



**THE BENJAMIN FRANKLIN SCHOOL  
P.S.157**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 14K157  
ADDRESS: 850 KENT AVENUE  
TELEPHONE: (718) 622 - 9285  
FAX: (718) 398 - 4155**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 157      **SCHOOL NAME:** The Benjamin Franklin School

**SCHOOL ADDRESS:** 850 Kent Avenue, Brooklyn, NY 11205

**SCHOOL TELEPHONE:** (718) 622-9285      **FAX:** (718) 398-4155

**SCHOOL CONTACT PERSON:** Maribel Torres      **EMAIL ADDRESS:** Mtorres19@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jennifer Helmich

**PRINCIPAL:** Ms. Maribel Torres

**UFT CHAPTER LEADER:** Ms. Laura Peterson

**PARENTS' ASSOCIATION PRESIDENT:** Rosaura Robledo

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

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 14      **SSO NAME:** Community Learning Support Organization

**SSO NETWORK LEADER:** Aida Orlando

**SUPERINTENDENT:** Mr. James Quail

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ms. Maribel Torres	*Principal	
Ms. Juliana Notaro	Assistant Principal	
Ms. Laura Peterson	*UFT Chapter Chair / 5 <sup>th</sup> Grade Teacher	
Jennifer Helmich	<i>SLT Chair / 1<sup>st</sup> Grade Teacher</i>	
Michelle Paciullo	SLT Secretary / Kindergarten Teacher	
Miriam Garcia	SLT Treasurer / Guidance Counselor	
Laura Morales	Literacy Coach	
Thomas Torres	Physical Education Teacher	
Rosaura Robledo	*PTA President	
Nancy Villanueva	PTA Secretary	
Janeth Flores	PTA Treasurer	
Liliana Salinas	PTA Assistant Treasurer	
Ian Murray	Parent	
Silvia Lopez	Parent	
Wanda Salerno	Parent	
Jimmy Rivera	PTA Vice-President	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### Part A. Narrative Description

#### School Mission:

*The mission of Public School 157 is to produce students that embrace education and become lifelong learners. Our goal is that everyone attains the essential knowledge and skills necessary to enable them to become exemplary citizens. Through teamwork we will strive to achieve the highest standards.*

The Benjamin Franklin School (P.S. 157) is located in the Bedford-Stuyvesant neighborhood of Brooklyn, New York. It is situated in a five-story building with accessibility to two city streets. Mass transit is within walking distance, and the Brooklyn-Queens Expressway is also nearby for vehicular travel. Ceramic owls adorn the perimeter of the roof, and a statue of Benjamin Franklin, as a boy, greets all students and visitors.

P.S.157 is part of the Community Learning Support Organization headed by a CEO, a District Superintendent and a Chief Academic Officer. It is a Title I school located school in District 14 that serves an ethnically diverse, student population in Grades Pre-K through 5. We currently have 388 students of which 95 are English Language Learners. The average class size is 20-25 students, and they are grouped heterogeneously. In addition to our General Education classes, we have Bilingual and Special Education Programs. We also offer ESL services for all English Language Learners.

Based on our needs assessment, P.S. 157 has incorporated *Balanced Literacy* into our *Reading First* and *Story Town* Reading Programs. *Reading First* is a federally-funded program designed to provide the states and districts with the needed assistance to establish research-based reading programs for students in kindergarten through third grade. It is a part of the No Child Left Behind legislation. The purpose of *Reading First* is to ensure that all children learn to read well by the end of third grade. *Story Town* is a researched-based, developmental reading and language arts program that follows the philosophy and methodology of *Reading First* for our 4<sup>th</sup> and 5<sup>th</sup> graders. *Story Town* features an organized, direct approach to teaching reading. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Students are given daily writing lessons and engage in theme-level reading-writing connections. During writing, students go through the five stage writing process utilizing the traits for writing approach. Students in grades K-3 are implementing the Teachers College Writing Workshop.

All grades use *Everyday Math* as the primary math instruction. It is a research based program where concepts and the New York State Math Standards spiral to provide continuity throughout the grades. The New York City Scope and Sequence for Science and Social Studies is implemented into our curriculum along with the New York State Standards. The Scott Foresman Science Program is used in grades 3 – 5, implementing a hands-on approach to scientific concepts. Technology classes range from basic keyboarding to word processing, power point presentations and two literacy programs *Ticket to Read* and *Istation*. The school librarian provides a variety of materials and non-fiction literature for research based projects and work presentation.

P.S. 157 provides opportunity for parents to become involved in our school community endeavors. A variety of workshops are offered in Technology, ESL, Mathematics, Literacy and Nutrition. In addition our parents have had the opportunity to assist in the classrooms due to training received by Learning Leaders.

#### **Strategic Collaborations and Partnerships:**

Nutrition & Fitness Programs	The Fine Arts	Parent Partnerships	College/University Affiliations
The Wellness Council Program/ WITS	LEAP (Learning Through An Expanded Arts Program)	Learning Leaders	Saint Joseph's College
Mighty Milers	Leadership	Brooklyn Caribe Lions Club	Touro College
Cornell University Cooking Classes	PAAC (Pratt Area Community Council)	Active Parent Teacher Association	NYACK College
SPARK/ Move to Improve	Ballet Tech	School Leadership Team	Boricua College
Leukemia & Lymphoma Society Pennies for Patients		Puerto Rican Family Institute	
Woodhull Medical Center Health Fair	Piano School of NYC	Heart Share	Good Shepherd Services
NYU Hip Hop Stroke Awareness	Reader's Theater	Brooklyn Bureau Community Service	Brooklyn College
Asthma Friendly School			Long Island University

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>			
<b>School Name:</b>	The Benjamin Franklin		
<b>District:</b>	14	<b>DBN #:</b>	14K157
<b>School BEDS Code #:</b>			

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	29	34	25		93.3	93.5			
Kindergarten	54	52	65						
Grade 1	54	59	67	<b>Student Stability: % of Enrollment</b>					
Grade 2	41	65	65	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	55	54	68		90.4				
Grade 4	49	47	53						
Grade 5	45	53	45	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					9	5	4		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total					5		30		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	39	44	32						
No. in Collaborative Team Teaching (CTT) Classes	0	6	17	Principal Suspensions	1	1	1		
Number all others	25	30		Superintendent Suspensions	2	1	1		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	NA	NA	NA
# in Trans. Bilingual Classes	56	58	95	Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	44	56	60	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	12	27	29	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	31	31	33
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	10	10	13
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native				Percent more than two years teaching in this school		64.5	71.4
Black or African American				Percent more than five years teaching anywhere		61.3	65.7
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher		81	83
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		92.6	88.5
Multi-racial							
<b>Male</b>							
<b>Female</b>							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities		√				
Limited English Proficient	√	√				
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	5	5	3			

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	w
Overall Score	85.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	w
School Environment (Comprises 15% of the Overall Score)	15	Quality Statement 2: Plan and Set Goals	w
School Performance (Comprises 30% of the Overall Score)	18.6	Quality Statement 3: Align Instructional Strategy to Goals	w
Student Progress (Comprises 55% of the Overall Score)	48	Quality Statement 4: Align Capacity Building to Goals	w
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

***Review of our school's educational program and the most current data regarding students performance trends and other indicators of progress.***

### **1. ENGLISH LANGUAGE ARTS (K – 3)**

#### ***DIBELS (Dynamic Indicators of Basic Early Literacy Skills)***

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

(Source: The Official DIBELS Homepage, <http://dibels.uoregon.edu/>)

The percentages of P.S. 157 students meeting benchmarks on DIBELS according to each grade level are displayed in Table 1 below:

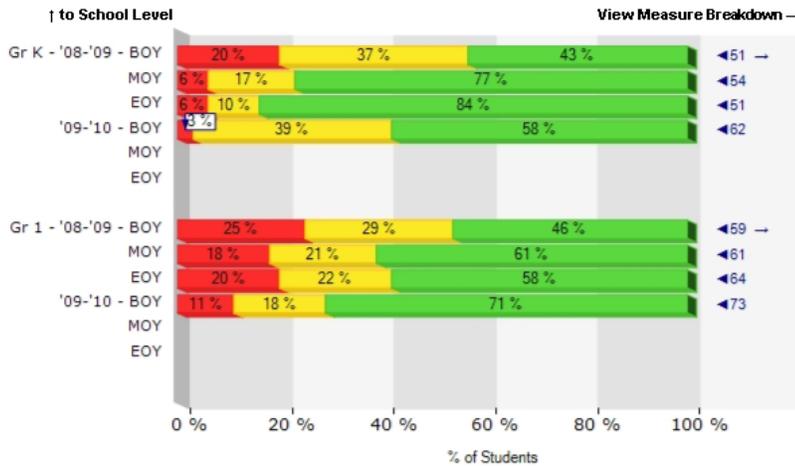
## (September 2008 and September 2009)

PERFORMANCE REPORTING: IDENTIFY GRADES IN NEED PAGINATION :  YES  NO

### mCLASS DIBELS<sup>®</sup> BENCHMARK RESULTS COMPARISON CHART - Grade Level

Current As Of: 10/29/2009  
[mCLASS Home](#)

STATE: NY CUSTOMER: NEW YORK CITY SCHO... DISTRICT: NEW YORK CITY PUBL... SCHOOL: (PS 157) BENJAMIN ...  
 GRADE: K-3 PERIOD: Multiple Years - Multiple Periods INCLUDES: READING FIRST ONLY



Students in the institution at time of assessment

**LEGEND**

Total Students ↓

Red Yellow Green ←#%

[See Category Details](#)

Institutions with no data are not included

**TRACKING INFORMATION**

Multi-Period

Instructional Recommendation

Grade:  K  1  2  3  4  5  6

**VIEW RELATED REPORTS**

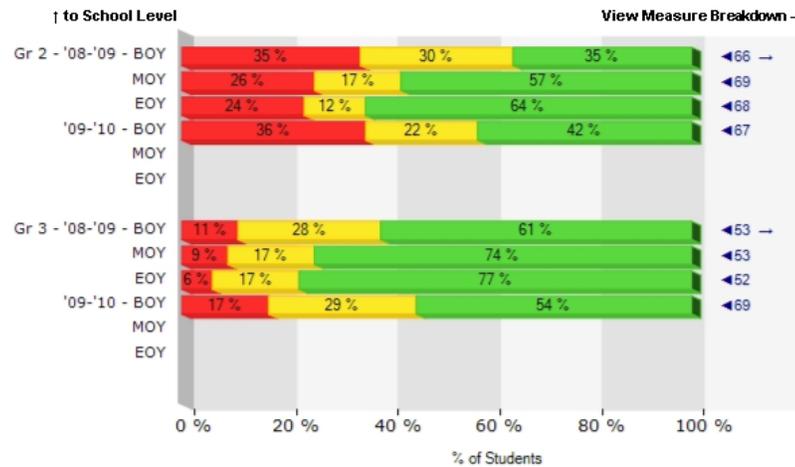
• Progress Monitoring Status Report →

PERFORMANCE REPORTING: IDENTIFY GRADES IN NEED PAGINATION :  YES  NO

### mCLASS DIBELS<sup>®</sup> BENCHMARK RESULTS COMPARISON CHART - Grade Level

Current As Of: 10/29/2009  
[mCLASS Home](#)

STATE: NY CUSTOMER: NEW YORK CITY SCHO... DISTRICT: NEW YORK CITY PUBL... SCHOOL: (PS 157) BENJAMIN ...  
 GRADE: K-3 PERIOD: Multiple Years - Multiple Periods INCLUDES: READING FIRST ONLY



Students in the institution at time of assessment

**LEGEND**

Total Students ↓

Red Yellow Green ←#%

[See Category Details](#)

Institutions with no data are not included

**TRACKING INFORMATION**

Multi-Period

Instructional Recommendation

Grade:  K  1  2  3  4  5  6

**VIEW RELATED REPORTS**

• Progress Monitoring Status Report →

**The above data indicates an improvement on the amount of students reaching benchmark at the beginning of the school year in grades K, 1, and 2 from 2008 to 2009.**

1

**ECLAS-2 (Early Childhood Literacy Assessment System)**

The Literacy Development Checklist is a personalized history of the child’s literacy development from Kindergarten through Grade 3. It is used to gather information about the child, to record observations and to monitor progress. It provides specific information on highly relevant target skills within four literacy strands: Phonemic Awareness; Phonics; Reading and Oral Expression; and Listening and Writing, which includes alphabet writing, spelling and vocabulary.

(Source: New York City Reading First Initiative Assessments Overview and New York City ECLAS-2 Literacy Development Checklist)

**Table 1: Percentages of P.S. 157 students in Grades K-3 for Reading in ECLAS-2 Table 1: Percentages of P.S. 157 students in Grades K-3 for Reading in ECLAS-2**

**ECLAS 2 Fall 2008**

<b>Grade K Emerging Reading</b>	<b>1 Reading Accuracy</b>	<b>2 Reading Accuracy / Comprehension</b>	<b>3 Reading Accuracy / Comprehension</b>
<b>Fall 08 Level 2 (42) 66.7%</b>	<b>Fall 08 Level 3 (43) 37.2%</b>	<b>Fall 08 Level 3 (17) 58.8%</b>	<b>Fall 08 Level 3 (3) 33.3%</b>
	<b>Level 4 (3) 100.0%</b>	<b>Level 4 (19) 42.1%</b>	<b>Level 4 (3) 66.7%</b>
	<b>Level 5 (0)</b>	<b>Level 5 (14) 57.1%</b>	<b>Level 5 (7) 85.7%</b>
	<b>Level 6 (0)</b>	<b>Level 6 (7) 75.0%</b>	<b>Level 6 (9) 77.8%</b>
	<b>Level 7 (0)</b>	<b>Level 7 (4) 75.0%</b>	<b>Level 7 (10) 80.0%</b>
		<b>Level 8 (4) 75.0%</b>	<b>Level 8 (20) 70.0%</b>

AW Sp Dc Vo SW CP ER RA RC

**ECLAS-2:**  
**Students At or**  
**For Spring 2009**

	-	-	-	-	-	-	-	-	-
Grade 1	1	0	0	-	0	-	1	-	-
Grade 2	-	34	50	43	51	-	-	25	25
Grade 3	-	32	12	36	37	-	-	43	29
	0	1	1	1	1	0	1	1	0

**Number of**  
**Above Level**

*The above data indicates that students performing at or above level in reading accuracy increase in grades 2 and 3.*

**Terra Nova**

**TerraNova Spring Results Comparison**

Grade	Time	% Benchmark in Reading Comprehension	% Benchmark in Vocabulary	% Benchmark in Word Analysis	Total # of S
1	Spring 2004	2.8	0	0	36
	Spring 2005	44.9	46.8	46.8	49
	Spring 2006	16.3	24.4	35.6	43
	Spring 2007	24.5	34.6	30.8	53
	Spring 2008	41.5	20.0	25.4	67
	Spring 2009	39.2	40.4	42.3	54

Grade	Time	% Benchmark in Reading Comprehension	% Benchmark in Vocabulary	% Benchmark in Word Analysis	Total # of S
2	Spring 2004	5.7	0	0	35
	Spring 2005	19.1	22.2	22.2	47
	Spring 2006	14.3	19.2	33.3	48
	Spring 2007	23.8	17.1	56.1	41
	Spring 2008	32.7	32.7	31.4	53

	<b>Spring 2009</b>	<b>40.6</b>	<b>44.8</b>	<b>52.7</b>	<b>60</b>
--	--------------------	-------------	-------------	-------------	-----------

<b>Grade</b>	<b>Time</b>	<b>% Benchmark in Reading Comprehension</b>	<b>%Benchmark in Vocabulary</b>	<b>Total # of S</b>
<b>3</b>	<b>Spring 2004</b>	<b>0</b>	<b>0</b>	<b>38</b>
	<b>Spring 2005</b>	<b>13.5</b>	<b>12.2</b>	<b>49</b>
	<b>Spring 2006</b>	<b>6.0</b>	<b>4.2</b>	<b>48</b>
	<b>Spring 2007</b>	<b>18.5</b>	<b>9.3</b>	<b>54</b>
	<b>Spring 2008</b>	<b>23.9</b>	<b>21.3</b>	<b>47</b>
	<b>Spring 2009</b>	<b>43.8</b>	<b>47.4</b>	<b>41</b>

The Terra Nova outcome for Spring 2009 shows an increase of benchmark students in comprehension and vocabulary.

**Implications for the Instructional Program:**

The implications for the Instructional Program for grades K through 3 are closely related to the purposes of Reading First assessments in that assessments are used to drive instruction. The four purposes of Reading First assessments are screening, diagnosis, progress monitoring, and outcome. In the 2009-2010, we will be focusing on refining our understanding of each of these assessments individually and collectively, so that they drive our instruction and meet the needs of all students.

The purposes of assessment within Reading First drive our analyses of the data derived from the assessments in the following ways.

- **Screening** assessments at the beginning of the school year alert the teacher to which students need extra support or intervention to achieve grade level benchmarks.
- **Diagnosis** helps the teachers plan instruction by providing specific information about individual student’s skills and instructional needs.
- Through biweekly and/or monthly assessment, **progress monitoring** assists teachers in making instructional decisions as to whether or not students are making adequate progress or need intervention to achieve grade level benchmarks.
- **Outcome** assessment helps identify which students may benefit from intervention before the next school year.

The data from each of the assessments will be collated to provide a comprehensive picture of each child’s level of achievement and areas for further instruction and intervention as follows.

***DIBELS (Dynamic Indicators of Basic Early Literacy Skills)***

- DIBELS provides quick answers to identify specific gaps in a student’s skill and is used throughout the year to improve instruction.

## **Terra Nova**

As an outcome assessment Terra Nova, identifies students who may need further assessment or additional instructional support in the areas of vocabulary and comprehension in Grades 1-3.

## **ECLAS-2 Early Childhood Literacy Assessment System**

Poor performance on a diagnostic measure indicates a need for additional assessment or identifies an area for targeted intervention.

From this information the following is planned:

- Continuation of the implementation of Reading First's scientifically based reading research. This will include a 90 minute reading block that will incorporate the five components (i.e., phonics, phonemic awareness, vocabulary, fluency and comprehension) of the Reading First program.
- Continuation of intervention support for students at risk of reading difficulties.
- Continuation of assessment plan that includes screening, diagnostic, progress monitoring and outcome measures.
- Cohesive and intense professional development meetings that will focus on the planning, understanding, and delivery of specialized instructional strategies to meet the needs of all students, including our at-risk population and our English Language Learners.

## **2. ENGLISH LANGUAGE ARTS (Grades 3-5)**

### ***Grade 3-5 Student Performance on the NYC & NYS ELA Assessments***

#### ***All Tested Students***

<b><i>Year</i></b>	<b><i>Level 1</i></b>	<b><i>Level 1</i></b>	<b><i>Level 2</i></b>	<b><i>Level 2</i></b>	<b><i>Level 3</i></b>	<b><i>Level 3</i></b>	<b><i>Level 4</i></b>	<b><i>Level 4</i></b>
	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>
<b><i>2009</i></b>	<b><i>5</i></b>	<b><i>3.8</i></b>	<b><i>43</i></b>	<b><i>33.1</i></b>	<b><i>69</i></b>	<b><i>53.1</i></b>	<b><i>13</i></b>	<b><i>10.0</i></b>
<b><i>2008</i></b>	<b><i>17</i></b>	<b><i>12.2</i></b>	<b><i>52</i></b>	<b><i>37.4</i></b>	<b><i>66</i></b>	<b><i>47.5</i></b>	<b><i>4</i></b>	<b><i>2.9</i></b>
<b><i>2007</i></b>	<b><i>11</i></b>	<b><i>8.1</i></b>	<b><i>58</i></b>	<b><i>43.0</i></b>	<b><i>65</i></b>	<b><i>48.8</i></b>	<b><i>1</i></b>	<b><i>0.7</i></b>

#### ***Special Education Students***

<b><i>Year</i></b>	<b><i>Level 1</i></b>	<b><i>Level 1</i></b>	<b><i>Level 2</i></b>	<b><i>Level 2</i></b>	<b><i>Level 3</i></b>	<b><i>Level 3</i></b>	<b><i>Level 4</i></b>	<b><i>Level 4</i></b>
	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>	<b><i>#</i></b>	<b><i>%</i></b>
<b><i>2009</i></b>	<b><i>4</i></b>	<b><i>15.4</i></b>	<b><i>16</i></b>	<b><i>61.5</i></b>	<b><i>5</i></b>	<b><i>19.5</i></b>	<b><i>1</i></b>	<b><i>3.8</i></b>
<b><i>2008</i></b>	<b><i>14</i></b>	<b><i>25.7</i></b>	<b><i>22</i></b>	<b><i>62.9</i></b>	<b><i>4</i></b>	<b><i>11.4</i></b>	<b><i>0</i></b>	<b><i>0</i></b>
<b><i>2007</i></b>	<b><i>9</i></b>	<b><i>33.3</i></b>	<b><i>15</i></b>	<b><i>55.6</i></b>	<b><i>3</i></b>	<b><i>11.1</i></b>	<b><i>0</i></b>	<b><i>0</i></b>

**English Language Learners**

<b>Year</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 3/4</b>	<b>Level 3/4</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>1</b>	<b>3.1</b>	<b>20</b>	<b>62.5</b>	<b>11</b>	<b>43.4</b>
<b>2008</b>	<b>7</b>	<b>17.9</b>	<b>20</b>	<b>51.3</b>	<b>12</b>	<b>30.8</b>
<b>2007</b>	<b>8</b>	<b>21.6</b>	<b>17</b>	<b>45.9</b>	<b>12</b>	<b>32.4</b>

**Grade 4 Student Performance on the NYS ELA Assessment**

**All Tested Students**

<b>Year</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 4</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>3</b>	<b>7.3</b>	<b>16</b>	<b>39.0</b>	<b>20</b>	<b>48.8</b>	<b>2</b>	<b>4.9</b>
<b>2008</b>	<b>10</b>	<b>19.2</b>	<b>12</b>	<b>23.1</b>	<b>29</b>	<b>55.8</b>	<b>1</b>	<b>1.9</b>
<b>2007</b>	<b>2</b>	<b>4.3</b>	<b>22</b>	<b>47.8</b>	<b>22</b>	<b>47.8</b>	<b>0</b>	<b>0</b>

**Special Education Students**

<b>Year</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 3/4</b>	<b>Level 3/4</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>3</b>	<b>50.0</b>	<b>3</b>	<b>50.0</b>	<b>0</b>	<b>0</b>
<b>2008</b>	<b>9</b>	<b>47.4</b>	<b>7</b>	<b>36.8</b>	<b>3</b>	<b>15.8</b>
<b>2007</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>67</b>	<b>2</b>	<b>33</b>

**Summary of Data Analysis:**

Results for **All students** in Grades 3-5 indicate:

63.1% performed at levels 3 and 4 (up from the 50.4 % previous year).

Change: **+12.7%**

33.1% performing at level 2.

3.8 % performing at level 1.

Results for **Special Education students** in Grades 3-5 indicate:

23.3% performed at levels 3 and 4 (up from 15% previous year).

Change: **+ 8.3%**

61.5% performing at level 2.

15.4% performing at level 1.

Results for **English Language Learner students** in Grades 3-5 indicate:

43.4% performed at levels 3 and 4 (up from 30.8% the previous year).

Change: **+12.6%**

62.5 % performing at level 2.

3.1 % performing at level 1

These results indicate a **significant overall improvement in the performance of all tested students.**

In looking at data for grades 3 through 5, such as the Teacher's College Running Records, ECLAS II and EPAL (for grade 3), ACUITY periodic assessments, and on demand writing assessments, we identified areas in need of improvement. A review of this data indicates students' lack of proficiency across the grades in the following areas:

- Identifying a conclusion that summarizes the main idea
- Identifying a detail inferred from the text
- Making predictions based upon passage events
- Identifying characteristics of various genres
- Applying word-solving strategies for more complex words
- Making connections between the text read to themselves and other books
- Distinguish between relevant and irrelevant information
- Structure of an essay
- Completing graphic organizers

**(Students in grades 3 through 5 receive Academic Intervention Services for Literacy. These services include the Title I reading program, after-school reading programs, including Reading Programs, and ELL programs.)**

**Implications for the Instructional Program:**

**Based on the analysis of the data and all relevant findings, the following are implications for ELA instructional programs for students in Grades 3 through 5:**

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of the balanced literacy program that is being used city-wide, and that includes a 90-minute literacy block and a 60-minute writing block.
- The implementation of a school-wide literacy program with parallel units of study across grades and multi-level grouping within all classrooms.
- Continued provision of intensive Academic Intervention Services for all students who are not meeting state standards.
- Classroom libraries will be expanded to include more non-fiction books for independent reading.
- The Literacy Coach will continue provide professional development which will increase the pedagogical staff's knowledge and expertise on the different components of the reading program. Professional development will also inform teachers on the different forms of assessment that will inform their practices and planning.
- Curriculum calendars will be developed by grade by the teachers during June planning days. On planning days teachers will align the curriculum to include the writing units designated by Teachers College in grades K-3, Story Town's reading and writing in grades 4-5, social studies and science.
- Cohesive and intense professional development in the planning, understanding, and delivery of specialized instructional strategies to meet the needs for our at-risk population.
- Teachers will reinforce literacy strategies during content area instruction embedded

within the literacy block.

- Teachers will continue planning and delivering instruction that will increase the achievement of English Language Learners.

Based on the analysis of the data and all relevant findings on the ACUITY periodic assessments, the following are implications for ELA instructional programs for students in Grades 3 through 5:

- A reading-rich classroom environment that will provide special support for struggling students
- Provide students with differentiated instruction needed to meet their needs along with the appropriate instructional materials
- Ongoing reading assessments through DIBELS (3<sup>rd</sup> Grade), Story Town's Benchmark, Weekly and Theme Tests, and other scientifically based strategies
- To provide students with strategies to respond to literature by writing both critical essays and original stories
- To provide students with a strong command of grade level vocabulary
- To develop students' understanding of writing mechanics and the organizing, developing and editing of stories and essays in various genres.

### 3. MATHEMATICS

#### *Grades 3-5 Student Performance on the NYC & NYS Math Assessments*

##### *All Tested Students*

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>3</b>	<b>2.2</b>	<b>9</b>	<b>6.7</b>	<b>97</b>	<b>72.4</b>	<b>25</b>	<b>18.7</b>
<b>2008</b>	<b>4</b>	<b>3.0</b>	<b>21</b>	<b>15.9</b>	<b>82</b>	<b>62.1</b>	<b>25</b>	<b>18.9</b>
<b>2007</b>	<b>4</b>	<b>2.9</b>	<b>30</b>	<b>22.1</b>	<b>83</b>	<b>61.0</b>	<b>19</b>	<b>14</b>

##### *Special Education Students*

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>3</b>	<b>11.1</b>	<b>5</b>	<b>18.5</b>	<b>18</b>	<b>66.7</b>	<b>1</b>	<b>3.7</b>
<b>2008</b>	<b>4</b>	<b>12.1</b>	<b>13</b>	<b>39.4</b>	<b>16</b>	<b>48.5</b>	<b>0</b>	<b>0</b>
<b>2007</b>	<b>2</b>	<b>5.6</b>	<b>15</b>	<b>41.7</b>	<b>19</b>	<b>52.8</b>	<b>0</b>	<b>0</b>

##### *English Language Learners*

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level ¾</i>	<i>Level ¾</i>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>1</b>	<b>2.9</b>	<b>5</b>	<b>14.7</b>	<b>28</b>	<b>82.4</b>
<b>2008</b>	<b>2</b>	<b>5.6</b>	<b>8</b>	<b>22.2</b>	<b>26</b>	<b>72.2</b>
<b>2007</b>	<b>1</b>	<b>2.6</b>	<b>15</b>	<b>38.5</b>	<b>23</b>	<b>59</b>

#### *Grade 4 Student Performance on the NYS Math Assessment*

**All Tested Students**

<b>Year</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 4</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2.8</b>	<b>24</b>	<b>66.7</b>	<b>11</b>	<b>30.6</b>
<b>2008</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3.0</b>	<b>22</b>	<b>66.7</b>	<b>10</b>	<b>30.3</b>
<b>2007</b>	<b>1</b>	<b>2.8</b>	<b>5</b>	<b>13.9</b>	<b>26</b>	<b>72.2</b>	<b>4</b>	<b>11.1</b>

**Special Education Students**

<b>Year</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 3/4</b>	<b>Level 3/4</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>3</b>	<b>50.0</b>	<b>4</b>	<b>28.6</b>	<b>10</b>	<b>71.4</b>
<b>2008</b>	<b>1</b>	<b>6.7</b>	<b>6</b>	<b>40.0</b>	<b>8</b>	<b>53.3</b>
<b>2007</b>	<b>1</b>	<b>10.0</b>	<b>3</b>	<b>30.0</b>	<b>6</b>	<b>60.00</b>

**Summary of Data Analysis:**

Results for **All students** in Grades 3-5 indicate:

91% performed at levels 3 and 4 (up by 10% of the previous year.)

Change: 9.9+%

6.7% performing at level 2.

2 % performing at level 1.

Results for **Special Education students** in Grades 3-5 indicate:

70.4% performed at levels 3 and 4 (up from 36.1% the previous year.)

Change: **+16.7%**

18.5% performing at level 2.

11.1% performing at level 1.

Results for **English Language Learner students** in Grades 3-5 indicate:

82.4% performed at levels 3 and 4 (up from 41.1% the previous year).

Change: **+17.99%**

14.7% performed at level 2.

2.1% performed at level 1 (consists of only one student)

These results indicate a **significant overall improvement in the performance of all tested students.**

**4. SCIENCE**

**Grade 4 Student Performance on the NYS Science Assessment**

**All Tested Students**

<b>Year</b>	<b>Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 4</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>4</b>	<b>8.8</b>	<b>8</b>	<b>17.7</b>	<b>24</b>	<b>53.3</b>	<b>9</b>	<b>20</b>
<b>2008</b>	<b>3</b>	<b>5.7</b>	<b>15</b>	<b>28.8</b>	<b>29</b>	<b>55.7</b>	<b>5</b>	<b>9.6</b>
<b>2007</b>	<b>6</b>	<b>11</b>	<b>13</b>	<b>23</b>	<b>26</b>	<b>46</b>	<b>12</b>	<b>21</b>

### ***Special Education Students***

<b>Year</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>	<b>4</b>	<b>8.8</b>	<b>8</b>	<b>17.7</b>	<b>24</b>	<b>53.3</b>	<b>9</b>	<b>20</b>
<b>2008</b>	<b>2</b>	<b>15.4</b>	<b>9</b>	<b>69.23</b>	<b>2</b>	<b>15.3</b>	<b>0</b>	<b>0</b>
<b>2007</b>	<b>2</b>	<b>18</b>	<b>6</b>	<b>55</b>	<b>3</b>	<b>27</b>	<b>0</b>	<b>0</b>

### ***English Language Learners***

<b>Year</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3/4</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2009</b>						
<b>2008</b>	<b>1</b>	<b>9</b>	<b>7</b>	<b>90.9</b>	<b>3</b>	<b>27</b>
<b>2007</b>	<b>1</b>	<b>9</b>	<b>7</b>	<b>64</b>	<b>3</b>	<b>27</b>

### **Summary of Data Analysis:**

In 2009, 45 fourth grade students completed the New York State Science Exam. .

Of **all tested students**, 73.3% (33 students) performed above the State Designated Level of 3 and 4 on the exam. 38 of those 45 students were general education students.

The statistics are disaggregated as follows:

- **7 Special Education Students** were tested. Of these, 23.3% scored above the SDL.
- **11 English Language Learners** were tested. Of these, 27% scored above the SDL.

The school has a **Technology teacher and two computer labs**, and all classrooms have at least one computer. Students use these labs to research science-related issues, including current scientific events. They will also create Power Point presentations on science-related topics. A culminating science fare takes place for all students celebrate their scientific products and investigations.

### **Implications for the Instructional Program:**

- **Professional development** in science is ongoing, with training given to the entire staff. P.S. 157's **administration** provides teachers with instruction in lesson planning for science, as well as specific training in the effective use of the **FOSS Science Core Curriculum** used by grades 2 through 5. Demonstration lessons, hands-on investigations are given routinely, and test preparation is stressed. Teachers and paraprofessionals are also instructed in assessment and evaluation of students work. The administration will oversee the development of a **consistent, school-wide science program**.

Teachers utilized the New York Science and Social Studies Scope and Sequence to create a pacing calendar for 2009-2010 school years that aligns the standards with school resources. (e.g., textbooks, trade books, maps, etc)

- Professional development will be given to the **entire staff** to ensure continuity of instructional practices across the grades.
- New staff will receive **continual support** in instructional techniques for science throughout the school year with on-sit professional training. New teachers received formal **mentoring** through the Mentor Program last year and will continue to apply those resources this new school year.
- The administration will **confer** with new teachers to determine the strengths and weaknesses of the teachers' instructional practices
- The administration will hold monthly **grade conferences** with teachers on each grade
- **Reimbursable teachers** will work with the administration and with classroom teachers to ensure the success of **at-risk** students
- Teachers will attend **science workshops and seminars** through the CLSO professional development training
- P.S. 157 will have one **Science Cluster teacher** who will serve the entire school. The **Science Cluster teacher** will work with classroom teachers to provide additional support in all areas of science, while focusing on experiments, problem solving skills and fact-based deduction
- **Curriculum goals** will be re-visited and adjusted during June planning
- In the spring of 2010 students will once again participate in a science and technology fair coordinated by the science cluster teachers
- In **Pre-Kindergarten**, students will learn the basic skills needed to prepare them for kindergarten. Students will be exposed to beginning science concepts, **observation, experimentation and problem solving**. In May, the Pre-Kindergarten will host a **Super Science Day**, which will focus on hands-on experiments
- The school uses the **Foss Science Core Curriculum** in grades 2 through 5. These series use a research-based, systematic approach to teaching science. This series provides **clear, measurable objectives** with a focus on experimentation and problem solving. The staff of P.S. 157 will provide **standards-based learning** in science for the school community, aligned with state and city requirements in the area of science. The district-sponsored Scott-Foresman Science series is the central part of this program. In addition, Scott-Foresman Science Series will be a supplement to the Foss Curriculum. Scott-Foresman provides texts, practice books, homework books and skills books to assist students in grade-level progress

- A laboratory kit, from the **Foss Series**, will be utilized in conjunction with the lessons in the Scotts-Foresman texts, providing hands-on experience in scientific learning
- All teachers will use the teaching tools and resources along with the Foss Series website to support student learning.
- P.S. 157 will use the **Measuring Up and NYS Science Test Rehearsal programs** for test-taking skills acquisition in the area of science. This program offers instruction in specific areas of science, and prepares students for the New York State Science Test
- **Other methods of assessment** will include teacher-developed tests, unit tests from the science series and completion of science experiments
- All students will participate in a culminating **Science Fair**, to be held in May of 2010

## 5. SOCIAL STUDIES

### *Grade 5 Student Performance on the NYS Social Studies Assessment*

#### *All Tested Students*

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2008-09</b>	<b>7</b>	<b>13.2</b>	<b>9</b>	<b>16.9</b>	<b>28</b>	<b>52.8</b>	<b>8</b>	<b>15.9</b>
<b>2007-08</b>	<b>9</b>	<b>20</b>	<b>14</b>	<b>31</b>	<b>20</b>	<b>44</b>	<b>2</b>	<b>4</b>
<b>2006-07</b>	<b>13</b>	<b>22</b>	<b>9</b>	<b>15</b>	<b>29</b>	<b>48</b>	<b>9</b>	<b>7</b>
<b>2005-06</b>	<b>30</b>	<b>49</b>	<b>10</b>	<b>16</b>	<b>17</b>	<b>28</b>	<b>4</b>	<b>7</b>

#### *Special Education Students*

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2008-09</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>33.3</b>	<b>8</b>	<b>66.6</b>	<b>0</b>	<b>0</b>
<b>2007-08</b>	<b>6</b>	<b>42</b>	<b>6</b>	<b>42</b>	<b>2</b>	<b>14</b>	<b>0</b>	<b>0</b>
<b>2006-07</b>	<b>2</b>	<b>67</b>	<b>1</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2005-06</b>	<b>13</b>	<b>93</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### *English Language Learners*

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3/4</i>	<i>Level 3/4</i>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>2008-09</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>27.2</b>	<b>7</b>	<b>63.6</b>
<b>2006-07</b>	<b>3</b>	<b>42</b>	<b>3</b>	<b>42</b>	<b>2</b>	<b>28</b>
<b>2005-06</b>	<b>7</b>	<b>41</b>	<b>1</b>	<b>6</b>	<b>9</b>	<b>53</b>
<b>2004-05</b>	<b>4</b>	<b>67</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>17</b>

### **Summary of Data Analysis:**

In 2008, 53 fifth grade students completed the New York State Social Studies Exam. Of **all tested students**, 67.8% (36 students) performed above the State Designated Level on the exam. All of those students were general education students.

The statistics are disaggregated as follows:

- 12 **Special Education Students** were tested. Of these, 66% scored above the SDL.
- 7 **English Language Learners** were tested. Of these, 63.6% scored above the SDL.
- No disaggregated information is available regarding **Hispanic** Students.

The **school works in conjunction with the following organizations** to provide additional services to students: the Center for the Urban Environment.

The school has a **Technology teacher and 2 computer labs**. All classrooms have at least one computer. Computers are used for research-based projects in the area of social studies. However, teachers are in need of staff development to effectively use these tools to benefit their classes and improve reading skills.

### **Implications for the Instructional Program:**

- The school will use the New York Scope and sequence to create a pacing calendar for the school year. Grade 4 will use a new Social Studies curriculum by Houghton Mifflin Harcourt. Grades K through 3 will utilize trade books and Social Studies Powerpacks. These Powerpacks support the standards with shared reading, leveled text reading and independent reading opportunities. Grade 5 will use the Scott-Foresman curriculum for the last year. Next year, we will use Houghton Mifflin Harcourt in grades 3 and 5. These series provides **clear, measurable objectives**. The staff of P.S. 157 will provide **standards-based learning** in social studies for the school community, aligned with state and city requirements in the area of social studies
- **Professional development** will continue be given to the **entire staff** to ensure continuity of instructional practices across the grades
- New teachers, with 2 or fewer years of experience, will receive **continual support** in instructional techniques for social studies throughout the school year. This will happen in the form of on-site training through peer support, which involves involving informal mentoring and demonstration lessons
- The administration will **confer** with new teachers to determine the strengths and weaknesses of the teachers' instructional practices
- The administration will hold monthly **grade conferences** with teachers on each grade
- **Curriculum goals** will be announced during Parent Orientation in September
- In **Pre-Kindergarten**, students will learn the basic skills needed to prepare them for kindergarten. Students will be exposed to beginning social studies concepts
- P.S. 157 will be using the **Measuring Up Program** and **Strategies for Success** (Silver Moon Press) for test-taking skills acquisition in the area of social studies.

These programs offer instruction in specific areas of social studies, and prepare students for the New York State Social Studies test.

- **Other methods of assessment** will include teacher-developed tests, additional test preparation books, and completion of research-based projects

## 6. TECHNOLOGY

### Summary of Data Analysis:

P.S. 157 currently have's **two computer labs**. One is staffed by a **Technology teacher**, while the other is used on a sign-up basis. **All classrooms have at least one computer**. All classes grades Pre-K to 5<sup>th</sup> receive computer instruction at least once a week.

Through the Enhancing Education through Technology (EETT) grant, one fourth grade classroom and one fifth grade classroom has been equipped with Axim handhelds. Two classrooms are equipped with **Smart board interactive whiteboards** and **projectors**. The school is outfitted with **wireless internet access** allowing for shared internet throughout the school. The grant also supplied a **Dell desktop computer** for the participating classrooms.

(Through the **Learning Technology Grant**, both fourth grade classrooms received equipment and training necessary to create documentary movies. Both classrooms now have the following: **a laptop computer, speakers, digital camcorders and cameras, LCD projectors, document cameras and USB thumb drives**. Additionally, participating teachers received 6 days of **professional development**.)

### Implications for the Instructional Program:

- P.S. 157 have a **Technology Cluster Teacher** who services classes across all grades. The **Technology cluster teacher** will work with classroom teachers to provide additional support for students. This teacher is able to provide additional classroom instruction in all areas of technology, while focusing on lesson planning for teachers and program skills for students
- **Professional development** in technology is ongoing, with training given to the entire staff. P.S. 157's through the District Office of Instructional Technology. Teachers and paraprofessionals will also be instructed in assessment and evaluation of students through formative and periodic assessments
- Professional development will be given to the **entire staff** to ensure continuity of instructional practices across the grades
- New staff will receive **continual support** in technology instructional techniques throughout the school year in the form of on-site training involving informal mentoring and demonstration lessons
- Eligible teachers will receive **formal mentoring** through the Mentor Program

- The administration will **confer** with new teachers to determine the strengths and weaknesses of the teachers' technology use
- The administration will hold monthly **grade conferences** with teachers on each grade
- **Curriculum goals** will be announced during Parent Orientation in September
- **Assessments** will be conducted using Acuity, which provides detailed analysis of subject-specific skills.
- Students using the Dell Axim handhelds will complete **cross-curricular projects**. These projects will **assess** students' skills in the following technology areas: **word processing, spreadsheet use, flowchart design, and computer animation**.
- **Other methods of assessment** will include teacher-developed tests and completion of computer-based projects.

The greatest accomplishments over the last couple of years have been in Math putting our school in a rank of # 8 in our district. Students are constitutently improving in ELA in all the other subject areas.

## SECTION V: ANNUAL SCHOOL GOALS

### **Goals 2009-2010**

1. To continue providing with 90 minutes of research- based reading instruction in the five essential components (phonemic awareness, phonics, fluency, vocabulary and comprehension) that is focused on meeting the needs of all students including those that are below grade level, limited English proficient and students with disabilities in K-3 to ensure that 75% of the students read at grade level at the end of the year.
2. To continue with the implementation of the literacy program, Story Town, in grade 4 and 5. Teacher's College Writing Project for grades K-3 will continue but grades 4-5 will utilize Story Town's writing component along with Write Source to provide continuity of instruction and improve overall student academic performance
3. To increase mathematical achievement levels in all grades through differentiated instruction, which will increase by 4% the number of students performing at levels 3 and 4 by the end of the school year.
4. To incorporate academic intervention strategies into Balanced Literacy science instruction, so that there is an increase of at least 4% in students scoring at Levels 2, 3 and 4 on the NYS Science Exam, and so that there is a decrease of at least 4% in students scoring at Level 1 and 2 on the same exam.
5. By the spring of the 2009-2010 school year, all Bilingual, ELL, Special and General Education students will explore the art curriculum through a literary and content-based lens, with the goal of enhancing their expression of literary, visual, dramatic and performing arts.

SECTION VI: ACTION PLAN

**ELA Grades K- 3 Reading**

**Subject/Area First**

Annual Goal	To continue providing with a 90 minutes of research- based reading instruction in the five essential components ( phonemic awareness, phonics, fluency, vocabulary, and comprehension) that is focused on meeting the needs of all students including those that are below grade level, limited English proficient and students with disabilities in K- 3 to ensure that 75% students read at grade level at the end of the year.
Action Plan	100% of the K- 3 teachers will provide direct explicit, systematic, and differentiate instruction using flexible small groups. Group size, instructional time and instructional content varies based on students needs. The instruction is data based and students will used multiple text materials from Harcourt Trophies Core Program. Teachers will model and explain concepts and skills using many samples. Teachers will actively engaged students in literacy activities, encourage interaction and independent practice, and provide tools and incentives to foster reading proficiency.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	Ongoing professional development based on the five components, data driven, and that support the implementation of Reading First and that also included the invitation to grade 4 and 5 teachers to be part of the Reading Academy to refresh skills and strategies of the Reading Instruction. <u>Monthly Lunch/ Learn</u> for sharing and reflecting on the implementation of Reading First. <u>Ticket to Read</u> for all the students K- 5 which allow the students to engage in Interactive Reading through Voyager Passport in the Internet. <u>I station Reading</u> is a data-driven reading intervention program for students in Pre-K through Grade 5. I station Reading promotes reading acceleration and progress through a high-interest online interactive curriculum. ISIP assessment results automatically place students in the appropriate reading intervention level. The curriculum systematically teaches students as they learn developmentally appropriate skills in the essential reading areas of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension.
Indicators of Interim Progress and/or Accomplishment	Ongoing Systematic process for collecting, reviewing, and analyzing all required Reading First student assessments data ( ECLAS 2, DIBELS, TERRANOVA, Core Program Assessments) to drive instructional and programmatic decision –making. Assessment Calendar and Harcourt Pacing Calendar are follow along with progress monitoring to ensure student adequate progress. Projection of students gain: - An increase in students scoring at benchmark on DIBELS in all the strands.( PSF,NWF, ORF)

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- An increase in ECLAS 2 Reading Levels in Grades 1 and 2</li><li>- An increase in the Terra Nova of students reading at grade level.</li></ul> |
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SECTION VI: ACTION PLAN

Subject/Area

ELA- Grades K-5

Annual Goal	To increase student achievement in Literacy by continuing implementing STORY TOWN; a research-based, developmental reading and language arts program along with TC Writing workshop for K to 3. Teachers will utilize the periodic assessments embedded in the reading program; along with ACUITY periodic exams to monitor student progress and differentiate of instruction.
Action Plan	100% of the K- 5 teachers will provide direct explicit systematic instruction and differentiate using flexible grouping. Teachers will give constant feedback to students for clear understanding of their strengths as well as the areas they need to work on. Teachers will provide ample practice and application of skills using a variety of meaningful tools and activities suited to different types of learners and classroom settings to reinforce instruction and learning.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	Ongoing professional development based on the five components (phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing). Teachers will have the opportunity to be part of the Reading Academy. Extended day services will be provided for all mandated students on Mondays and Tuesday for a 75 minute intervention block. Ticket to Read and I Station will be available to improve their reading skills. In place of the Reading First iread portal teachers can go into the New York State Reading Center that is a website( <a href="http://nysrrc.monroe.edu">http://nysrrc.monroe.edu</a> ) that serves as a portal for up-to-date information on reading instruction and was developed for school administrators, coaches, teachers, and parents. On this website, you will find information pertaining to: Big Ideas in Reading; Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Professional Development Opportunities; <u>Reading Academy Foundation Course</u> - interactive on-line extensive coursework for collaborative teacher learning groups, <u>Learning Portal Info-Files</u> - topical resources for educators who need- research-based information, presentation materials, video clips, instructional strategies and bibliographies, <u>It's in the Bag</u> - a lending library of complete materials for book study projects.

Indicators of Interim Progress and/or Accomplishment	<p>Teachers will monitor students' progress through the weekly, theme and benchmark exams. Data will be reviewed and analyzed to drive the instruction.</p> <p>Projection of students gain:</p> <ul style="list-style-type: none"> <li>- An increase of 5% in the predictive exams.</li> <li>- An increase of 7% of students performing at level 3 and 4 as measured by the NYS ELA exam.</li> </ul>
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**SECTION VI: ACTION PLAN**

**Subject/Area**

**Mathematics**

<b>Annual Goal</b>	<b>To increase mathematical achievement levels in all grades through differentiated instruction, which will increase by 4% the number of students performing at levels 3 and 4 by the end of the school year.</b>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>-All classroom teachers will include informal observations atleast 3 to 4 times a week during their EM lessons to differentiate instruction accordingly.</li> <li>-Teachers will meet with peers and coaches to plan ahead and analyze data atleast once a week.</li> <li>-Teachers will incorporate math games as recommended in the Everyday Math Program.</li> <li>-Coaches, teachers and other staff members will consistently use Aris and Acuity data to differentiate instruction and plan ahead.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>-Ongoing professional development in and outside of the school throughout the year.</li> <li>-Inter-visitations among the teachers to highlight model instruction, use of data and math tools.</li> <li>- Extended day services will be provided for all mandated students on Mondays and Tuesday for a 75 minute intervention block .</li> <li>-Enrichment opportunities for all students though projects and other resources.</li> </ul>

<b>Indicators of Interim Progress and/or Accomplishment</b>	<p><b>Teachers will monitor student progress through consistent data analysis of:</b></p> <ul style="list-style-type: none"> <li>- <b>Un-going and periodic End of Unit EM Assessments. (formal and informal)</b></li> <li>- <b>Increase in Predictive Acuity Assessment scores from the fall predictive to the spring predictive of atleast 7%.</b></li> <li>- <b>Increase in students ITA scores of atleast 4% from fall to spring.</b></li> </ul>
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**Subject/Area**

**Science**

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<b>Annual Goal</b>	<b>To incorporate academic intervention strategies into Balanced Literacy science instruction, so that there is an increase of at least 4% in students scoring at Levels 2, 3 and 4% on the NYS Science Exam, and so that there is a decrease of at least 4% in students scoring at Level 1 and 2 on the same exam.</b>
<b>Action Plan</b>	<b>100% of classroom teacher k-5 will implement the science curriculum by providing students with the content necessary to engage in rich experimental learning experiences during science lab time with cluster teacher.</b>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<b>Ongoing professional development throughout the year. Collaboration between the science cluster teacher and classroom teachers by planning together at least twice a month.</b>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<b>Increased diversification of subjects covered in students' science portfolios. Culminating science fairs in May; school wide and through the CLSO science and math fair.</b>

SECTION VI: ACTION PLAN

**Subject/Area:** The Arts

<b>Annual Goal</b>	By the spring of the 2008-2009 school year, all Bilingual, ELL, Special and General Education students will explore the art curriculum through a literary and content-based lens, with the goal of enhancing their expression of literary, visual, dramatic and performing arts.
<b>Action Plan</b>	- The art specialty teacher (AST) integrates all content area curricula in alignment with state and city standards through arts instruction. The AST reinforces vocabulary, concepts and expressions from literature, math, science, and art through various artistic media. The AST, in collaboration with classroom teachers, incorporates curricular concepts and maintains curricular alignment through read alouds and various other initiatives. The AST provides a curriculum calendar to all staff and administration to facilitate congruence and alignment. The AST coordinates Project Arts collaborative initiatives including art shows, educational assemblies and cultural programs. Additionally, the school has a Project Arts music teacher, whose duties include organizing and directing the school chorus, directing the musical portions of all school assemblies, and providing a link between music, art and the K-5 curriculum.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	-Ongoing professional development for the art teacher that will enhance the arts instruction and align it to other content areas specially in writing. -Teachers will have monthly grade meetings for planning and sharing of best practices.
<b>Indicators of Interim Progress and/or Accomplishment</b>	-The AST will create standards-aligned rubrics to evaluate and assess student work. Students will create a portfolio with standards-based artwork in alignment with said standards. Projected Gains: Students will see greater content area, standard-based achievement due to art integration



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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	23	14	N/A	N/A	0	N/A	N/A	
1	20	17	N/A	N/A	2	N/A	N/A	
2	39	38	N/A	N/A	0	N/A	N/A	
3	32	35	N/A	N/A	0	N/A	N/A	
4	23	5	23	0	0	N/A	N/A	
5	20	5	0	20	0	N/A	N/A	
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA:</b>	Our school implements the following programs to assist our at- risk students as academic intervention services: Wilson Academy, Leap Frog Literacy Centers, Passport/Voyager, Foundations, Performance Series, Acuity, Story Town Intervention, Ticket to Read, Harcourt Trophies Intervention Program and Harcourt Intervention Stations. These services will be implemented during both the school day and after school in small group settings. Cluster teachers also provide pull out services for at risk students in the upper grades through out the year. These services are also implemented after school.
<b>Mathematics:</b>	<b>Our school implements the following programs to assist our at-risk students as academic intervention services: Great Leaps, Performance Series, Kaplan Advantage, Acuity and Achieve-It Programs.</b> . These services will be implemented during both the school day and after school in small group settings. Cluster teachers also provide pull out services for at risk students in the upper grades through out the year. These services are also implemented after school day
<b>Science:</b>	Teachers at P.S. 157 tutor students individually and/or in small groups in areas in which the students are showing deficiencies. This Academic Intervention Service is provided to students who are determined to be at risk of not meeting the standards in a particular subject area by the end of the school year. These services are also implemented after school day. Cluster teachers also provide pull out services for at risk students in the upper grades through out the year.
<b>Social Studies:</b>	Teachers at P.S. 157 tutor students individually and/or in small groups in areas in which the students are showing deficiency. This Academic Intervention Service is provided to students who are determined to be at risk of not meeting the standards in a particular subject area by the end of the school year. Cluster teachers also provide pull out services for at risk students in the upper grades through out the year. These services are also implemented before and after the school day.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Our school provides an affective guidance program, the COOL Program (Children Overcoming Obstacles Through Learning) which provides one on one, group and academic counseling. It also provides student development in the following areas: Conflict resolution and anger management.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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The identification process for our English Language Learners (ELL's) begins during the initial student enrollment. The Pupil Accounting Specialist screens and orally performs an informal interview in English and in their native language when necessary, with collaboration of other school personnel such as, the Parent Coordinator. As part of the informal assessment, the New York City Department of Education's Parent/Guardian Home Language Identification Survey (HLIS) form is administered to the child's parent to identify if the child is an ELL. During this informal interview when the home language and/or the student's only language are identified as English, the student is classified as an English Proficient student and enters the general education program.

After carefully analyzing the Home Language Questionnaire, if the home language of the student is not English an informal interview in the student's Native Language and in English is performed with the collaboration of the Parent Coordinator. When the student speaks a language other than English at home an initial assessment is performed by administering the Language Assessment Battery-revised (LAB-R). The LAB-R is administered by the ESL Teacher/Coordinator within the next ten days. Student's that score at Beginning, Intermediate or Advanced Level are considered Limited English Proficient (LEP) and will be placed in their appropriate program setting. If the student scores above the Proficient Level, the student is considered as English Proficient and enters the general education program.

All LEP students are evaluated annually with the New York State English as a Second Language Achievement Test (NYSESLAT). Student's that score at Beginning, Intermediate or Advanced Level will continue receiving services until they reach the Proficiency Level. Once a student scores proficient if they're in a bilingual class they will be placed in a general education class. If they're in a general education class and receive ESL services, the ESL services will be terminated general education program.

Parent Orientations are available to ensure that each parent is appropriately informed of the three program choices offered by the New York State Department of Education. Each parent will observe the Orientation Video for parents of Newly Enrolled English Language Learners in the language they understand best. After receiving the orientation, parents have the opportunity to clarify and ask questions

regarding the child’s program selection in addition to receiving materials in their home language about ELL services. At the end of each orientation parents will complete the Parent Survey and Program Selection Form. The orientations are offered after newly enroll students are tested. Two sessions per day are scheduled to ensure all parents have the opportunity to participate.

The entitlement letters are sent home with every ELL student and the Parent Survey and Program Selection Form is completed at end of the program orientations to ensure they are fully completed. If a parent/guardian did not participate in the school orientation, a one-to-one meeting is scheduled to assure the parent is well informed of the ELL programs available in our school. As a very last resource, the Parent Survey and Program Selection Forms will be sent home with the student with a due date to be returned.

The procedures and criteria used to place our ELL’s in ESL or Bilingual instructional programs are based on the results of the Lab-R and the NYSESLAT. Students are also placed according to their needs in correlation to the current program in effect. All communication and/or consultation with a parent or guardian are sent home in English and their Native Language.

For the past years, the trends in parent’s choice requests were as follows:

2007-08		2008-09		2009-10	
Bilingual	ESL	Bilingual	ESL	Bilingual	ESL
63	50	54	60	57	60

Our data indicates that ESL and Bilingual programs are of equal choices to our parents.

At P.S. 157 the current program for Ell’s are Freestanding English as a Second Language (ESL) and Transitional Bilingual instruction in accordance with the students needs and aligned with parents requests.

The organizational models at P.S. 157 include Transitional Bilingual Education (TBE) and Freestanding ESL pull-out model. Due to the large numbers of ELL’s in our school a push-in model is not the preferred model option. In the ESL program the students are grouped according to their level of language proficiency. All beginners and intermediate students’ receive 360 minutes of instruction. Advanced

students receive 160 minutes of instruction thru a pull-out ESL program with a common goal of successfully achieving academic rigor in English Language Arts. This time is used as a transition for developing student's needs and preparing them to successfully interact and show progress in a monolingual setting.

The program models currently used for the ESL program are block, ungraded, mix proficient classes and same proficient classes. Each group is carefully formed after analyzing the individual needs of the each student. In organizing and ensuring that the mandated time of instructional minutes are provided for our ELL's, all staff members meet and agree on a schedule that allows for compliance of all current programs in place. Therefore, all beginners and intermediate students' receive 360 minutes of instruction and advanced students receive 160 minutes of instruction. All ELL's receive 180 minutes of ELA thru the daily 90 minute literacy block transition. All ELL's in TBE receive 50 minute of instruction in their Native Language thru a content area other than Language Arts.

In the Freestanding ESL program, content areas are mainly delivered by using ESL methodology and instructional strategies. Some teaching strategies require the use of visuals, real objects, and gestures when teaching to provide clues to meaning. Concrete objects, pictures, and body movement will engage students, help them make connections and recall language that they are heard and learned. The *Trophies Program* from Reading First is used for grades K-3 and *Story Town ESL Component* is used for grades 4-5. Other teaching methods involve individualizing, adapting or modifying class work to meet the learning needs of the students among many other techniques used to make instruction comprehensible to the students. Effective planning and peer collaboration are used to reflect on and assess students learning. All lessons are aligned with standards and all teachers plan for pedagogy to meet the needs of the ELL's.

Our TBE program focuses on the content areas by providing instruction in two languages English and Spanish. Initially our kindergarten classes consist of predominantly beginners, the instructional time includes 60% of instruction in their Native Language and 40% in English. Instruction in their native language is decreased as they progress in fluency and language development. The TBE classes on all other grades have more of a heterogeneous grouping structure based on their levels of proficiency. Teachers' work by differentiating and/or using scaffolding methodologies during instruction for Ell's to attain English proficiency. The strategies used from the workshop models are employed for language acquisition. The bilingual classrooms also provide a print rich environment, with picture cards, word walls and leveled classroom libraries in English and Spanish.

Our ELL subgroups are targeted by focusing on their academic needs. The SIFE students' receive the maximum units of support and academic rigor. These students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services. Differentiated instruction is in place throughout the day to meet the diverse needs of our ELL's. Sheltered instruction with ESL strategies is used to make content more accessible and comprehensible to these students. Native language support is offered thru the use of bilingual dictionaries, materials in their native language and strategic linguistic grouping. Teachers use various tasks and activities to build on student's background and prior knowledge. The use of a variety of techniques to make concepts clear and meaningful to the students is a strategy applied by all teachers to promote and maximize students learning.

The newly enrolled ELL's total amount of instructional time is based on their individual proficiency level. The new incoming Ell's are targeted by providing meaningful and authentic activities with language practice opportunities. The instructional plan to prepare these students for the NYS English Language Arts Test is implemented during the daily 90 minute block of literacy instruction. In grades K-3 Ell's are provided with the mandated minutes of ESL instruction through the Reading First program which is aligned to the ELA standards.

The ELL's with 4 to 6 years of service receive the mandated time of support units and are grouped by levels while differentiating according to their language specific need. Instruction focuses on students' growth and individual success as indicated in the state tests, periodic assessments and class work. Assessment and goal setting is aligned with instruction for all student needs to reach and maximize their learning potential.

Our ELL's with special needs receive the mandated time of support units and are grouped by levels according their language specific needs as established in their IEP

All Ell's including: newcomers, students receiving 4-6 years of service and ELL's identified as having special needs participate in an extended day program where they receive additional instructional support twice a week for 75 minutes. *Ticket to Read and Voyager Learning System* is the program in place for these services. All ELL's partake in the Title III after School test preparation program in reading, writing and mathematics. Additional support is provided to students who have to take the NYSESLAT in an after school program.

As previously mentioned, all ELL's receive academic intervention services in all content areas. Twice a week our ELL's participate on a 75 minute intervention block. LEP students benefit from the Voyager Password extended day intervention instruction that includes explicit introduction of skills, ample practice opportunities, and corrective feedback. All intervention programs are offered in English only.

Our plan to support all ELL's reaching proficiency on the NYSESLAT includes but not limited to using strategic differentiation methods according to the area of need (Listening/Speaking or Reading/Writing) most of our students reaching proficiency need extra support in reading and writing. The core program used to instruct these students is the Trophies and Story Town ELL Extra Support Kit that is aligned with the curriculum in place in the monolingual classroom.

For this upcoming school year, all students including our ELL's will benefit from an online enrichment program called Ticket to Read and I Station. Once a week students participate in an interactive online program to reinforce their reading and writing skills.

Fortunately, this school year, none of our programs or services will be discontinued for ELL's. Our school programs are offered to all students. There is equal access opportunity to our programs. We offer an extended school day as previously mentioned including twice a week for all students and supplemental after school services are offered to target those skills that need extra support.

The instructional materials for ELL's are: Trophies for the ESL program, Story Town ELL components for Bilingual and regular education classes, *Ticket to Read* and I Station as a technology resource and *Voyager Learning System* to support students during the extended day program.

Native language support is delivered thru a 50 minute content area class for Transitional Bilingual Education (TBE) classes. Lessons in both languages maximize the academic and linguistic development and transfer of skills in both languages. The ESL teacher supports Native language Arts thru variation of techniques used to build on students prior knowledge acquisition. All required services and resources correspond and supports our ELL's according to their grade level and age.

All P.S. 157 receive ongoing professional development in language acquisition that reflects the needs of our school. Skills such as: scaffolding instruction, transferring native language skills, and differentiating lessons based on student data. All Bilingual teachers are given the opportunity through professional development to collaborate with one another and with the ELL coordinator. Professional Development includes:

- A one-two day professional development workshop is provided to have ELLS in their classrooms targeting differentiating instruction for ELL's. These services include: data analysis, instructional planning and cross content planning for ELL's and developing an effective Push- in model.
- A study group with continuous focus on differentiating literacy instruction for ELL's once a month for the rest of school year. The study group will consist of a network of administrators, coaches and all teachers of ELL students. Teachers will share their experiences and examples of effective practices that builds on English skills for ELL's at every ability level. The study group will be presented by the ESL teacher.
- Professional development will be continuous throughout the year in data analysis utilizing Acuity and ARIS to differentiate instruction, and identify levels of proficiency for ELL's.

Parental involvement takes place in many different forms. In order to raise parents' participation, our school offers a variety of workshops such as, curriculum, homework, ESL and nutrition, Aris and many others that will provide the necessary support all parents need. In addition, at the beginning of the school year, parents' orientations are held for parents of newly enrolled ELL's to ensure parents understanding of the programs and services available in school. All parents participate in publishing parties held by teacher in all grades. This allows for all parents to be updated of their child's education.

P.S. 157 partners with many agencies and Community Based Organizations in order to provide the necessary services for the success of our English Language Learners. The Dorothy Bennett Merge Center provides school social services and adult education classes for parents of ELL's. They also offer parents ESL and computer classes. They have provided parents with an e-mail account to allow parents' access to the Achievement Reporting and Innovation System (ARIS) witch offers an updated progress report on their child's education. Another partner is Cornell University who grants nutrition classes, special workshops, money management and opportunities to open a saving account for parents.

The parents' needs are evaluated and met by the use of surveys to inform the school on parents' needs and preferences. These surveys include choices for workshop topics, best time for presentations and meetings.

The NYSESLAT results indicate an overall increase across all levels of proficiency where the fewest number of students (18/114) are at the beginning level and the most amount of students (54/114) are at the advance level of proficiency. In analyzing the data by grades it is

indicated that by the time the students have reached 4<sup>th</sup> and 5<sup>th</sup> grade, most of them have either reached an advanced level or have met the proficiency level to exit the program. Thus, the majority of ELL's predominantly consist of grades K-3. The greatest amount of students is within the advance level of proficiency. These students have passed the listening and speaking but had difficulty with reading and writing.

Based on these modalities, the students are placed in groups that best fit their instructional needs while targeting the modality that requires extra support whether it is reading or writing skills. In Comparing the ELL's test results with their native language tests it is indicated that they are academically more challenged in their native language hence, their academic language of preference is English.

The results of the ELL Periodic Assessment serve a guideline for teachers and other school leadership personnel. The results shared are relevant to staff members to develop instructional plans that would increase the students' performance and facilitate grouping and other approaches to differentiated instruction. These tests results are also used to establish grouping for the extended day services and other services aligned to students academic needs. Students' academic language is used to support their prior knowledge and background experience.

To evaluate the success of our ELL's various indicators are in place. Student's work and teachers assessments are used to monitor immediate progress that can be used to target their understanding. Periodic assessments like Acuity and Pearson's demonstrate student's progress of the academic programs in place. Overall, the success of our ELL's is a reflection of their academic advancement.

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All of P.S. 157's Bilingual and ESL teachers are fully certified, and receive ongoing professional development in language acquisition, scaffolding instruction, transferring native language skills to English, and Balanced Literacy support. Bilingual teachers are given opportunities in professional development to collaborate with one another and with the ELL coordinator.

Number of Teachers and Support Personnel for 2008-09

School Building: P. S. 157

District: 14

School Building	Number of Teachers 2008-09				Number of Teaching Assistants or Paraprofessionals		Sub-Total
	Appropriately Certified		Inappropriately Certified or Uncertified Teachers		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program			
P.S. 157	3	2			1		6
Totals	3	2			1		Grand Total 6

Mrs. Cruz  
ESL SCHEDULE 2009-10

ESL Program: Pull-out  
School District: 14  
School Building: P.S. 157 Benjamin Franklin

READING BLOCK                      LUNCH PERIODS

Period	1 K-1-2-4-5	2 K-1-2-3	3 3	4 K-1-2	5 3-4-5	6	7
Time	8:00-9:10	9:10-10:00	10:00-10:50	10:50-11:40	11:40-12:30	12:30-1:20	1:20-2:20
MONDAY	PREP	4AB	4AB	2/3A	LUNCH	2/3A	2/3A
TUESDAY	PREP	4AB	ADM. PREP	LUNCH	K/1A, 1/2B	K/1A, 1/2B	K/1A, 1/2B
WEDNESDAY	PREP	5AB	5AB	LUNCH	1/2B	1/2B	LAB B 1,2,4,5
THURSDAY	PREP	5AB	ADM. PREP	3 B	LUNCH	3 B	3 B
FRIDAY	PREP	4/5B	4/5B	3 B	LUNCH	3 B	3 B

CTT Bilingual First Grade Schedule 2009-10

Teachers: Ms. Dupla & Ms. Lizardo

School District: 14

School Building: P.S. 157 Benjamin Franklin

Period	1	2	3	4	5	6	7
Time	8:00-9:10	9:10-10:00	10:00-10:50	10:50-11:40	11:40-12:30	12:30-1:20	1:20-2:20
MONDAY	Reading 1 <sup>st</sup> I	Reading 1 <sup>st</sup> II	PREP Library	LUNCH	Math	Writing	Science (SPANISH)
TUESDAY	Reading 1 <sup>st</sup> I	Reading 1 <sup>st</sup> II	Writing	LUNCH	Math	PREP Computer	Social Studies (SPANISH)
WEDNESDAY	Reading 1 <sup>st</sup> I	Reading 1 <sup>st</sup> II	Writing	LUNCH	Math	Social Studies (SPANISH)	PREP Science
THURSDAY	Reading 1 <sup>st</sup> I	Reading 1 <sup>st</sup> II	PREP Art	LUNCH	Math	Writing	Social Studies (SPANISH)
FRIDAY	Reading 1 <sup>st</sup> I	Reading 1 <sup>st</sup> II	Writing	LUNCH	Math	Science (SPANISH)	PREP Gym

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Students – School Year 2009-2010**

**Form TIII – A**

**Grade Level(s) K- 5      Number of Students to be Served: 94 LEP \_\_\_ Non-LEP**

**Number of Teachers 23      Other Staff (Specify) \_\_\_\_\_**

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

**Title III, Part A LEP Program**

**Students – School Year 2009-2010**

**Form TIII – A 14K157**

**Grade Level(s) K- 5      Number of Students to be Served: 94 LEP \_\_\_ Non-LEP**

**Number of Teachers 23      Other Staff (Specify) \_\_\_\_\_**

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

**Title III, Part A LEP Program**

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

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P.S. 157 our after school program aims to meet the specific needs of each ELL's subgroup such as the SIFE, newcomers, long term students and special education students by focusing on their individual academic need and proficiency level. Our plan is to support all ELL's to reach proficiency

scores on the NYSESLAT thru the use of but not limited to using strategic differentiation according to their area of need Listening/Speaking or Reading /Writing. According to the results of the 2009 Fall NYSESLAT test the majority our students' reaching proficiency need extra support in the modalities of reading and writing. P.S. 157 is using the data obtained from the 2009 NYSESLAT test to determine the linguistic weakness of each ELL. Based on data analysis, teachers will be able to recommend students to our Title III After School Program. Utilizing the data analysis bilingual teachers, general education teachers and the ESL teacher will work together to target specific skills during school literacy instruction and after school instruction. The implications for instruction are as follows:

- For SIFE, newcomers/beginners P.S. 157 is providing after school intervention using Leap Frog Learning System, Title III after school test preparation in Literacy and Mathematics.
- There will be 4 groups consisting of 20 to 25 students per group between the grade levels of first to fifth grade for a total of approximately 100 ELL's. The groups will be meeting once a week on Thursdays for a period of 90 minutes a day specifically from 2.30pm to 4:00 pm. The language of instruction for our Title III program will be English.
- The Title III after school program will run from January 14, 2010 to May 20, 2010, (17 sessions). There will be 4 regular education teachers and 2 ESL teachers working for this program with 20 - 25 students per group. All teachers will be certified in either in regular education, bilingual education and/or ESL. ESL teachers will team teach with regular education teachers with scheduled intervals for each group serviced.

The Title III after school program will also use scaffolding strategies in literacy and all other content areas. The strategies from the Workshop Model will also be employed for language acquisition. The classroom environment will be print-rich, with picture cards, word walls, leveled classroom libraries in English and Spanish, listening centers, strategy charts and graphic organizers related to current units will also be present.

A licensed supervisor will also be funded to implement, coordinate, and monitor the After School Title III program. The supervisor will observe instruction, provide support to participating staff and students, monitor student and teacher attendance, articulate between the official classroom teachers and After School Program teachers and secure appropriate instructional and assessment materials. The supervisor will ensure safety of the students and the staff.

In order to provide a quality supplemental instructional program, the following materials will be purchased using the Title III funds:

- General Supplies for students (chart paper, folders, pens, pencils, notebooks, etc.)
- Continental Press (NYSESLAT Test Prep Materials For Grades 1 - 5)
- Copy Paper
- Schoolwide Writing Fundamentals is a program that provides teachers all the tools they need to implement and sustain a successful Writing Workshop. It is based on models of best practices. Every Writing Fundamentals Unit of study methodically and routinely guides students through each stage of the writing process (including student performance rubric and student self reflection). The predictable routine, consistent throughout each unit raises the quality of student writing and develops confidence amongst teachers and students. Fundamentals prepare ELL students for standardized tests using proven, research-based instruction and authentic children literature. The lessons explicitly link the reading strategies and skills needed to effectively answer questions presented during test- taking situations, effectively building a bridge between reading instruction and test preparation. In addition to becoming better readers, students learn to become test skillful and recognize common testing tricks.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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*All of P.S. 157’s Bilingual and ESL teachers are fully certified, and receive ongoing professional development in language acquisition that reflect the needs of our school , scaffolding instruction, transferring native language skills to English, and Balanced Literacy support. Bilingual teachers are given opportunities in professional development to collaborate with one another and with the ELL coordinator. Professional Development includes:*

- *A two day workshop called “Differentiating Literacy Instruction for English Language Learners.” The text titled, “Differentiated Literacy Instruction for ELL’s”, by, Alice L. Quioco and Sharon H. Ulanoff will be used as a support and guide for professional development. The focus for these two workshops will include: data analysis, instructional planning and cross-content planning for ELLs and developing an effective push-in model. The ESL teacher will lead the workshops along with the ESL representative from our CLSO network. The workshop will be offered to all teachers grades pre-K to 5<sup>th</sup> that have ELL students in their classrooms. Substitute teachers will be hired for the day so that teachers can attend the Professional Development workshops.*
- *An after school study group and/or lunch and learns will meet as a follow up. The study group and/or lunch and learns will consist of administrators, coaches, ESL and bilingual teachers. Teachers will share their experiences and examples of effective practices that build English skills in ELL’s at every ability level. They will learn strategies to support the strengths and weaknesses of the uniqueness an ELL brings into a classroom. They will also learn how in order to effectively instruct every student they need to embrace the multifaceted approach.*
- *Professional development will be provided to teachers to analyze data, learn how to access Acuity to review item analysis and sequential steps and in ARIS to differentiate instruction and identify performance of levels of ELLs.*

**Form TIII – A (1)(b) 14K157**  
**Title III LEP/Immigrant Program**  
**School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$14277.16	<p><b>After School Program</b>            Per session for Supervisor <u>\$2088.40</u> as follows:                1 Assistant Principal x 2 hours x 20 sessions x \$52.21 = \$2088.40            1879.56            Per session for Teachers <u>\$10177.56</u> as follows:                6 Teachers x 2 hours x 17 sessions x \$49.89 = \$10177.56</p> <p><b>Professional Staff Development</b>            Per Diem Substitute Teachers \$2,011.20 as follows:                6 Subs x 2 days x \$167.60 = \$2,011.20</p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$3242.84	Supplies and materials \$3242.84 <ul style="list-style-type: none"> <li>▪ General Supplies for students (chart paper, folders, pens, pencils, notebooks, etc.)</li> <li>▪ Continental Press NYSESLAT Test Prep Materials</li> <li>▪ Copy Paper</li> <li>▪ Writing Fundamentals</li> </ul>
<b>TOTAL</b>	<b>\$17520.00</b>	

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

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

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

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

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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.
  - Parent surveys and questionnaires solicited periodically at PTA meetings by Parent Coordinator, in conjunction with PTA Leadership.
  - Review of Home Language Survey Information sheets in September, 2009.
  - Personal conversations, both in person and via telephone, between Parent Coordinator and PTA members.
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.
  - Spanish language represents more than 85% of all Home Languages at P.S. 157.
  - Spanish-speaking administrators, teachers and Parent Coordinator effectively address this need.
  - Findings were announced at PTA meetings and also at the first meeting for parents of English Language Learners.

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

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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.
  - All school letters, including letters from classroom teachers, will be translated into Spanish by the Parent Coordinator.
  - During regular school days, other languages interpretation services are provided via the Interpretation Units as needed and/or upon parent request.

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.
  - During parent-teacher conferences, teachers who do not speak Spanish are provided with an out-of-classroom teacher or paraprofessional who serves as an interpreter.
  - Teachers are highly encouraged to use the Interpretation Unit for over the phone interpretation 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>.
  - P.S. 157 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services
  - P.S. 157 will post in a conspicuous location at or near the primary school entrance a sign in Department of Education covered languages indicating the room where a copy of such written notification can be obtained.
  - P.S. 157's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
  - P.S. 157 will obtain from the Translation and Interpretation Unit a translation into Spanish or any language other English of the signage and forms required pursuant to Chancellor's Regulations A-663, and will post and provide such forms in accordance with said Regulations.



## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$360,405	\$74,157	\$434,562
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3604		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$742	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,020		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4191	
6. Enter the anticipated 10% set-aside for Professional Development:	\$30,640.50		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$7115.70	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
6.25%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

P.S.157 will mentor teachers who not are highly qualified in all content areas. We will also provide professional development to meet the needs of these teachers. We will set up intervisitations within the school and network schools so that the teachers will observe best practices.

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

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### I. General Expectations

P.S. 157 agree to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **How School Will Implement Required Parental Involvement Policy Components**

1. P.S. 157 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. Meaningfully involving parents in their children’s education by providing workshops that enable all who are trained to develop the skills, knowledge and resources needed to maximize their abilities to successfully help their children at home. Through these initiatives, the school will increase parent involvement by 15% this coming year.
2. P.S. 157 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Conducting monthly workshops to provide parents with information on how to participate in Teacher-Parent Learning Partnerships. Parents will participate in workshops that show standards-aligned skills in literacy, math, social studies, art and technology alignment. The parent coordinator will take an active role in these workshops, working together with coaches and teachers.
3. P.S.157 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a.
4. P.S. 157 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, by:
  - a. Joining their children in various classroom activities throughout the school year.
  - b. Conducting monthly meetings informing parents of progress in each program.
5. P.S. 157 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. Teachers will keep a Parent Involvement Log, showing publishing parties, attendance and homework logs signed by parents. This log will be reviewed with parents, Leadership Team members, the Parent Coordinator and the Administration twice yearly.

- b. The PTA, the Parent Coordinator and the Leadership Team will meet monthly to assess the Parent Involvement Programs and their success.
6. P.S. 157 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - 1. Monthly parent workshops will provide parents with information on how to participate in Teacher-Parent Learning Partnerships. Parents will participate in workshops that show standards-aligned skills in literacy, math, social studies, art and technology.
      - 2. A Lending Library for parents will continue to expand in order to help parents to monitor their children's progress and become educated in solving everyday problems.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - i. Continuing to provide home-school connection materials to all General Education, Special Education, Black, Hispanic ELL and English Proficient students to promote literacy practice at home, ensuring adequate yearly progress in reading, as evidenced by State and City standardized tests.
    - ii. Conducting a Saturday program for parents to encourage their involvement and enhance their understanding of their children's academic achievement.
    - iii. Provide computers in the Parent Lending Library for their use.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - i. Conducting workshops on Teacher-Parent Learning Partnerships.
    - ii. Relaying information to teachers through Professional Development meetings.
    - iii. Having staff attend orientation sessions geared for this purpose.
    - iv. Having staff-parent gatherings to foster school-home partnerships.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - i. Publishing a quarterly newsletter.

- ii. Personal and telephone contact.
- iii. Using resources in the Parent Lending Library.
- iv. Creating flyers for various events.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - i. Letters and agendas are organized and appropriately filed.
  - ii. All correspondence is reviewed and translated into different languages to ensure parent understanding.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 157 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - a. The school will provide a curriculum for participating students that will meet the New York City Standards. The New Standards partnership resolved to abolish the practice of expecting less from poor and minority children and children whose first language is not English. Our goal is to bring all students to high levels of performance. We will offer our students a scientifically-designed reading program (Reading First) as well as a Balanced Literacy program. Our students will use Everyday Math to improve their problem-solving skills and mathematical reasoning. The performance standards will be monitored and assessed. Our goal is to produce students who become productive members of society by increasing their thinking and reasoning skills.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- a. Parent-teacher conferences are held in November and March. During these conferences, parents have the opportunity to review all of their children's grades and to examine class work and projects. Teachers can make suggestions for extra assistance to be given in the home and in school. The parents will be given explanations of marks and how the rubrics are designed. Parents should have questions and notes ready to discuss with the teacher. They should use these days to meet with the Administration about any of their concerns.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a. Parents will have the opportunity to review their children's progress formally. The two parent-teacher conferences are scheduled for November and March. In addition, parents will have access to their children's work online. The online results of the Princeton Review are scheduled for October, December and March. All individualized student reports will be sent home to parents, indicating their children's test results on City and State standardized tests. The Grow Report can also be accessed online and will supply all pertinent data from tests. Finally, parents can arrange to meet with teachers to discuss their children's academic standing at a convenient time.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - a. Teachers are available to discuss their children's academic profile and conduct in school. Meetings may be arranged at a time that is convenient for both the teacher and the parent. The school offers two formal opportunities for parents to meet with teachers, in November and in March. The Administration will always arrange for these important conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - a. Parents can observe classroom activities on Open House days, Publishing Parties and other formal occasions. Parents can also become certified Learning Leaders and be assistants in classrooms, which offers an excellent opportunity to learn about school curriculum, learning standards and policies. Finally, a private observation may be arranged if certain issues must be addressed. These meetings will be set up by the Administration.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

- Ensuring that my child is on time and prepared every day for school.
- Monitoring attendance.
- Talking with my child about his/her activities every day.
- Providing an environment conducive to studying.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Participating in school activities on a regular basis.
- Reading together with my child every day
- Providing my child with a library card.
- Promoting positive use of my child's extracurricular time.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school's discipline policy.
- Expressing high expectations and offering praise and encouragement for achievement.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**SIGNATURES:**

**MAY 2009**

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**SCHOOL**

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**PARENT(S)**

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**STUDENT**

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**DATE**

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**DATE**

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**DATE**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - A description of our needs assessment can be found in pages 13 - 24.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - We provide additional and extracurricular learning opportunities for all students, so that the number of students scoring at Level 1 on the City and State exams decreases, while the number of students scoring at Levels 2, 3 and 4 increases ( bring level 2 to 3 and 3 to 4).
    - We are implementing a wide variety of enrichment activities in major subject areas, to meet the academic needs of all our students without sacrificing the needs of our highest achieving students.
    - For Grades K-2, activities will take place in the classroom, through the Reading First curriculum, and during certain cluster periods, such as Computers and arts.
    - For Grade 3, two separate programs will be available. Third grade students will be offered enrichment opportunities in the classroom, through the Reading First curriculum, and during programs offered before school, after school and on Saturday mornings.
    - For Grades 4 and 5, programs will be available during programs offered before school, after school and on Saturday mornings.
  
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Students participate in after school programs and extended day services. Some of the programs are scientifically research- based in the area of reading instruction that focus on the five components of Reading instruction. {Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension}. These programs are :
      - Leap Frog- Literacy Stations
      - Great Leaps
      - Acuity
      - Foundations
      - Kaplan Advantage
      - Achieve It
      - Passport / Voyager

- Ticket to Read
  - Scantron Performance Series
  - Harcourt Intervention
  - Wilson
- We also provide enrichment programs before during and after school. These programs are:
    - Go Know- hand-held computers, a powerful learning tool.
    - Piano Lessons
    - Dance Club
    - Student Newsletter
    - Science Fair
    - Enrichment Programs-Science & Computers
    - Readers Theater
  - To meet the needs of our Special Education students teachers provide observational reports, which enable them to produce an IEP that delineates a student's needs and correlate them with goals and accommodations for student educational benefit. We also provide mainstreaming programs, teacher special education support services and academic intervention services. In accordance with the New Continuum students will be placed in the least restrictive environment. For information on how we meet the needs of our ELL refer to Appendix 2 pages 37-53.
  - To address the needs of all of students including low academic achievers the school provides at-risk students with Academic Intervention Services to foster scholastic growth. The School has an **Effective Guidance Counseling Program**, the COOL Program (Children Overcoming Obstacles through Learning) whose objective is to uphold high academic and behavioral standards which provides one-on-one, group and academic counseling. It also provides student development in the following areas: Conflict resolution and anger management. This learning enables students to further their academic experience by contributing to closing the achievement gap. The COOL program also assists students and their families to obtain services and resources in the community to address issues such as homelessness, domestic violence, food pantries, free coats and winter gear. In 2009-2010, the COOL Program serviced 43 mandated and 10 at-risk students. This mandated case load will be serviced multiple times per week.

3. Instruction by highly qualified staff.

Percent core classes taught by “highly qualified” teachers (NCLB/SED definition) is 88.5%

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.
- Refer to pages 19- 23 and 51
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Public School 157 will attract highly qualified teachers through our website, which will include all our special programs and services.
  - Administration and/or Coaches will advertise and attend Job Fairs to promote our community.
  - Administration and/or Coaches will contact CUNY and SUNY schools to have students participate in Internships to experience working in a high-need school.
6. Strategies to increase parental involvement through means such as family literacy services.
- Refer to pages 59-60
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- To ensure an ease transition for children from pre-k to kindergarten, the schools provide opportunities for parents to visit the school (Open House) and parents can spent time in the classroom with their child. Our Kindergarten program focus on building upon a child’s sense of curiosity, physical learning, and problem solving. Things learned in pre-school will only be enhance in kindergarten and added to with more scholastic endeavors.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Teachers are constantly involved in decision making regarding academic assessment. Grade Meeting are schedule through out the school year.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Activities to ensure students mastery in all subject areas are based on assessment such as DIBELS, Acuity ITAS and Predictives, ECLAS 2, and Scantron Performance Series. These assessments pinpoint student specific areas and give teachers explicit lessons and activities to foster academic growth. Progress monitoring is done periodically to guarantee that students needs are address in time matter.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- **Parents** will be offered the **opportunity to educate themselves** with year-round classes in Computer Basics and Keyboarding, Learning Leaders Certification and ESL. In addition, parents have access to a Lending Library to help them acquire knowledge about topics that will enable them to handle concerns at home.
  - The Parent Coordinator, in collaboration with **Community Based Organizations** (CBOs), will coordinate **resources and services for the school population**. This connection will enable CBOs to contribute to the school, students, and their families. Workshops will be offered in the following areas: women's health related issues, Aging & Alzheimer's Patients Training, immigration, housing, lead poisoning, eviction, health insurance, stress and depression, family literacy, art, along with the formation of support groups for those in need.
  - Learning Leaders has trained **over twenty-five parents** who have **received certification** to serve in the school **as volunteers**. In order to increase parental involvement in the school year 2008-2009, our goal is to train an additional twenty-five parents.

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested

timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

### **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- During the 2008-09 school year, the ELA curricula use our school is fully aligned to state standards. Teachers have the tools they need to provide standards-based instruction to all students at all levels, including ELL's. Students are provided with multiple opportunities to understand and be able to do at each level in ELA.
- In Reading for grades K to 3 we are part of the Reading First Program which is a major federal initiative that builds on years of scientific research in reading to ensure that all children can read at or above grade level by the end of third grade. Standards and accountability are the foundation of the Reading First classroom. Expectations are clear, as are strategies for monitoring progress toward meeting them. Through the Reading First initiative we use an Anthology Collection developed by the Harcourt School Publishers. These materials offer explicit, systematic instruction in the essential elements of reading. In-class grouping strategies and differentiated curricula are used to meet students' needs. Student placement in groups is flexible, with placement and movement based on continuing progress. Students actively engage in a variety of reading-based activities, which connect to the five essential components of reading, as well as

clearly articulated academic goals. The reading program include assessments that measure progress in the five essential components of reading instruction and identify students who may be at risk for reading failure or who are already experiencing reading difficulty and also include screening, diagnostic, and outcome assessments with the results made readily available to help guide instruction that is alien to the New York City Standards. In grades 4 and 5 we use Story town from Harcourt Publishers; a research-based, developmental reading and language arts program.

- In Writing we use the Writers Workshop Curriculum along with Schoolwide Writing Fundamental for grades K to 3 as a supplemental writing curriculum which is alien to the state standards. Rubrics based on the 6 traits of writing are created for each grade by teachers, according to what is expected and customized to the students needs. For Grades 4 and 5 the writing curriculum is a combination of Story Town Writing and Write Source which provides opportunities for students to improve writing and learning skills across the curriculum and on state writing assessment, plus help the teachers help the students become better writers, thinkers, and learners. There are guidelines in the teacher's Edition for differentiated instruction to help teachers meet the needs of English language learners, struggling, and advanced students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Thought out grade meetings, teacher/students conversations, the increase in benchmarks in different reading and writing assessments, and ELA scores there is evidence of the understanding by teachers and students of what is expected in order to meet the standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical

nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In our school *Everyday Mathematics* (EM) is the core curriculum used for math instruction. One of the many resources that this program has is a planning guide for each grade that helps teachers address the standards. The planning guide is a pacing calendar that aligns the new performance indicators from 2005 to the everyday math lessons in order to guide teachers and help plan for instruction. The process strands are addressed by each individual teacher in various ways.

- Lessons are designed to meet a well balanced process through mini lessons, group or partner work and share time. This style allows for teachers to take an active role in the learning process through well planned conferring and kid watching.
- Games are an integral part of the EM classrooms and through the use of games students attain a deeper understanding of concepts due to the concrete manifestation of its use.
- Students are also motivated to answer weekly word problems where they have to illustrate and explain in words how they found the answer. During these weekly activities they have to represent their understanding with number sentences and communicate to their peers how their understanding of the problem. These activities allow teachers to implement constant use of the process strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

According to our NY State test results and all other formative assessments, the plan that our school has in place (mentioned on the previous question) has met the needs of our students because 93% of our student population met or exceeded the standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

- As part of our curriculum for reading and writing (as describe in 1A) students are exposed and engaged in rigorous systematic, and explicit instruction. Reading development instruction is scientifically based on reading research.
- Teacher are well prepare including Special Education Teachers in the five essential components reading instruction as they are certify in taken professional development through the Reading Academy.
- Differentiated instruction is used in all the content areas. Teachers customized their lessons based on data, and informal observations. Conferencing notes are kept also to track progress.
- Best Practices are shared among teachers as a result students are improving. ( see data in need of assessment section)

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- Classroom inter-visitations along with debriefing give evidence to teachers and the administration on the skills, strategies and good practices the teachers are using to differentiate instruction based on data. Data meeting among grades generates ideas and customized activities that are share for the benefits of the students with similar problems as the teachers group them according to their needs.

- Data from assessments that shows progress or not is kept in data binders which is used for differentiating instruction and meetings with parents as evidence.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>2</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

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<sup>2</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

- The EM curriculum in our school is delivered through the use of the workshop model. Through this model students are constantly working in partners and in groups and teachers are strategically observing and questioning the students to encourage depth and analytical understanding of math concepts. Math games on Fridays are played every week. This allows for hands-on learning opportunities and explorations of all performance indicators.
- Mathematics learning is supported through the use of technology at our school. We have two computer labs that allow for students to practice math drills and extend their learning of math concepts.
- EM curriculum also provides the teachers with on-line use of assessments and planning tools.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

By analyzing the CEP Section 111: School Profile Part B: School Demographics and Accountability Snapshot (Preliminary Version- June 2009)

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on the CEP Section 111: School Profile Part B: School Demographics and Accountability Snapshot (Preliminary Version- June 2009), the number of full time staff members has increased over the past three years. In 2006-2007, there were 29 teachers. In 2007-2008, there were 31 teachers and in 2008-2009, there were 33 teachers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The professional development offered at PS 157 regarding curriculum, instruction, and monitoring progress for ELL's was met thru other sources such as ELL's study group participation offered by BETAC and a Differentiated Instruction for ELL's workshop for all teachers involve in instructing ELL's.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Evidence to support this information is the attendance sheets.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

The data from district and teachers interviews do not reflect our school educational program. The ELL’s academic progress at PS 157 is shared to all teachers involved in instructing our ELL’s at the beginning of the school year. Once all beginning of the year students’ assessments is completed, the following documents are prepared: an ESL schedule, students’ group schedule, and student’s modality of students needs. These reports are shared with teachers with an update on each student progress based on the NYSESLAT results including students’ level of proficiency based on LAB-R or NYSESLAT test results.

These schedules and reports reveal the amount of instructional time mandated for the student, the type of program the student is participating in and the modality in which each student need extra support. Through the school year, teachers continue to be updated on the academic progress of their students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

The evidence to support this information such as the ESL teachers schedule is available in the schools CEP, other reports are available upon request.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Our school in 2008-2009, does not assess this finding where many general education teachers remain unfamiliar with the content of the IEP’s of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

First, all teachers that meet with special needs students are provided with a complete copy of Individualized Education Plan. The general education teacher is invited to meet at the IEP meeting also to provide evidence and reports of the child’s needs.

Teachers are informed of Pupil Personnel Meetings monthly so that they are given an opportunity to address student needs and show student work to address difficulties. Teachers are provided with parental consent so students can be seen on an “at risk” basis until services are awaiting to be mandated.

Crisis Educational Assistants are provided with IEP's to address Behavioral Intervention Plans as needed.

During testing, Accommodations are provided as stated on IEP's for every student Testing Coordinator assures all accommodations are provided.

Professional Development was provided to teachers to address all accommodations for every individual child.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- We engaged in conducting psycho educational evaluations which gave us the knowledge to assist students in their difficulty area. Through observations, and teacher reports, we were able to produce an IEP that delineates a students needs and correlate them with goals and accommodations for student educational benefit.
- Once IEP's are in place all students are mandated to receive all services stated on IEP's from annual goals, to related services, to testing modifications, and to grade promotional criteria. Although, state standards are valid, our special needs students are entitled to a modified criteria checklist for promotion to take place. Furthermore, behavioral modification plans are included on IEP's if student has a crisis educational assistant. Also, when student is being serviced by counselor behaviors are addressed as needed in Individual Education Plan.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- As progress is met in any given goal, progress is documented three times a year a year for every student in need. A triennial is done every three years to assure proper placement. A re-evaluation is done every three years to assure proper placement. A re-evaluation can be done when no progress or little progress is evident. Since our goal is to allow the growth in every child with or without a need.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - P.S.157 currently has 15 students who live in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.  
P.S.157 will provide the following services to our STH population when and if necessary:
  - Transportation services if needed
  - Enrollment even if we are not their zone school
  - After/Before school intervention and/or enrichment
  - Emergency supplies
  - Counseling services
  - Outreach to outside agencies who can provide free support services and assistance