning. In the first cycle, fourteen teachers will be hired to support the Title III after school program. Seven teachers are certified in Bilingual/ ESL methodologies and seven are certified in Common Branch. In the first cycle we will have eleven classes in grades one through third with approximately fifteen students in each class. Out of the eleven classes, seven classes will be taught by common branch teachers receiving support by a certified ESL teacher. During the 2nd and 3rd cycles eight teachers will be hired. One supervisor will supervise teachers, coordinate classes, purchase instructional materials and supervise the program for the duration of each cycle for a total of 77 one-hour session. A pupil account secretary will assist in coordinating classes, letters to parents, attendance, phone calls to parents, permits, admits, discharges, accountability report for food and nutrition. The payroll secretary will be responsible to create postings, collect applications, and collect and enter per-session payroll. The students will have the opportunity to engage in an integrated language learning experience as they develop skills through structured activities such as: read aloud, shared reading, shared writing, interactive writing, strategy lessons and guided reading lessons. High quality classroom libraries and the use of technology will support our goals and will be used daily through the use of the above mentioned teaching practices. Informal assessments will include the use of portfolios, running records and language acquisition checklists to measure growth. A math library will be purchased in English to help enhance the integrated curriculum with a language and content proficiency in English.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Teachers will participate in professional development as indicated: Study group before school. A group of 14 teachers both Common Branch and ESL certified teachers will participate in a study group. This group will meet for 10 sessions once a week for 1 hour from 7:00am-8:00 am. The rationale of the study group will be to increase ELLs writing skills as measured by the T.C. Writing Continua. A certified ESL teacher will conduct this study group. Teachers will also participate in TC-ESL calendar days provided by Teachers College. In addition, teachers will meet with the supervisor for 1 hour each cycle to become acquainted with the instructional program they will teach.

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: Parents of participating students will be invited to attend workshops on some of the following topics: How to help your children at home, Family Workshops on different educational topics (Common Core Standards, Modeling of Shared Reading, Read Aloud, Games and Oral language Development), Math and Literacy Family Night, Lending Library (Libraries and other resource materials will be provided for parents of Title III students), and Community Resources/Agencies. These workshops will be provided in school from 8:30-9:30 once a month by our staff developer who is licensed in ESL. Available staff will support the translation services during these workshops.

Part E: Budget

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

Allocation Amount: \$77552

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)	49,035.44	The allocation of per-session monies will cover the following:

Part E: Budget

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

Allocation Amount: \$77552

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		<p>1. Teacher per-session for the three cycles--\$38,445.54</p> <p>2. Study group-\$4,164.25</p> <p>3. One supervisor will supervise teachers, coordinate classes , purchase instructional materials and supervise the program for the duration of each cycle. 77 daysX52.52=\$4,044.04</p> <p>3. Pupil Accounting Secretary will assist in coordinating classes, letters to parents, attendance, phone calls to parents, permits, admits, discharges accountability reports for food and nutrition. The Payroll secretary will be responsible to create postings, collect applications and collect and enter per-session payroll. 77X30.93=\$2,381.61</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		<p>Professional books for Bilingual study groups, chart paper, workbooks and library books for students in the program.</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>13,033.39</p>	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$77552

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	\$15,483.17	Laptops for students, On line reading program licenses (Earobics from Hartcourt). Laptops will be used to write stories, internet research, pod casting, blogging, and access reading the on line reading program.
Travel		
Other		Conferences
TOTAL	77,552.00	