



**GROVE HILL – P.S. 157X**

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

**SCHOOL: (07X157)**  
**ADDRESS: 757 CAULDWELL AVENUE**  
**TELEPHONE: 718-292-5255**  
**FAX: 718-292-5258**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 157                      **SCHOOL NAME:** Grove Hill

**SCHOOL ADDRESS:** 757 Cauldwell Avenue. Bronx, New York 10456

**SCHOOL TELEPHONE:** 718-292-5255                      **FAX:** 718-292-5258

**SCHOOL CONTACT PERSON:** Ramona A. Duran,  
Principal                      **EMAIL ADDRESS:** rduran@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ana Berroa

**PRINCIPAL:** Ramona A. Duran

**UFT CHAPTER LEADER:** Marysol De La Cruz

**PARENTS' ASSOCIATION PRESIDENT:** Ana Berroa

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

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

**DISTRICT:** 07                      **SSO NAME:** Integrated Curriculum & Instruction LSO

**SSO NETWORK LEADER:** Ms. Jacqueline Gonzalez

**SUPERINTENDENT:** Ms. Yolanda Torres

## 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
Ramona A. Duran	*Principal or Designee	
Marysol De La Cruz	*UFT Chapter Chairperson or Designee	
Ana Berroa	*PA/PTA President or Designated Co-President	
Eva Cielo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Joanna Nowakowski	Member/ Kindergarten	
Haydee Llanos	Member/Guidance Counselor	
Juana Feliciano	Member/Special Ed. Teacher	
Diane Warden	Member/ Secretaries	
Chandra Wright	Member/Literacy Coach	
Yvette Medina	Member/Parent 3 <sup>rd</sup> Grade	
Karyn Gomez	Member/Parent 4 <sup>th</sup> Grade	
Scott Martin	Member/ Parent 4 <sup>th</sup> Grade	
Jennifer Saterfield	Member/Parent PreK/grade 3	
Reyna Lopez	Member/Parent Grade 2	

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

\* Core (mandatory) SLT members.

Signatures of the member 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.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Public School 157X is located in the Mott Haven section of the Bronx, New York. Our school serves a population composed of children from Pre-Kindergarten through grade five and our total population currently numbers approximately 600 students. The students at P.S. 157X come from various cultural backgrounds such as Puerto Rico, Santo Domingo, Mexico and, in general, locally from this area of the Bronx for which the school is zoned. The facilities offer an extremely well kept environment for both the students and the staff. Our classrooms and hallways have student-work displays that are representative of not only the students' efforts, but of the rigorous instruction that is imparted to all students by the teaching staff, as well as the high expectations we have for all students.

The school houses two (2) full day pre-kindergarten classes, four (4) monolingual kindergarten classes, and one 1/2/3 bridge Special Education class for hearing and language impaired students. five (5) monolingual first grade classes, five (5) monolingual second grade classes, four (4) monolingual third grade classes and one (1) 3/4/5 bridge Special Education class for students with mental retardation and/or Downs Syndrome, one (1) 1/2/3 bridge class for students with emotional and behavioral problems, five (5) monolingual fourth grade classes and four (4) monolingual fifth grade classes and one (1) special education grade 5 class. We house approximately 45 students in special education. We have no bilingual classes at all due to the change in population in the community. There is a free-standing ESL program in place for students in grades K – 5. This program serves students who are ELLs. We have approximately 100 ELLs. The average number of students in our classes go, from 18 in the early childhood grades (Pre-K – 2) up to 25 in the upper grades (3 – 5). Students are grouped heterogeneously within each grade.

Public School 157x's major area of concern is always to ensure quality education to our students. We have been making adequate yearly progress (AYP) in both Literacy and Mathematics and as a result we are a school in good standing.

**School's Mission:** Our mission as educational advocates at P.S. 157X is to give each and every child a strong academic foundation with which he/she can pursue scholastic excellence. It is our belief that all children can learn. We are convinced that our commitment, sincerity of purpose and dedication to the needs and interests of children will enable us to provide an atmosphere saturated with enrichment and achievement.

## 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.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 157 Grove Hill								
<b>District:</b>		7	<b>DBN:</b>		07X157	<b>School BEDS Code:</b>		320700010157		
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7			11		
	K	√	4	√	8			12		
	1	√	5	√	9			Ungraded	√	
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	36	36	36		91.1	90.7	91.2			
Kindergarten	85	77	77							
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:					
Grade 1	110	96	108	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	96	109	92		91.5	89.0	91.1			
Grade 3	90	92	85							
Grade 4	88	92	85	Students in Temporary Housing - Total Number:						
Grade 5	82	83	99	(As of June 30)	2006-07	2007-08	2008-09			
Grade 6	0	0	0		19	19	47			
Grade 7	0	0	0	Recent Immigrants - Total Number:						
Grade 8	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 9	0	0	0		3	3	3			
Grade 10	0	0	0							
Grade 11	0	0	0	Special Education Enrollment:						
Grade 12	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Ungraded	2	3	8		42	38	48			
Total	589	581	618	(As of June 30)	2006-07	2007-08	2008-09			
					4	2	1			
					2	6	7			
				Special High School Programs - Total Number:						
				(As of October 31)	2006-07	2007-08	2008-09			
					0	0	0			
					0	0	0			
				English Language Learners (ELL) Enrollment:						
				(As of October 31)	2006-07	2007-08	2008-09			
					13	0	0			
				Number of Staff - Includes all full-time staff:						
				(As of October 31)	2006-07	2007-08	2008-09			
					0	0	0			
					83	78	81			
					45	56	55			

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	2	3	Number of Administrators and Other Professionals	10	16	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	51.1	51.8	52.7
				% more than 5 years teaching anywhere	35.6	39.3	40.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	78.0	66.0	58.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.0	91.9	86.5
American Indian or Alaska Native	0.3	0.5	0.6				
Black or African American	29.0	31.7	30.6				
Hispanic or Latino	69.3	67.1	64.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.5	0.5				
White	0.7	0.2	0.2				
<b>Male</b>	49.9	51.5	51.3				
<b>Female</b>	50.1	48.5	48.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		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							
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	3	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	79.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	10.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	48.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **I. Identifiable student performance trends:**

P.S. 157X has been improving student achievement slowly but surely. Where this school was at 14% in total reading in 1999, we are now at 60.4% total. Not a percentage that has grown by leaps and bounds but definitely one that is growing nevertheless. In mathematics we have also made good strides by slowly going from 18% in 1999 to an average of 84.5%. Again, the scores have been rising on a consistent basis. It has also been obvious that not just student performance but student progress has shown growth. Our subgroups have also shown progress especially our lowest 1/3. We attribute our continued upward movement to focused intensive professional development for our teachers, coupled with teacher mentoring and our summer institute of professional development which was put in place in 2002 and which continues to be of great value in terms of teacher professional development/preparation.

### **II. Greatest accomplishments over the last couple of years:**

Our greatest accomplishments over the last couple of years are tied to both student performance and student progress. As a result of both student performance and student progress, we were rated an "A" the first year the Progress Reports were given, a "B" due the following year and now we are currently rated an "A". We are very pleased with the student performance and student progress and the fact that it has continued that steady upward rise. In addition to the above accomplishments our Quality Review is a Well Developed. We have implemented/integrated a program of technology by the introduction of Smart Boards into each classroom which coupled with staff development on its use has allowed the teachers the opportunity to integrate technology into daily instruction/learning. We have gone school-wide with the Inquiry Process and are also focusing on differentiation in teaching/learning. In addition, we have been able to maintain more stability in teacher turn-over so that this year we only have 4 new teachers in the school. Only two of these 4 are new to teaching.

### **III. Most significant aids or barriers to the school's continuous improvement:**

We are finding that the most significant barrier to the school's continuous improvement may prove to be keeping student progress on an upward trend to go hand-in-hand with the continued upward trend of student performance. We find that this may be most difficult in the area of Mathematics where our students are currently performing at 84.5%. It is obvious that we have to find instructional techniques that will help to improve student progress and also maintain the student performance climb.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### Instructional Goals:

1. To strengthen and extend the use of collaborative inquiry as a vehicle for teacher professional development characterized by collective responsibility for student learning and achievement.

**Measurable Goal(1)** : By June, 2010 100% of teachers at PS 157X will be involved in collaborative inquiry work as measured by meeting agendas, surveys, formal and informal observations, teacher lesson plans, and student achievement.

2. To differentiate learning to meet students' diverse needs and continuously challenge students to expand their knowledge base as well as provide creative, enriching opportunities that extend the curriculum.

**Measurable Goal(2)**: By June, 2010 100% of our teachers will employ differentiation strategies and techniques as measured by teacher lesson plans, Formal observations, student work and projects.

3. To ensure that all teachers move to using effective technology across the curriculum in ways that research shows deepen and enhance the learning process while supporting active engagement, collaborative groups, frequent interaction and feedback, and connection to the real-world.

**Measurable Goal(3)**: By June, 2010 all teachers whose classrooms are equipped with SMARTBOARDS, Laptop and Projector, will integrate said equipment into their instruction using technology in all areas of the curriculum as measured by teacher lesson plans, formal and informal observations, teacher and student projects

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** School-wide Inquiry Process

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal (1):</b> To strengthen and extend the use of collaborative inquiry as a vehicle for teacher professional development characterized by collective responsibility for student learning and achievement.</p> <p><b>Measurable Goal(1) :</b> By June, 2010 100% of teachers at PS 157X will be involved in collaborative inquiry work as measured by meeting agendas, surveys, formal and informal observations, teacher lesson plans, and student achievement.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Time will continue to be provided for teachers to engage in important professional inquiry work during common prep and other times;</li> <li>• All teachers who are part of this professional culture will be expected to participate and support collaboration and professional inquiry work;</li> <li>• Opportunities for teachers to share and celebrate their investigations and findings at staff meetings will be provided. Sharing can occur during common prep periods, faculty conferences, professional development days, etc.;</li> <li>• Teachers will summarize articles regarding collaborative inquiry/data/assessments (which they think will be of help) at faculty conferences, grade-level meetings, etc. Copies will be distributed to colleagues;</li> <li>• All teachers will engage in high-quality professional learning;</li> <li>• Professional development will be mostly self-directed, focused on enhanced student learning, job-embedded and collaborative.</li> <li>• Teachers will be encouraged to participate in professional development workshops as participants and/or presenters;</li> <li>• Support systems will be available to provide additional assistance as needed by teachers; Such as the Inquiry Core Team and Data Coaches.</li> <li>• Professional/collaborative inquiry will be recognized and rewarded;</li> <li>• Results of collaborative inquiry will be distributed school-wide;</li> </ul>

<p><b>Action Plan, Continued</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will become familiar and/or refine their skills at using multiple data sources such as ARIS, Periodic Assessments, Benchmark common assessment data, State test data, etc.;</li> <li>• Teachers will use multiple data sources to identify specific skills and/or knowledge that students are lacking;</li> <li>• Teachers will use student work to analyze student learning and student needs;</li> <li>• Teachers and members of the collaborative inquiry teams will analyze data from other sources such as student interviews and surveys, etc, to verify other causes of student learning problems.</li> <li>• Teachers will work together and test out their solutions to learning problems using data, research, knowledge and skill to improve teaching and learning.</li> </ul>			
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<p><b><u>STAFFING: (Responsible Personnel)</u></b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Data Specialist</li> <li>• Data Coaches</li> <li>• Literacy Coaches</li> <li>• Mathematics Coach</li> <li>• Classroom teachers</li> <li>• Mathematics Consultant</li> <li>• Academic intervention Service personnel</li> <li>• Science Teacher</li> <li>• Social Studies Teacher</li> </ul> <p><b><u>SCHEDULING:</u></b></p> <ul style="list-style-type: none"> <li>• Preparation schedule to provide for multiple common preparation periods to provide time for meetings, etc.;</li> <li>• Substitute teachers will be provided where needed for teacher coverage;</li> <li>• Time to be provided for school inter-visitations;</li> <li>• Activities to be on-going from 9/29/2009-06/30/2010.</li> </ul> <p><b><u>FUNDING SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>• School-wide Projects;</li> <li>• Title I</li> <li>• Data Specialists Funding;</li> <li>• Inquiry Team Funding;</li> <li>• Grants (where appropriate and available)</li> </ul>			
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<table border="0"> <tr> <td data-bbox="735 1209 1228 1421"> <p><b><u>Instruments of Measure</u></b></p> <ul style="list-style-type: none"> <li>• Meeting agendas; Teacher Surveys;</li> <li>• Student Surveys; ARIS</li> <li>• Student Interest Surveys;</li> <li>• Formal and Informal Teacher Observations;</li> <li>• Teacher Lesson Plans;</li> <li>• Teacher work with small groups;</li> <li>• Test scores both interim and yearly State Tests;</li> </ul> </td> <td data-bbox="1239 1209 1648 1421"> <p><b><u>Frequency/Interval of Review</u></b></p> <p>2 times during the year – January 2010 and May, 2010.</p> </td> <td data-bbox="1659 1209 1974 1421"> <p><b><u>Projected Gains</u></b></p> <p>90% of Staff by January, 2010  100% of Staff by May, 2010</p> </td> </tr> </table>	<p><b><u>Instruments of Measure</u></b></p> <ul style="list-style-type: none"> <li>• Meeting agendas; Teacher Surveys;</li> <li>• Student Surveys; ARIS</li> <li>• Student Interest Surveys;</li> <li>• Formal and Informal Teacher Observations;</li> <li>• Teacher Lesson Plans;</li> <li>• Teacher work with small groups;</li> <li>• Test scores both interim and yearly State Tests;</li> </ul>	<p><b><u>Frequency/Interval of Review</u></b></p> <p>2 times during the year – January 2010 and May, 2010.</p>	<p><b><u>Projected Gains</u></b></p> <p>90% of Staff by January, 2010  100% of Staff by May, 2010</p>
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**SECTION VI: ACTION PLAN, CONTINUED**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Differentiation in Reading, Math,  
Social Studies and Science.

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal (2):</b> To differentiate learning to meet students’ diverse needs and continuously challenge students to expand their knowledge base as well as provide creative, enriching opportunities that extend the curriculum.</p> <p><b>Measurable Goal (2):</b> By June, 2010 100% of our teachers will employ differentiation strategies and techniques as measured by teacher lesson plans, student work and projects.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Administration will provide for teacher planning time, i.e. common preparation periods, coverage, etc.</li> <li>• Literacy Coaches, Math Coach and Math Consultant will provide teachers with professional development during the Summer Institute and on-going during the 2009-2010 school year, geared towards the implementation of differentiation in planning and action.</li> <li>• Books and other resources on differentiation will be provided/made available to teachers, coaches, etc.</li> <li>• Teachers who attend the Summer Institute during July, 2009 will</li> <li>• receive professional development on differentiation given by the NSSs from Network 21 from the ISC at Fordham in the Bronx.</li> <li>• Teachers will find ways to build on and extend the learning of students who are already achieving, while providing basic instruction and practice for students who are struggling.</li> <li>• Teachers will be involved in planning for differentiated instruction that is rigorous, relevant, flexible and varied as well as challenging and conveying depth and breadth.</li> <li>• Teachers will examine how well they are providing variety and challenge in learning, identifying those best served by current plans and, modifying plans as needed to ensure more students are successful learners.</li> <li>• Teachers will design activities that support students’ learning preferences and strengths while providing students with tasks that encourage growth in areas of weakness.</li> <li>• During planning teachers will incorporate learning styles in order to provide all of their students with opportunities to use their preferred learning style.</li> <li>• Style and preferences among students from various cultural and ethnic groups will be taken into account.</li> <li>• Teachers will determine most appropriate way to organize students for learning depending on individual student needs.</li> <li>• Teachers will organize students for learning by using flexible grouping, pairs, teams, collaborative/cooperative grouping, etc. This will be done as an instructional strategy for various purposes.</li> </ul>

<p><b>Action Plan, Continued</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will nurture the creative spirit in all students.</li> <li>• Teachers will provide students with more time, extra help, and/or modified assignments.</li> <li>• Teachers will use a variety of instructional strategies that will enable them to better address and manage the variety of learning needs in their classrooms.</li> <li>• Bloom’s Taxonomy will be used to assess difficulty of activities used for differentiation.</li> <li>• Quality Criteria will be established for differentiated activities.</li> <li>• Families will be kept informed with progress reports, notes, etc. as appropriate.</li> <li>• Differentiation for students with special needs will be based on modifications based on their specific learning needs.</li> </ul>		
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<p><b><u>STAFFING: (Responsible Personnel)</u></b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• Data Specialist</li> <li>• Data Coaches</li> <li>• Literacy Coaches</li> <li>• Mathematics Coach</li> <li>• Classroom teachers</li> <li>• Mathematics Consultant</li> <li>• Academic intervention Service personnel</li> <li>• Science Teacher</li> <li>• Social Studies Teacher</li> </ul> <p><b><u>SCHEDULING:</u></b></p> <ul style="list-style-type: none"> <li>• Preparation schedule to provide for multiple common preparation periods to provide time for meetings, etc.;</li> <li>• Substitute teachers will be provided where needed for teacher coverage;</li> <li>• Time to be provided for school inter-visitations;</li> <li>• Activities to be on-going from 9/29/2009-06/30/2010.</li> </ul> <p><b><u>FUNDING SOURCES:</u></b></p> <ul style="list-style-type: none"> <li>• School-wide Projects;</li> <li>• Title I</li> <li>• Data Specialists Funding;</li> <li>• Inquiry Team Funding;</li> <li>• Grants (where appropriate and available)</li> </ul>		
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Instruments of Measure</u></b></p> <ul style="list-style-type: none"> <li>• Formal and Informal Observations;</li> <li>• Attendance at Meetings and Workshops;</li> <li>• Student projects, presentations and other student work;</li> <li>• Student Interest Inventory;</li> <li>• Use of Multiple Intelligence Checklist;</li> <li>• Teacher Lesson Plans;</li> <li>• Student Journals and/or writing logs;</li> </ul>	<p><b><u>Frequency/Interval of Review</u></b></p> <p>2 Times; once in January, 2010  and once in May, 2010</p>	<p><b><u>Projected Gains</u></b></p> <p>75% by January, 2010  100% by May, 2010</p>

**SECTION VI: ACTION PLAN, CONTINUED**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Technology across the Curriculum

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal (3):</b> To ensure that all teachers move to using effective technology across the curriculum in ways that research shows deepen and enhance the learning process while supporting active engagement, collaborative groups, frequent interaction and feedback, and connection to the real-world. <b>Measurable Goal (3):</b> By June, 2010 all teachers whose classrooms are equipped with SMARTBOARDS, Laptop and Projector, will integrate said equipment into their instruction using technology in all areas of the curriculum</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The school administration will continue to provide teachers with professional development in the use of Smart-boards and its accompanying tools;</li> <li>• Smart-boards and such products will give teachers the tools they need to easily integrate technology into the classroom.</li> <li>• Teachers will plan lessons using the Smart-board that will create an environment that increases the level of engagement for students;</li> <li>• Teachers will create an interactive, technology-enhanced and media-rich environment enabling them to reach students in a more visual, real-world way;</li> <li>• Smart-boards will be used to create lessons as vehicles for developing critical-thinking, collaboration and problem-solving skills;</li> <li>• Teacher integration of the Smart-board technology into the classroom will enhance student proficiency with technology;</li> <li>• Lessons prepared using Smart-board technology will be engaging for students of all learning styles;</li> <li>• As a result of teacher integration of technology into the classroom they will be able to add sound video, create multi-media projects, view and interact with educational websites, create charts, look at maps or photos, prepare students for tests and use as a math tool, etc.</li> <li>• Teachers will use digital resources while still directly interacting with the classroom;</li> <li>• The use of Smart-board technology will increase teacher effectiveness by cutting down on preparation times, as well as helping them to keep resources organized;</li> <li>• Using the Smart-board technology will help to improve student results for all by addressing the different learning styles of students;</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

**STAFFING: (Responsible Personnel)**

- Principal
- Assistant Principals
- Technology Teacher
- Smart-board Professional Development Personnel
- Data Specialist
- Data Coaches
- Literacy Coaches
- Mathematics Coach
- Classroom teachers
- Mathematics Consultant
- Academic intervention Service personnel
- Science Teacher
- Social Studies Teacher

**SCHEDULING:**

- Preparation schedule to provide for multiple common preparation periods to provide time for meetings and for professional development etc.;
- Substitute teachers will be provided where needed for teacher coverage during professional development, meetings and/or classroom visitations;
- Time to be provided for school inter-visitations;
- Activities to be on-going from 9/29/2009-06/30/2010.

**FUNDING/SOURCES:**

- School-wide Projects;
- Title I
- NYSTL Funds
- Data Specialists Funding;
- Inquiry Team Funding;
- Grants (where appropriate and available)
- 

**Indicators of Interim Progress and/or Accomplishment**

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

**Instruments of Measure**

- Formal and Informal Observations;
- Attendance at Meetings and Workshops;
- Student projects, presentations and other student work;
- Student Interest Inventory;
- Use of Multiple Intelligence Checklist;
- Teacher Lesson Plans;
- Student Journals and/or writing logs;

**Frequency/Interval of Review**

2 Times: Once in January, 2010 and once in May, 2010  
Action Plan will be modified as needed.

**Projected Gains**

100% of classroom equipped with Smartboards;  
75% using for instruction by 1/2010; 100% using by 5/2010.

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**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	62	62	N/A	N/A	0	0	0	0
1	48	48	N/A	N/A	0	0	2	0
2	70	70	N/A	N/A	5	0	0	0
3	75	75	N/A	N/A	18	0	1	0
4	51	51	110	55	18	0	2	4
5	43	43	25	100	8	0	4	4
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	The AIS provided to students in ELA is comprised of the use of the Wilson Program. The program focuses on 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students who scored level one on the ELA and demonstrate difficulties with word decoding. The method of delivery of service(s) is small groups of between 4 and 8 students. Service is delivered during school day hours. Service is also delivered during the Extended Day. In addition, shared reading, read-aloud and the program Foundations are used. Students were identified by classroom teachers. Instruction is delivery in small groups of 6 to 8 students during school hours. In addition, the Wordly Wise Program is utilized for vocabulary instruction.
<b>Mathematics:</b>	Mathematics Navigator and New York State Mathematics Coach is used with 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students that scored a level one. Instruction is delivered in small groups of up to 8 students during the school day, during extended day, and one a one-to-one level. Their needs are also addressed by the Upper House Cluster Teacher who teachers basic mathematics skills during 45 minute preparation periods.
<b>Science:</b>	Students' needs are addressed during extended day and during the regular school day. Hands on activities/experiments as well as "scientific reading". Opportunities to work with test taking materials. The program runs for 2 hours on Fridays. We also do one-on-one work with
<b>Social Studies:</b>	Social Studies is not handled during the AIS sessions as an area apart but it is incorporated within the content area of reading through the use of non-fiction books, etc. Strategies that involve ELA are addressed.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Implements guidance school based programs and activities. Coordinates with school personnel and different agencies in the community in order to help students and parents benefit from services that will enable them to succeed in life. Counseling sessions take place during school hours in small groups and/or individual counseling sessions. Sessions last 45 minutes each.
<b>At-risk Services Provided by the School Psychologist:</b>	Is currently identifying students that require services. The School Psychologist works hand-in-hand with other staff members in the Pupil Personnel Team together with social workers, teachers, administrators, parents, etc. to recommend various strategies of interventions for academics and behavior problems that may be impacting on the student's academic achievement. Students are considered at risk, i.e. Levels 1 and 2
<b>At-risk Services Provided by the Social Worker:</b>	The Social Workers as above works hand-in-hand with other staff members in the Pupil Personnel Team to recommend various strategies of intervention for academic/behavior problems that may be impacting on the student's academic achievement. In addition, the Social Worker also works with at-risk students, Levels 1 and 2, in small groups and one-on-one.
<b>At-risk Health-related Services:</b>	The American Lung Association Open Airways for Schools. Focuses on children in grades 3 <sup>rd</sup> through 5 <sup>th</sup> . The goal is to enable students with asthma to take care of their asthma on a daily basis. There are two groups, one in the fall and another one in the spring of no more than 10 students. They must complete six 40 minute sessions and meet once or twice a week during school hours.

**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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Grove Hill PS 157 Language Allocation Policy Narrative  
2009-2010

Part I School ELL Profile

Part II ELL Identification Process

1. Students are screened at the time of enrollment at PS 157 by the Pre-Kindergarten teachers. Each parent fills out a Home Language Information Survey (HLIS) at the time of enrollment. If the HLIS indicates that a language other than English is spoken in the home, then the certified English as a Second Language (ESL) teachers conduct an informal interview with the parent to determine if the student speaks little to no English. A bilingual pedagogue is also available to conduct the informal interview in Spanish as necessary. If it is determined that the child speaks little to no English, the LAB-R is administered by the ESL teachers. If it is determined that the student scores at the beginning, intermediate, or advanced level then the student is placed in the appropriate level of our freestanding ESL pull-out program. Every spring, all English Language Learners (ELLs) take the NYSESLAT. The assessment is administered to students in small groups based on their grade level. This assessment is not timed.
2. Parent orientations are conducted twice at the beginning of the year for parents of newly enrolled ELLs to provide them with information about ESL program offerings. At the orientation, parents have a chance to watch a DVD (in various languages) explaining the three choices available to their children in New York City. Parents are given an opportunity to speak to the ESL teachers and parent coordinator about the best choice for their child. Parents are also given information on how to contact district representatives, as well as the process for transferring or requesting the appropriate program choice. These orientations are completed by October 31<sup>st</sup> of each school year. Appointments are made to meet with parents of newly enrolled ELLs as they are enrolled later in the year.
3. Entitlement letters are typed on school letterhead and are given to classroom teachers to distribute to students. Teachers are asked to hand the document to parents at dismissal when possible. Teachers are also informed that questions can be directed to the ESL staff and parent coordinator as necessary. Parent survey and selection forms are distributed along with a letter inviting parents to the orientation session. The parent coordinator calls the parents of newly enrolled ELLs who do not return a completed survey to school as well as those parents who choose not to attend the parent orientation sessions. Teachers also reach out the parents of newly enrolled ELLs if this paperwork is not returned to school.
4. ESL teachers, the parent coordinator, and bilingual teachers are available to speak to parents of newly enrolled ELLs to describe and list the choices available for instruction of their child. All ELLs are placed in the appropriate level of freestanding ESL groups at PS 157. If a parent chooses to place his or her child in a bilingual or dual language program, steps are taken to transfer the child to a school in which their program of choice is offered.
5. After reviewing the parent survey and program selection forms that are returned to school by the parents of newly enrolled ELLs, we notice that most parents choose our freestanding ESL program as the program of their choice. 100% of forms that have been returned since 2008 indicate freestanding ESL as their first choice. In the last two years, two parents have indicated

dual language as their first choice to the ESL teachers and parent coordinator. They transferred their children to other schools before returning the form.

### Part III ELL Demographics

#### Programming and Scheduling Information

1. How is instruction delivered? The primary materials used in pull-out ESL programs are chosen by the certified ESL teachers correspondingly to each grade's curriculum and students' needs. Instruction is based on theme units that address the basics of content areas such as social studies, math, science, and English language arts. The units consist of lessons which involve the development of the four modalities. For example big books are used for read alouds while fiction and non-fiction texts are used for independent and guided reading. The ESL teacher also applies relevant components of the Balanced Literacy model with students by using mini-lessons, guided practice, independent practice, and share time elements of instruction. Students also engage in partner (turn and talk, think-pair-share) and group work where they have opportunities to develop their listening and speaking skills. Finally, the school's multimedia library plays a pivotal role for students in terms of visual and audio aids.
  - a. ESL instruction is delivered using the pull-out model of instruction where students are pulled out of their regular class to work in small groups in the ESL classroom.
  - b. Groups are created by the ESL teachers based on grade and proficiency level. There is one ESL teacher responsible for instruction of ELLs in grades K, 1, and 2. Another ESL teacher is responsible for instruction of ELLs in grades 3, 4, and 5. In general, students are grouped homogeneously according to grade and proficiency level. ELLs are mainstreamed with the general education population of students in either one of several classes on each grade level. This is to say that all ELLs will not necessarily be in one class together. There are some cases where ESL teachers mix students of differing proficiency levels to accommodate student schedules and behavioral concerns. There is one group taught by both ESL teachers to accommodate the needs of the ELLs from the self-contained special education classes as well as those in general education classes who have been held over or demonstrate skills which designate them as "at risk" for not being promoted to the next grade level at the end of the school year.
2. Classroom teachers are encouraged to communicate with ESL staff in the creation and maintenance of the ESL pull-out schedule.
  - a. ESL teachers create a schedule for their students as to when they will be pulled out of their classes. The schedule is created using a model of 60 minute blocks. Advanced level students are pulled out for 3 blocks/week (totaling 180 minutes). Beginning and intermediate level students are pulled out for small group ESL instruction for 6 blocks/week (totaling 360 minutes). This schedule is approved by administrative staff and distributed to classroom teachers.
3. ESL pull-out instruction is based heavily in English Language literacy development with integration of appropriate grade level content areas of social studies and science. Instruction is delivered in English with 25% Native Language Support in the way of teacher translation, student to student translation and native language support, and literacy tools such as books, picture dictionaries, translation dictionaries available for student use to enrich content and make it comprehensible. Students are pulled out during literacy periods and receive at least three

academic periods of social studies and science instruction by certified personnel in those areas with their class.

4. Differentiation of instruction for ELL subgroups

- a. There is one fourth grade SIFE student in our school. He is pulled out for an extra academic period per week for ESL instruction in a small group of three students. SIFE students are provided with regular progress communication home through the ESL teacher or parent coordinator. Special accommodations are made for any SIFE students in increased adult support for all tasks, one on one support where it is possible, translation for all classroom tasks, extra time to complete work, and regular access to resources such as bilingual dictionaries and picture dictionaries. We rely heavily on the explicit instruction of routines to help this student adjust to school social, behavioral, and academic norms. This student also works with a one on one with a bilingual parent volunteer two days per week in literacy development. In addition, SIFE students get in-class Tier 1 support from teachers and other service providers who can work with students at risk. The teacher works to lower students' anxiety and affective filter that can have negative effects on students' learning and achievement. Appropriate mixed ability grouping is used for SIFE students in order for SIFE students to be exposed to strategies use by more advanced students.
- b. Newcomers are placed in smaller groups for more supported instruction in ESL and literacy development. Readings are specifically chosen to tap into students' prior knowledge and interest level. For newcomers lessons are focused on oral language development. As with SIFE students, mixed ability grouping is sometimes implemented for newcomers. However, it is conducted carefully based on the newcomers' proficiency levels. Because students are required to take the ELA after one year, students in this category in grades 3-5 are given opportunities for test preparation in their classes to expose them to test taking strategies and the layout and expectations for the test. Whenever possible, scheduling is done to allow the student to remain in his or her class for their regular literacy block, and only pulled out for small group ESL instruction during a second literacy period for individualized support and strategy work.
- c. ELLs receiving service 4-6 years are instructed by using an array of visual aids and step-by-step instruction. In addition the four language modalities are implemented as well as the integration of the content areas. Groups are created carefully to reflect students' grade levels and English Language proficiency and are grouped homogeneously where possible and appropriate. Readings and teaching tools are selected to reflect the appropriate grade level social studies and science content as well as student interest. A variety of strategies are implemented in the ESL classroom such as scaffolding, building background knowledge, introduction strategies, and modeling.
- d. For long term ELLs, the ESL and classroom teachers assess whether ESL service is in fact imperative. Other programs to aid the students' academic growth might be suggested, discussed, or offered in addition to ESL pull-out services. If not, the teacher assesses the students' weaknesses and focuses on improving them accordingly. These students are similarly placed in pull-out groups reflecting their grade and proficiency level. Wherever possible, long-term ELLs are given an increased amount of one-on-one adult support in grade level tasks. Communication is maintained between the teachers, parent coordinator, and parents of the student in order to support student progress. These students are granted resources to use at home and are invited to participate in Title III

afterschool and Saturday programs to support their academic goals and English Language acquisition.

- e. In the case of ELLs with special needs, the ESL and classroom teachers review a student's IEP and makes sure they are entitled for ESL services. Continuous consulting with special education teachers regarding students' needs and progress is essential. Additionally, the teacher takes students according to the IEP mandates. If ESL is not his or her issue, a Type 3 evaluation will be discussed and considered to release the student from ESL services. For students who are identified as entitled to ESL pull-out services, a very small group is created and taught by both ESL teachers to grant special needs students the greatest amount of adult support possible. A curriculum is created for this group including daily scaffolded minilessons and writing activities. This curriculum also relies heavily on direct explicit instruction, careful modeling, and extended practice with learned literacy strategies.
5. There is extensive targeted intervention for ELLs in all academic areas. As stated above, the ESL curriculum is heavily grounded in building the students' English language literacy development and proficiency. It is focused on direct instruction of English language norms in speaking, listening, reading and writing. Teachers deliver direct instruction daily in grammar, talk moves, spelling, punctuation, and vocabulary development. This is all done with integration of the content areas in the way of carefully selected fiction and nonfiction readings of grade level social studies and science stories and narratives. Students are encouraged to explore and discuss these topics with one another in daily group discussions. This helps the teacher to assess prior knowledge and interest level in the content area. Many interventions are a result of open lines of communication and articulation throughout the school building between ESL teachers, classroom teachers, and content area teachers. Where it is necessary, appropriate, and possible, an ESL teacher will push-in with a class during science or social studies instruction. Additionally, one ESL teacher pulls out two fourth grade newcomers for targeted math instruction twice a week. This instruction is delivered in Spanish (the students' native language) and English to aid in students' comprehension of learned mathematical concepts and strategies. Students in this group receive extensive one-on-one adult support and guided practice with grade level mathematical content. Articulation of ELL needs is also communicated to additional support staffers in the building. Additional staff members working with ELLs include one monolingual and one bilingual AIS teacher, a bilingual and a monolingual speech therapist, and a bilingual Supplemental Education (SETTS) teacher. Student needs and available services are regularly discussed with support staff and classroom teachers on an individual or small group level. Instruction in all content areas is discussed and targeted to individual student needs and aligned with grade level and ESL standards.
  6. There is a plan in place at PS 157 for continuing transitional support for ELLs reaching proficiency on the NYSESLAT. Teachers are made aware of the presence of these students in their classes. They are held to the same expectations as their monolingual peers in their classes. Additionally, extra materials are given to the students' teachers, extra communication is established with the parent, and if needed, the students are pulled out for extra help for continuing transitional support. These students are granted the same accommodations as present ELLs on state exams as per mandated NYC testing accommodations for two years following their gaining a proficient score on the NYSESLAT.
  7. Every year at PS 157, current ESL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. After speaking to parents at the parent orientation meetings and parent/teacher conferences, ESL teachers assess the parents'

articulated feelings in regards to the education of their ELL child. It has been found that parents overwhelmingly prefer the current freestanding ESL program that is in place. Also, parents often articulate a desire for additional afterschool and Saturday programs for their child. These are always considered as part of the ESL yearly review based on budgetary availability of funds to support additional programs. In the past, a dual language program was considered in the school, however the number of ELLs along with parent support was not sufficient to support this type of program. In addition, we would like to continue to offer an afterschool program for parents hoping to learn English and gain English Language proficiency in the modalities of listening, speaking, reading and writing. Again, this is considered as budgetary opportunities arise. In general, we hope to expand the offerings of afterschool and supplemental programs for ELLs.

8. There are no programs or services for ELLs projected to be discontinued in the upcoming year. We are hoping to expand the services and supplementary programs available.
9. ELLs are afforded the same access to all school enrichment programs as their monolingual peers, depending on the students' academic grade level. They are invited to participate and given an equal opportunity of participation to whatever programs are available for their grade. These activities include, but are not limited to; mad-hot ballroom, orchestra, keyboards, basketball, chorus, mighty milers (running and exercise) and, chess. In addition, ELLs are offered specific afterschool programs for help in language acquisition and literacy development. All academic afterschool programs specifically designed for ELLs are taught by bilingual (English and Spanish speaking) teachers. They are also invited to participate in a Saturday school program. ELLs not attending an afterschool or Saturday program can participate in the school's EXCEL afterschool program.
10. ELLs also have equal access to instructional materials to their monolingual peers. In addition, ELLs enrolled in the Saturday program are granted extra access to computer technology and instruction. ELLs have access to software specifically designed for language and vocabulary development including Rosetta Stone language learning software, Zip Zoom technology, and Visual Language English as a Second Language software from ARC Media, Longman Cornerstone multimedia books on audio CD and language development videos connected to regular ESL content and literacy lessons. ELL students also learn how to use word processing programs and the internet in regularly scheduled technology classes. Other instructional materials afforded specifically to ELLs are visual aids, graphic organizers, Longman Cornerstone ELL textbooks, consumable workbooks, and content area vocabulary cards, Language learning games, puzzles and manipulatives.
11. Native Language Support is delivered 25% of the time in our freestanding ESL program in the way of teacher translation, student to student translation and native language support, and literacy tools such as books, picture dictionaries, and translation dictionaries are available for student use to enrich content and make it comprehensible. Other content area teachers, the parent coordinator, and administrative staff are available to translate or deliver instruction where appropriate and as necessary.
12. All required services and resources correspond to ELLs' grade levels. Resources and instruction are then differentiated or modified to match the students' needs and level of background knowledge to meet grade level expectations.
13. When newly enrolled ELLs are identified prior to the beginning of the school year, they are given an opportunity to meet the classroom teacher beforehand. Also, ELLs and their parents have an opportunity to speak with administrative staff, ESL staff, and the parent coordinator about the

school, program offerings, curriculum, and grade level expectations. Newly enrolled newcomer ELLs are paired up with one or two “buddy” students with the same native language who can help them through translation and social development and transitions. In most cases, however, newly enrolled ELLs arrive on the first day of school with other newly admitted students or at some point throughout the school year making any summer bridge transition techniques difficult to implement.

Schools with Dual Language Programs: N/A

#### Professional Development and Support for School Staff

1. ELL teachers are regularly invited to attend district and region wide training sessions specifically directed toward the effective instruction of ELLs. These trainings may include topics related to compliance issues for the school, ELLs, or ESL instruction, literacy and content area instructional practices for ELLs, assessment analysis for ELLs, and best school wide practices for ELLs based on the ESL standards. ESL teachers are routinely encouraged to attend trainings by the administration and are given an opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.
2. Support for ELLs transitioning from elementary to middle schools is provided by the school’s bilingual guidance counselor. She routinely discusses middle school choices with all transitioning students including ELLs and those with special needs. Middle school representatives are invited to the school to speak with students and parents about their schools’ philosophy of learning and focus, as well as programs available for ELLs where available. This is a regular practice that occurs on parent/teacher conference dates as well as when information is requested. In addition, when requested, class visits to neighboring middle schools are arranged for all interested students and parents. The school guidance counselor regularly makes herself available to speak with staff, students, and parents regarding middle school transitional concerns.
3. ELL training for staff is provided by the ESL teachers and administration. Several hours are provided to staff during the school’s Summer Institute program. In addition, opportunities for additional hours of staff training are provided during monthly faculty conference days, professional development calendar days, and common prep meetings.

#### Parental Involvement

1. Parent involvement at PS 157 includes, but is not limited to; participation in monthly PTA meetings. Parents are notified of meetings via a monthly newsletter which is published in both English and Spanish and is distributed monthly. As stated earlier, parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child’s progress in school and more specifically in ESL. Contact and communication with parents is also established through our bilingual parent coordinator who reaches out and talks extensively with the parents of ELLs. All parents of students in Pre-kindergarten and kindergarten are invited to school on a weekly basis as part of our “open-classroom” program which seeks to educate parents as to the best practices to help their children learn and work effectively, as well as to establish and maintain positive relationships between students, parents, and teachers as the children progress through the grade levels. Communication is attempted with 100% of parents at our parent/teacher conference days. Parents who are unable to attend this date are asked to set up an additional meeting time with their child’s teacher to specifically discuss the child’s progress. Parents are also encouraged to attend seasonal concerts, showcases, and activities at the school. Parents are consistently thanked for their participation,

support and encouragement of school related activities and the academic, social, and emotional development of their child. In addition, all parents, including parents of ELLs are encouraged to participate in individual classroom events such as celebrations and field trips.

2. Specific information regarding outside agencies and Community Based Organizations can be regularly obtained by parents through our parent coordinator as needs arise. The school has partnerships and established relationships with many community organizations including the National Dyslexia Association and FRIENDS through the Visiting Nurse Services of New York. These agencies aim to support, educate, and advocate for children with special needs and their families. They specifically seek to work with students who are deemed at-risk and offer referrals and evaluations for regular counseling services. In addition, nutrition classes and services are offered for parents through Cornell University and are delivered in both English and Spanish to meet the needs of our monolingual and bilingual parent population.
3. Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff. In addition, the parents of ELLs specifically are encouraged to fill out a survey following the receipt of information at our parent orientation meetings. This is used to evaluate whether parents understand the academic choices available to ELLs and whether or not they feel comfortable with the choice they have made. Also, many steps are taken to ensure that parents fill out the school survey distributed by the Department of Education, the results of which are published and made accessible to school staff.
4. In the past, parents have expressed a desire to help their child more effectively with regards to literacy development. Parents readily express this concern with the student's classroom teacher as well. Our "open classroom" program in the younger grades demonstrates techniques for parents such as modeling, guided practice and scaffolding. Here, parents also have an opportunity to engage in a dialogue about best practices with the child's teacher as well as other parents. In the past, parents of ELLs were offered an afterschool class to learn English or work on perfecting their English language skills. We are hoping to offer this program again in the future as the budget allows. For the time being, information regarding outside agencies and Community Based Organizations can be obtained through our parent coordinator. Additionally, the ESL staff regularly lends out books and supplies to students and parents who express an interest in working on their language skills at home.

#### Part IV Assessment Analysis

1. The school regularly uses the Teacher's College Reading and Writing Project to assess the needs of all general education students including our population of ELLs. This TCRWP provides insight into what strategies students use or don't use in their independent reading. It also helps teachers to assess the types of errors in reading students make including errors of meaning, syntax, and visualization. From this we can effectively assess a new student's prior literacy development. We can also use this as a starting point for literacy development of our ELLs. Generally speaking, knowing a student's independent reading level can allow us to match a student's abilities with his or her interests and help them to effectively become better readers and writers and active participants in their own academic development. In addition, ESL teachers keep regular anecdotal notes and conference notes on the daily work and progress of ELLs. For students with special needs, the student's IEP is regularly used as an assessment tool and starting point for instruction. Students are assessed through teacher observation and teacher made tests based on the needs and goals expressed in their IEP. ESL teachers also directly assess students'

progress in specific shared readings with diagnostic pre and post reading comprehension assessments from Longman Cornerstone, a program developed by Pearson Education specifically designed to meet the needs of ELLs. Additionally, NYSESLAT results are examined and assessed yearly to determine the ELL's priority of needs in terms of listening, speaking, reading, or writing in English Language acquisition.

2. Data patterns can be expressed across grade levels and proficiency levels in examining the NYSESLAT. It has been noticed that ELLs consistently perform better in the areas of speaking and listening than in the areas of reading and writing. For this reason, ESL teachers use this information to guide their curricular choices and daily lesson planning. ESL activities are centered around literacy development specifically in these areas with integrated content area support for student interest as well as in support of the existing curriculum goals for our general education classes.
3. As stated earlier, ESL curricular choices are governed by the need for students to make further improvements in their reading and writing development as demonstrated in yearly NYSESLAT scores indicating that students perform below English Proficient consistently in these two areas.
4. Our school has a freestanding ESL pull-out program only with 25 % of instruction employing native language support.
  - a. Since some ELLs are exempted from the ELA exam, discrepancies are inevitable. The ELE test, which assesses students' native language skills only breaks into percentage and raw scores. When taking the New York State Math, Social Studies, and Science Exams translated booklets are available for students who need them and where they are available. Their test scores show that some ESL students have slightly higher scores when native language translations are in fact available. During the 2008-2009 academic year, French and Arabic translators were hired to translate state exams for newcomers from Guinea and Yemen. Other tests were given in English and Spanish translations were provided for ELLs whose native language is Spanish. Students who arrive in the U.S. as late as third, fourth, and fifth grade will receive content area tests in their native language and English. This year PS 157 will again be hiring a French translator (for the NYS Math Exam) for newcomers from Guinea to promote the most positive test-taking environment for the students as well as to ensure that their mathematic skills are actually being assessed instead of their math and English skills combined as English Language acquisition is assessed through various other means.
  - b. ELL needs are communicated and articulated regularly between ESL staff, the testing coordinator, and classroom teachers. All staff working with ELLs are cognizant of the fact that ELLs need further development, support, and practice with English Language literacy skills.
  - c. Based on ELL progress on Periodic Assessments, it can be seen that ELLs struggle most with English Language acquisition in the modality of writing. ELLs at our school test English Proficient in the areas of speaking and listening. This is to say that their Basic Interpersonal Communicative Skills are developed before their skills in Cognitive Academic Language Proficiency. This is a predictable finding in accordance with learned theories on English Language Development for second language learners. This finding is shared amongst all staff members working with ELLs. We can also see that Native Language support is an integral part of our instruction in bridging the transfer between the native language and the target language of English.

5. For dual language programs, answer the following: N/A
  
6. Assessments for ELLs are examined regularly to make sure that ELLs demonstrate improvement in English Acquisition and proficiency. ESL teachers are reflective about their curriculum and instructional style on a daily basis. At professional development trainings, teachers share and learn about new best practices for the instruction of different subgroups of ELLs. Where no progress is evident throughout the year, or year to year, ESL teachers, classroom teachers, coaches, and support staff will look at data in regards to individual students to identify their areas of need and where the curriculum or practice can be improved upon. Communication with the school's data specialist and testing coordinator is pivotal in the analysis of data gathered from periodic assessments. Communication between these staff members and staff working directly with ELLs is established and maintained regularly. Assessments are examined on a regular basis in order to ensure that ELLs are making progress.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>07</b>	School <b>157x</b>
Principal <b>Ramona Duran</b>	Assistant Principal <b>D'Ann St. Paul</b>
Coach <b>Mary Melito</b>	Coach <b>Opal Beatty</b>
Teacher/Subject Area <b>Elizabeth Morris/ ESL</b>	Guidance Counselor <b>Haydee Llanos</b>
Teacher/Subject Area <b>Jane Carlson /ESL</b>	Parent <b>Ana Berroa</b>
Teacher/Subject Area <b>Veronica Ayala/Art</b>	Parent Coordinator <b>Ana Miranda</b>
Related Service Provider <b>Piedad Roldan/AIS</b>	SAF <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>593</b>	Total Number of ELLs	<b>92</b>	ELLs as Share of Total Student Population (%)	<b>15.51%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial





**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number)		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

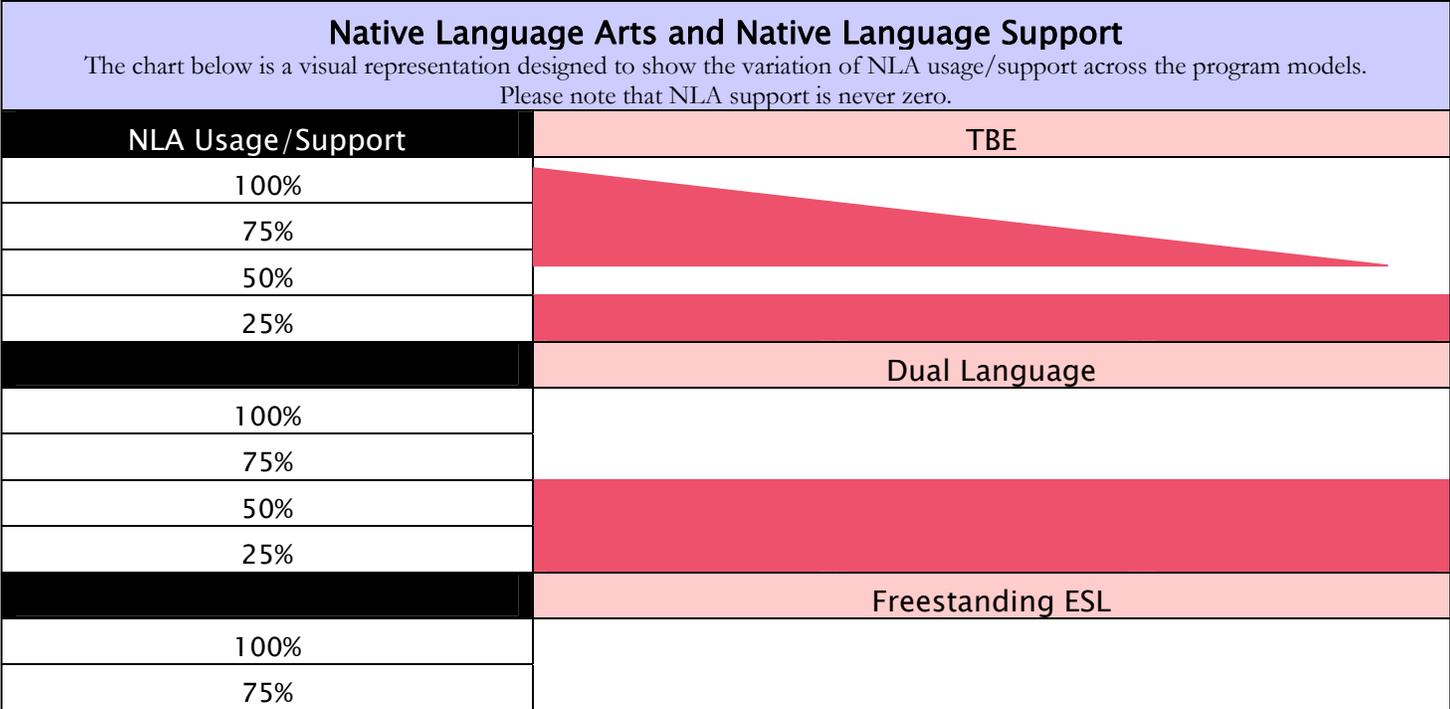
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	10	14	15	18	16	8				81
Chinese						1				1
Russian										0
Bengali				1						1
Urdu										0
Arabic				1						1
Haitian Creole										0
French					2					2
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	2	1	1	1	1					6

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>12</b>	<b>15</b>	<b>16</b>	<b>21</b>	<b>19</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>92</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	6	6	2	3					19
Intermediate(I)	0	8	4	9	10	2				33



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		4				9
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D'Ann St. Paul	Assistant Principal		
Ana Miranda	Parent Coordinator		
Jane Carlson	ESL Teacher		
Ana Berroa	Parent		
Veronica Ayala	Teacher/Subject Area		
Piedad Roldan	Teacher/Subject Area		
Mary Melito	Coach		
Opal Beatty	Coach		
Haydee Llanos	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Elizabeth Morris ESL Teacher	Other		
	Other		


**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

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

**Form TIII – A (1)(a)**

**Grade Level(s)**  K - 5      **Number of Students to be Served:**  30    **LEP**  0    **Non-LEP**  
**Number of Teachers**  2      **Other Staff (Specify)**  Technology Teacher

**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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In order to provide supplemental instruction for our K – 2 ELL/LEP students, P.S. 157X will implement a Saturday program which will use the scientifically research- based Zip Zoom Reading Program from Scholastic which includes the Zip Zoom English Software. The Zip Zoom Reading Program will support the students in meeting the listening, speaking, reading and writing performance standards. Our Saturday Program will provide instructional opportunities other than in the regular classroom. This Language Arts Technology Based Program will assist students in reading comprehension as well as help them with phonemic awareness, and other reading skills. The Zip Zoom Program has been proven effective building English-Language Learner's early phonemic awareness, phonics and sight-word recognition skills. Scientifically based research proved that English Language Learners who use the Zip Zoom English software increase their sight-word recognition by more than twice the control group. Zip Zoom English, Scholastic's supplemental language and literacy program for English Language Learners "supports beginning ELLs in Grades K – 3 by developing critical language and literacy simultaneously through the use of technology and research-based sequential books." The program accelerates oral language, vocabulary, and sight word acquisition – thus, providing young English Language Learners the ability to successfully access their basic Reading and Writing Balanced Literacy Program. This program is a strong supplement to ESL and to the regular classroom reading and writing program. The program's materials will also consist of Zip Zoom Critical-Word Readers. These readers are proven to help English-Language Learners gain reading skills at a rate that will close the achievement gap between them and their English-speaking peers. This program will also be available to those LEP students who are at-risk of being referred to Special Education and/or who are considered to be possible holdovers. All students will have scored at the Beginning and/or Intermediate Level of ESL proficiency as per the NYSESLAT and/or LAB-R. The program will have a total of 30 students. All teachers working with the ELL students will have certification K – 6 Bilingual.

**Appendix 2 - Title III, Part A LEP Program**

**Language Instruction Program, Continued**

The Program's components consist of the following:

- ✓ Interactive Software;
- ✓ Critical-Word Readers and Audio Book CDs;
- ✓ Word and Picture Book;
- ✓ Professional/Teacher's Guide;
- ✓ Language Development Resources;
- ✓ Phonemic Awareness Songs and Chants;
- ✓ Teacher Resources CD;
- ✓ Professional Development Course and Videos;
- ✓ Software and Installation Guides.

Since NCLB requires proficiency in reading (and Math) for all students, including those whose native language is not English, the Zip Zoom English program will be able to address those needs. Funding to support the needs of Ells is very high at the moment and Title III in particular requires states and/or districts to help ELLs gain English language proficiency and develop high levels of academic achievement. PS 157X intends to work with our younger students in order to build up the reading proficiency of these students who will then impact on the testing grades as they move up to grades 3, 4 and 5, etc. The instructional framework of this program consists of "lesson components featuring a variety of learning opportunities, including singing songs, reading online books, making take-home books, fun vocabulary and skill-building games to serve as meaningful contexts for the development of English oral language and beginning reading skills." This model will provide extensive and varied "exposure to meaningful print with explicit and systematic instruction in phonemic awareness and letter/sound correspondence." In addition, there is a student management system which was designed to be a critical element of the software, linking curriculum, instruction, and assessment. Close-the-loop technology is part of this program which assists teachers in collecting data and provides on-going progress reports to the teachers through the program. The data allows teachers to identify the student needs and the program materials, etc., provides the teachers with the appropriate resources to meet those needs. The teachers will use the teacher's guide with the scope and sequence of concepts and skills for Zip Zoom (Levels 1 through 3) which includes the Lesson Topic, concept knowledge, concept words, comprehension skills, language function and usage, academic vocabulary, concepts of language, phonemic awareness/phonics, critical words, literacy events, concepts of print and writing. Each lesson reviews content vocabulary and/or prior vocabulary, expands content knowledge building on what students already know, works on teaching language function, has language goals as well as content goals, support for the student in their native language/language transfer, differentiated practice, enrichment language and content, buddy buzz, communication of ideas, language exchange where the students use the pictures from their word and picture book to create/write a story together. In addition to teacher directed instruction, the students will also have independent practice and self assessments on the computer.

## **Appendix 2 - Title III, Part A LEP Program**

### **Language Instruction Program, Continued**

The program will run as follows:

- ✓ The program will be implemented on 22 consecutive Saturdays and will begin in December 5<sup>th</sup>, 2009 and end on the 5<sup>th</sup> of May, 2010;
- ✓ The Program will run from 9:00 a.m. until 12:00 a.m. each Saturday; for a total of 3 hours each Saturday;
- ✓ There will be two classes; one for the Beginning students and one for the Intermediate students;
- ✓ Teachers will work with students using the Zip Zoom Reading Program which combines the “power of technology with groundbreaking sequential books to develop critical language and reading skills in English Language Learners.”
- ✓ Two Saturdays will be used for teacher staff development on the Zip Zoom Reading Program and the next 11 alternating Saturdays will be used for a teacher study group on the book “Balancing Reading and Language Learning: A Resource for Teaching English Language Learners K-5” by Mary Cappellini
- ✓ A culminating event will take place where the students and the parents take a trip to El Museo del Barrio in order to make connections with their Language roots in the Arts since our school offers students many opportunities for involvement in the Arts, i.e. dancing, keyboard, violins, recorders, chorus, etc.

This program will help support students in improving their listening, speaking, reading and writing skills which will, in turn, help the students learn the English Language and meet the New York State Learning Standards. The Program will support the acquisition of the English Language and will help to supplement the basic program requirements already being implemented and which have been established under CR Part 154. All service, will be provided by, Certified Bilingual and ESL teachers. Additionally, the program will be very much attuned to the Region 9 priorities for ELLs as well as to the attainment of the New York State Standards. The Zip Zoom Reading Program will combine the power of technology with “groundbreaking sequential books to develop critical language and reading skills in English-Language Learners.”

**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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The professional development activities for staff participating in this Saturday Academy, will take place during 14 sessions during the course of the program.

“At the core of Zip Zoom’s professional development is the award winning Scholastic Red.” This staff development component combines the best of online distance-learning and facilitates professional communities of learners. The Zip Zoom English program includes enrollment in the Scholastic RED online professional development course “Reading Success for English-Language Learners.” This course will allow teachers to learn how to adapt instruction, assess progress, and reinforce learning to help every English-Language Learner become a successful reader.” Additionally, there are 15 professional development video workshops that stress best practices in the English-Language Learner’s classroom. The 15 videos are part of the Zip Zoom components and can be found in the Zip Zoom English Teacher’s Resource CDs. The teachers will meet for 15 Saturdays to view and discuss the 15 videos and to also take part in a study group. The group will study and discuss the book: “Balancing Reading and Language Learning: A Resource for Teaching English Language Learners K-5” by Mary Cappellini. In addition, this study will be coupled with additional resource books entitled: “Making Sense: Small Group Comprehension Lessons for English Language Learners” by Juli Kendall and Outey Khuon and Reading, Writing and Learning in ESL, by Suzanne F. Peregoy and Owen F. Boyle.

**Appendix 2 - Title III, Part A LEP Program, Continued**

**Professional Development Program, continued** – 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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The course gives a comprehensive overview of methods to accelerate language and literacy acquisition in the early grades. Some of the topics covered in the professional development component will be:

- ✓ The Context for Teaching English-Language Learners to Read;
- ✓ Phonemic Awareness, Phonics, and Spelling Instruction;
- ✓ Fluency Instruction and Practice;
- ✓ Vocabulary is Critical to Success in Comprehension;
- ✓ Teaching Students to Comprehend a Wide Variety of Text;
- ✓ Writing Instruction for English-Language Learners;
- ✓ Content-Area Instruction for English-Language Learners, etc.

The staff development, will be given by the Technology Teacher. If needed, we will also contact the ISC and the Network NSSs for support with staff development to come on one of the Saturdays to provide staff development. Besides the use of the professional development component(s) of the Zip Zoom Reading program, a study group will be formed so that teachers will read, study and discuss the different approaches and/or strategies available for working with the ELL student especially in the area of Reading and small groups. The study groups will continue for 12 sessions. The study group will use the book “Balancing Reading and Language Learning: A Resource for Teaching English Language Learners K-5” by Mary Cappellini. The study group will additionally use “Making Sense: Small Group Comprehension Lessons for English Language Learners” by Juli Kendall to supplement the information they will be studying regarding Reading and Language Learning and how best to support the students. Teachers will learn how to put emphasis on the acquisition of academic language and skills, while they build on the students’ very varied background experiences. The teachers will also take into account the different cultural perspectives of the students through collaborative interaction and integration of oral and literacy skills.

**Form TIII – A (1)(b)**

**School:** PS 157X      **BEDS Code:** 32-07-00-01-0157

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$6,072.00</b> <b>\$3,036.00</b> <b>\$462.00</b> <b>\$368.00</b> <b>\$3,036.00</b>	2 Tchrs. X 3 hrs. X 22 days X \$46.00 = \$6,072.00 (Tchr. Per-session) 1 Supervisor x 3 hrs. X 22 days X \$46.00 = \$3,036.00 (Supvr. Per-session) Staff Development Trainee Rate 2 tchrs. X 4 hrs. x \$46.00 Instructional Staff Development 1 x 22 hrs. x 46.00 Staff Developer (Tech Teacher)
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<b>\$200.00</b>	Entrance fee for parents and students @ El Museo Del Barrio
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	<b>\$1,126.00</b>	Copy paper, student notebooks, pencils, construction paper, chart tablets, crayons, etc.
<b>Educational Software (Object Code 199)</b>	<b>N/A</b>	School already has materials for this program.
<b>Travel</b>	<b>\$700.00</b>	Bus for travel to El Museo Del Barrio
<b>Other</b>	<b>N/A</b>	
<b>TOTAL</b>	<b>\$15,000.00</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.**

Our data shows that almost 80% of our students are of Hispanic heritage. As a result our need for translation of written materials for parents as well as the need for interpreters during meetings is of high importance. A survey was taken at meetings and the majority of parents needed an interpreter as well as translation services in Spanish. In addition, the parents of two of our students (brother and sister) require translations in Chinese. As a result we've been depending on the services of the ISC/DOE and on our own Chinese speaking Literacy Coach for translations and/or interpreter services. We have also received students who need translations in Arabic and/or French. In addition, students will be given a Home Language Form to fill out so that we can determine the need for written and oral translations/need for interpreters.

**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.**

Our major findings show that our parents like and expect to receive school news and other information in their native language which in this case is Spanish as a majority. We also have at least 2 students of Chinese descent whose parents do not speak English and we also accommodate their need to receive material in Chinese. We are also accommodating the language needs of our Arabic family. At our Open House/Curriculum Night meeting in October parents and at subsequent meetings through-out the year parents have been informed of our findings and we have provided all information to them in Spanish, English and Chinese. Our Home Language Survey forms indicate that the majority of our students are of Hispanic Heritage and therefore the main language spoken at home is Spanish.

## **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.**

We will continue to provide written translation services in Spanish for our Spanish speaking parents. This will include all flyers, letters, Report Cards and other information pertaining to school and their children. In addition, we will also provide written translation services for our Chinese speaking parents including flyers, letters, Report Cards and other school/student information. All information will be sent to parents in a timely manner either through distribution of these materials to the students and/or through the mail as necessary. Additional copies of all information will be kept in the office in case there are instances when for some reason the information does not reach the parent. All written Spanish translations will be done by our Parent Coordinator who has taken courses in the correct translation of information and/or by our Bilingual Guidance Counselor whose background is one of mainly Spanish language dominance. In some instances, the services of the Department of Education's contracted translation services provider will be used. All documents covering, but not limited to the following will be translated in Spanish: Health documents, safety documents, any information having to do with legal and/or disciplinary matters, entitlements to public education and/or parents rights, placement in special education, permission slips/consent forms, etc.

- 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.**

Interpretation services will be provided to parents during meetings held during and after-school hours in the school and having to do with the students at PS 157X. Parents will be made aware of their rights to receive these services and will be provided with instructions on how to obtain these services if they are not provided for by the school. When the school is unable to provide oral translation services the school will contact the Translation and Interpretation Unit in order to ensure a timely provision of these services. Services over the telephone will be provided to the parents by in-house staff members who are bilingual in the language needed at the time. In general, there are many school staff members who are bilingual and speak both English and Spanish. Their services will be used whenever there is a need including in person and/or by telephone translations. Oral interpretations will be provided by the school through its Parent Coordinator and/or other staff members, i.e. Principal who speak and understand both languages.

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

All parents will be notified of their rights to receive translation and/or interpretation services if their primary language is one of the covered languages. This notification will be sent home to parents at the beginning of year school year. In addition, parents will be provided with the Web Site address so that they can also access needed services themselves. We will be careful to ensure that parents are not prevented from being able to contact the school and/or any of the staff members solely because they are unable to speak the language. Office staff will be available who can speak both languages and will assist parents whenever necessary. The school's Safety Plan will cover the translation and interpretation needs and rights of parents as part of their overall parental involvement initiative. Whenever we are unable to supply these services due to no staff member being able to speak the language needed, we will contact the Department's Translation and Interpretation Unit so that they can, in a timely fashion, provide these services as needed. All copies of any and all notifications i.e. notification of parents rights regarding translation and interpretation in the main office and will in addition be posted in Spanish, English and Chinese and Arabic (if necessary) on the wall in the Main Lobby/Entrance to the school.

**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:	560,447	209,980	\$770,427
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,605		\$5,605
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,100	\$2,100
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,025		\$28,025
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		10,499	\$10,499
6. Enter the anticipated 10% set-aside for Professional Development:	56,045		\$56,045
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		20,998	\$20,998

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:   91.9%
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.

## **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.

**SEE ATTACHMENT PAGES 48 – 52 FOR  
SCHOOL PARENTAL INVOLVEMENT POLICY**

### **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.

**SEE ATTACHMENT PAGES 53 - 56 FOR  
SCHOOL-PARENT COMPACT**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS, CONTINUED

### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

We are an educational organization that constantly monitors and measures academic progress. We use the data to drive instruction and to inform staff development for teachers. Student performance is measured by, but not limited to, the following:

- State Assessments;
- Early Childhood Literacy Assessment System (ECLAS)
- District/School Benchmark Tests;
- Unit/Teacher-made/Grade Level Tests;
- Item Skills Analysis (Grow Report, Princeton Review)
- Student Portfolios and Journals
- Classroom Performance/Teacher Observations;
- School Walkthroughs/student work/projects;
- School Report Card
- Running Records
- WRAP
- ARIS
- ATS Report
- Last Year's CEP
- Attendance Rates
- Suspension/Incident Rates
- Teacher Referrals
- Mobility Rate – both teachers and students
- Custodial Records
- Workshop Attendance Records
- Student Support Staff Logs
- Anecdotal
- Other assessments

**2. School-wide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS, Continued**

### **Our school-wide strategies that increase the amount and quality of learning time include:**

- extended time in the morning (371/2 minutes) for all students at-risk of failing to meet the standards;
- After-school programs for students in grades 3, 4 and 5 for support in Literacy and Mathematics;
- After-school programs for grade 1 and 2 for support in phonemic awareness, decoding, etc;
- Summer school for those students who did not meet the standards and need support to retake the State Tests;
- Enriched and accelerated curriculum for gifted and talented students who are historically underserved;
- At-Risk-Intervention Services for students who are not meeting the standards and/or are at risk of not meeting the standards;
- Counseling, pupil services, and other Academic Intervention Services for a specific target population for whom the other support does not seem to be working;
- Integration of technology, performing arts, i.e. music, orchestra, chorus, dance, visual art, to support Literacy and Mathematics;
- After-school activities, i.e. homework help, basketball, technology, art, music, etc. to support Literacy and Mathematics;
- Saturday Academy for support of LEP/ESL students and their parents.

### **3. Instruction by highly qualified staff.**

As of September, 2003 all teachers hired had to be certified as per State requirements; This will continue to be top priority and as a matter of fact, we now have 100% certified teachers on staff. Interviews and demonstration lessons by new applicants to the school will be required in order to ascertain their qualification other than through paper evidence. Teachers will receive professional development to learn the curriculum, the workshop model of instruction and the UBD format for planning Social Studies and Science units. Additional support in Writer's Workshop will be provided through our partnership with Teacher's College. We have been implementing the Teacher's College Reading and Writing Project for the last four years and expect to continue for a 6<sup>th</sup> year in 2009-2010. Effective use of technology and class management through effective planning and reflection and review of ongoing practice will be provided to maintain teachers' skills and positive impact on the academic and general health and welfare of the students. Highly effective teachers will be given the opportunity to be teaching partners, workshop presenters, grade leaders and/or project coordinators. In this way, they will be encouraged to stretch their abilities and begin trying leadership roles. This will provide recognition of effective teaching and empower qualified teachers to continue to be learners and grow professionally.

### **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.**

Ongoing professional development to support research-based curriculum and instruction strategies will be provided for teachers, coaches, administrators and academic support staff. Planned training by the region as well as by on-site training and training offered by Teacher's College as part of our partnership with the Reading and Writing Project will be made available to teachers and other support staff. Grade-wide team planning and training sessions will be done weekly via common preparation periods and working lunches when possible.

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

At P.S. 157X we maintain an attractive, quiet building that reflects academic rigor. Site tours are offered to applicants to dispel any misconceptions of inner-city schools. Applications are scrutinized to note the talents and skills of the applicants. This information is used to offer highly qualified teachers a teaching environment that addresses their skills. In addition the information also affords us an opportunity to match teachers with specific grades/students/needs. Advertisements, job fairs, and college recruitment will be used to make applicants aware of the opportunities at P.S. 157X.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS, Continued**

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

Increasing parental involvement will continue to be of top priority and our meetings and services for parents will continue. We will continue with the Open House/Curriculum Night series which always brings in many parents. We will also continue to provide opportunities to ESL classes for parents who wish to learn the language. These opportunities will be offered to the parents of students who attend our Title III LEP Saturday Academy Program. Opportunities where our students perform in choruses, instrumental (violins, etc.), dance, etc. will also be one of the techniques to increase parental involvement. Refreshments during meetings as well as raffles tend to increase the number of parents who attend our meetings.

### **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.**

Successful transition for the primary grades is embedded in the school continuity plan for the Lower Academy (Pre-K – 2) students. The curriculum is designed so that concepts spiral up through the grades providing background, familiarity and thus, student empowerment. The planning of instruction provides successful transition by utilizing common management signals, rebus task cards, editing marks, formats for blocks of instruction and room arrangements throughout the building. In this way, the “newness” of the next grades is not overwhelming as the student can recognize and manage many aspects of the instruction. Professional development is ongoing, training early childhood teachers to experience growth in the learning environments they provide as the guide students to greater independence and successful grade to grade transitions. Parent involvement is utilized to facilitate self-reliance through the acquisition of life skills (button, zip, tie, snap, know address, know phone number) learn simple multi-step directions and establish age-appropriate responsibilities at home as well as at school. Assessment is done through folder/portfolio review, teacher check-off lists, teacher assessment and ECLAS to monitor that students have acquired the skills necessary for a smooth transition. Beginning in April, planned transition activities begin with Pre-Kindergarten students going to Kindergarten to work with them for at least one hour daily. Other activities such as discussions, class/grade visits, guest student speakers from the next grade, building tours, cross-grade trips, etc. are implemented.

### **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 taught how to use assessment vehicles such as WRAP, Predictive, Acuity, Scantron and other assessments to provide information/data that will help to improve instruction as well as give a picture of student needs. During common preparation meetings teachers will be involved in this type of professional development and also have the opportunity to discuss their students work and progress with other staff members on the same grade. Reflection on lessons planned and given will also be of great help in continuing to plan and deliver quality instruction.

### **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.**

Students who are having difficulties this year will be identified so that in September, 2009 we can begin early to provide support through Academic Intervention Services. This support will assist these students in getting the skills and techniques that they need to be successful and meet the standards. Through a series of assessment techniques the students' needs will be identified and support given geared towards meeting those needs. One-on-one and small group instructional support will be given to students who are experiencing difficulty mastering the instruction they are being given. Additional assistance will also be given through before and after-school programs and the Saturday Academy.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS, Continued**

### **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.**

All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in elementary school. Tutorial programs, after-school programs, Saturday Academy as well as services for other needs, i.e. behavioral, will be implemented. Programs such as school guidance, School-Based Support Team and outside agencies such as F.R.I.E.N.D.S., will be coordinated and integrated to support the school-wide program. Counseling, medical testing, conflict resolution, psychiatric evaluation, behavior modification and academic review will provide academic support by addressing the needs that could negatively impact on student performance. Open communication between agencies, teams, school staff, and community agencies will be utilized via conferences, individualized student planning, curriculum review, sharing of test data analyses and program planning for effective service for all students. All funds, PCEN, Tax-Levy, Title I, etc. will be used to consolidate all school-wide programs in order to provide seamless instruction across the grades. This will allow for the implementation of one single, coherent instructional plan for the school. Title I monies will not be used to supplant any State and local resources which may be allocated to the school.

**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

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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 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.

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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.

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- **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.**

In an effort to assess whether the findings are relevant to our school's educational program, we looked at our current educational programs and, discussed as well as gathered information that provided sufficient data for us to know that our programs in ELA are in fact aligned with the State standards. Our educational programs are programs that have all the essential attributes of a viable curriculum which is of quality, is implemented with strict adherence to its principles, is strictly implemented so that all students are exposed to the same curriculum and there is consistency in implementation which is not only uniform, but has logical coherence. We expect that it will also show that the curriculum is congruent, and sufficient to impact student learning performance. Our curriculum shows that the "content to be taught (as outlined by the state standards), is linked 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".

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

Applicable    Not Applicable

- P.S. 157X uses the research-based Comprehensive Approach to Balanced Literacy as well as the Teachers College Reading and Writing Project. “Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-aloud, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach.” The Units of Study as part of the Teachers College Reading and Writing Project are aligned with State standards and are rigorous. The Workshop Model of Instruction is followed and students have many opportunities to interact with each other in discussions, book clubs, and through their writing. Student work is often reviewed and discussed and used to assess student needs in the area of writing, spelling, grammar, etc. Our curriculum mapping is done based on the Understanding by Design planning model which begins with the end in mind, i.e. what will the students be able to do at the end of this lesson/project. All curriculum maps are done mainly for Science and Social Studies and they follow the Understanding by Design Model of planning. The lessons and activities are formatted so that they “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 skills to be mastered, strategies to be utilized, and student outcomes to be attained. There are plentiful materials for all grades and all students in all content areas including materials for after-school programs, Saturday Academy and Extended Day Academic Activities. The curriculum is coherent and done through-out all the grades including students who are English Language Learners and Special Education students as well. Everyone is accountable for ensuring that there is equality and quality in instruction that involves all students at PS 157X.

**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?**

- P.S. 157X uses the research-based Comprehensive Approach to Balanced Literacy as well as the Teachers College Reading and Writing Project. “Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-aloud, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach.” The Units of Study as part of the Teachers College Reading and Writing Project are aligned with State standards and are rigorous. The Workshop Model of Instruction is followed and students have many opportunities to interact with each other in discussions, book clubs, and through their writing. Student work is often reviewed and discussed and used to assess student needs in the area of writing, spelling, grammar, etc. Our curriculum mapping is done based on the Understanding by Design planning model which begins with the end in mind, i.e. what will the students be able to do at the end of this lesson/project. All curriculum maps are done mainly for Science and Social Studies and they follow the Understanding by Design Model of planning. The lessons and activities are formatted so that they “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 skills to be mastered, strategies to be utilized, and student outcomes to be attained. There are plentiful materials for all grades and all students in all content areas including materials for after-school programs, Saturday Academy and Extended Day Academic Activities. The curriculum is coherent and done through-out all the grades including students who are English Language Learners and Special Education students as well. Everyone is accountable for ensuring that there is equality and quality in instruction that involves all students at PS 157X.

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**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.**

N/A

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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.

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**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS, CONTINUED**

**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.**

We assessed whether the findings are relevant to our school's educational program, by looking at our current educational programs and, discussing as well as gathering information that provided data that shows that our educational programs are programs that have all the essential attributes of a viable curriculum which is research-based and of quality, is implemented with strict adherence to its principles, is strictly implemented so that so that all students are exposed to the same curriculum and there is consistency in implementation which is not only uniform, but has logical coherence. Our data also shows that the curriculum is congruent, and sufficient to impact student learning performance. In addition, we supplement the Everyday Mathematics instruction with basic mathematics skills given to all K – 5 students based on their needs/levels.

**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?**

The Mathematics scores at P.S. 157X have gone up from 18% in 1999 to 84.5% as of the 2008-2009 test results. Our achievement gap among subgroups such as Special Education, Hispanics, Female, Male, Black, lowest third have shown substantial gains in closing the gap. P.S. 157X uses the research-based Everyday Mathematics which was found to be aligned with the New York State Content Strands and the NCTM standards at the elementary school level. Everyday Math relies on many different instructional strategies which ensures that all students can achieve success. Everyday Math was found to have a "progressive achievement gain" for this type of program. At PS 157X the program is implemented as part of a "coherent systemic effort" where the curriculum, the assessment and the professional development that goes along with it are aligned. Use of Everyday Math at PS 157X has proven that not only do our regular students do well but that students in subgroups, where the achievement gap is greatest, also do substantially well.

**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.**

N/A

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**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS, CONTINUED**

**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.**

We assessed whether the findings are relevant to our school’s educational program, by looking at our current educational programs, the available data including formal and informal observation of instructional practice/best practice and, discussing as well as gathering other information that provided data that shows that our educational programs are programs that have all the essential attributes of a viable curriculum which is research-based and of quality, is implemented with strict adherence to its principles, is strictly implemented so that so that all students are exposed to the same curriculum and there is consistency in implementation which is not only uniform, but has logical coherence. Our data also shows that the curriculum is congruent, and sufficiently rigorous to impact student learning performance.

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

Applicable    Not Applicable

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**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS, CONTINUED**

**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?**

P.S. 157X has used not only Balanced Literacy as its curriculum but it uses, in addition, the Teachers College Reading and Writing Program. The focus is on the teacher as the Facilitator and little if any teacher directed instruction occurs. Research-based Best Practices are used through-out the school. Teachers use the Workshop Model of Instruction and do Mini-lessons, read-aloud, shared reading, shared writing, independent reading, etc. Teachers model, not lecture and there is evidence in all classroom of lessons and strategies used to instruct. The administrative team composed of Principal, Assistant Principals and Literacy and Math Coaches often do walkthroughs, informal observations etc. during which time student engagement, student work and teacher as facilitator are evident. In addition, test scores have risen from 14% in 1999 to 56% in 2007-2008 test results. In addition, technology is a big part of instruction as teachers have been given a smart board for their classroom and have also been trained to use it and to integrate it within all content areas.

**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.**

N/A

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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.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM**

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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.

**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS, CONTINUED**

***2B – Mathematics Instruction, Continued***

**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.**

We assessed whether the findings are relevant to our school’s educational program, by looking at our current educational programs, the available data including formal and informal observation of instructional practice/best practice and, discussing as well as gathering other information that provided data that shows that our educational programs are programs that have all the essential attributes of a viable curriculum which is research-based and of quality, is implemented with strict adherence to its principles, is strictly implemented so that so that all students are exposed to the same curriculum and there is consistency in implementation which is not only uniform, but has logical coherence. Our data also shows that the curriculum is congruent, and sufficiently rigorous to impact student learning performance.

**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?**

At P.S. 157X students are maintained on task and teachers facilitate and provide opportunities for students to work in groups for problem solving. Teachers have been trained to use Everyday Mathematics and our scores have been going up steadily from 18% meeting the standards in 1999 to 76% meeting the standards at this current time. Teachers use technology on a daily basis and have been provided with Smart Boards, laptops and projectors to facilitate the use of technology. Teachers have also been trained in the use of the Smart Board and its integration into the content areas specifically in Mathematics.

**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.**

N/A

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**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS, CONTINUED**

**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.**

In order to assess whether this finding is relevant to our school's educational program(s), we studied our data information in the school's report card as well as looked at other data, i.e. resignations, leaves of absences, transfers, etc. We also studied data that showed that many of our staff moved on to higher levels of employment such as, Literacy Coaches, Math Coaches, Assistant Principals and Principals. This shows that our professional development and other support is providing the arena for staff to achieve success and to move on to higher levels of employment within the Department of Education.

**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?**

We have been able to assess our teacher turnover and have come to the conclusion that although we have had years when our teacher turnover has been high, we have finally reached a plateau and are coming to the point where our teachers are remaining stable within the school. Our findings showed that one particular grade seemed to have a high turnover and that was grade four. That grade has been stabilized and the teachers are doing very well. The tone, support and visible comradeship and collegiality has helped to maintain stability within our instructional staff. Staff member turnover has usually been a part of teachers and other staff moving on to become Assistant Principals, Literacy and/or Math Coaches and Principals with the Department of Education.

**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.**

N/A

**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS, CONTINUED**

**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 administrative team surveyed all teachers regarding professional development opportunities in curriculum, instruction and the monitoring of ELL student progress. Findings were taken into consideration and decisions made as to what was needed in order to support our teachers who have ELL students in the classrooms. Since our community has been changing this school no longer offers bilingual classes as such but we do have a free-standing pull out/push-in ESL program that provides all State mandated ESL requirements. However, our teachers have received more professional development in the past year and consequently will continue to receive more staff development in the area of ELL instruction this coming year. The Integrated Service Center/Network Leader/NSS have been at the school and have in fact conducted workshops on instruction for ELL students. In addition, the Inquiry Team focused their activities, in the last two years on how to help

**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?**

After surveying our teachers regarding professional development for teachers who have ELL students in their classrooms we found that more of the teachers are beginning to take advantage of District/LSO offerings in professional development for teachers with ELL students. We also take advantage of the Teachers College workshop offerings specifically for those teachers who work with English as a Second Language students. These workshops are geared towards the Reading and Writing curriculum that we have been implementing for the last five years as part of our partnership/collaboration with Teachers College/Columbia University. The ISC came in and offered a workshop for all teachers grades K – 5 who wanted to implement the work that Dr. Fillmore has been doing with ELL students.

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**AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS, CONTINUED**

**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.**

N/A

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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.**

As part of the Inquiry Team implementation, we met regularly in order to assess whether Finding 5.1 is or is not relevant to our school's educational program. We evaluated the most current school data to determine if there are gaps in the way data is distributed, explained and used in particular as pertains to ELL students. We determined that we do use our Data, i.e. NYSESLAT, Predictive Assessments, etc., to monitor ELL students' progress as well as data from ARIS. The school has now gone school-wide with the inquiry process and it is evident that data is being used to monitor all students but specifically ELL students who usually struggle and are usually at-risk of failure.

**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 Inquiry Team addressed the needs of ELL students using data from the NYSESLAT, Predictive Assessments and the State ELA exam. We were able to address the needs of the students in reading comprehension as part of our Inquiry process and were able to see progress of an average of at least two reading levels for our ELL students. Some of the students did make dramatic progress. Teachers have been able to use the data from NYSESLAT, Predictive Assessments, T.C. Assessments, etc. to make instructional decisions for their classes and most specifically to differentiate instruction for their English Language Learners. Our ELL students showed gains in both of the State Tests (ELA and Mathematics). In addition data gathered as part of instruction is also being used, i.e. teacher-made assessments, projects, etc.

**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, CONTINUED**

**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.**

N/A

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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.

The school will engage in surveying the four special education teachers as well as other teachers who work with students with IEPs. We will determine based on our findings whether Key Finding 6.1 is relevant to our 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?

The administrative team surveyed our Special Education teachers and found that they had in fact received support from both the school, the Network Specialist in Special Education and from SETREC (the Integrated Curriculum Learning Support Organization). A staff developer from SETREC comes to the school every two weeks and works directly with the special education teachers on IEP implementation, IEP writing, NYSSA assessments, implementation of instructional approaches, PRIM (Pre-Referral Intervention Manual). The Staff Developer from Teachers College works individually and in groups of other teachers with the special education teacher to ensure proper implementation of the Reading and Writing Project/Balanced Literacy Program.

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

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.

N/A

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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.

A school-based committee comprised of the administrative staff and an inquiry team member, will be formed to assess whether Finding 7.1 is or is not relevant to our school's educational program. We will review our CEP and evaluate school data to look for any gaps in our IEP Program.

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?

Relevancy with supporting data is to be determined

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.

Relevancy with supporting data is to be determined

**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>

### **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.)**

Currently the number of Students in Temporary Housing registered at PS 157X is nineteen (19).

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

Services provided to the STH population are the following:

- AIS (Academic Intervention Services) in both Literacy and Mathematics;
- Transportation services such as bus passes where necessary;
- After-school programs for at-risk students;
- Counseling services where needed;
- Referrals to organizations such as FRIENDS/Visiting Nurse Services, etc.;
- Vision/hearing screening;
- 

### **Part B: FOR NON-TITLE I SCHOOLS (NOT APPLICABLE)**

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

**N/A**

2. **Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.**

**N/A**

3. **Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this**

4.

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

**Part B: FOR NON-TITLE I SCHOOLS (NOT APPLICABLE), Continued**

**question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.**

## TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### School Parental Involvement Policy:

#### **I. General Expectations**

Grove Hill – P.S. 157X agrees 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.

#### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Grove Hill – P.S. 157X, will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - Parents will be sent letters informing them of dates/times when the plan will be developed and invited to attend the meeting(s) and take part in those meetings;
  - Letters will be sent out in English/Spanish and Chinese for our two Chinese speaking parents giving parents the information;
  - Interpreter(s) will be made available for all meetings in the needed language(s);
  - Telephone calls will be made if necessary to ensure that parents are reminded of the meeting(s) date(s).

## TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT, CONTINUED

## **II. Description of How School Will Implement Required Parental Involvement Policy Components, Continued**

2. Grove Hill – P.S. 157X, will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
  - As part of the School Leadership Team parent members will take part in discussions and will help make decisions regarding school review and improvements to be made under section 1116 of the ESEA;
  - Training for members of the School Leadership Team will be provided by the Region/District to ensure parent understanding of procedures/process for School Leadership Team parent members;
  - As a team, Administrators, Coaches, Staff Developers and/or Lead Teachers will do walkthroughs with parents at least twice a year to review school programs and make decisions regarding needed improvement and/or expansion of current programs.
  
3. Grove Hill – P.S. 17X, 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: (List activities.)
  - In order to implement effective parent involvement at the school and to improve student academic achievement and school performance P.S. 157X, will build a good strong home/school connection/partnership in regard to child development, family literacy and services provided to students by offering the following workshops:
    1. Parenting Skills;
    2. Mathematics and Literacy Workshops for Parents;
    3. How To Help Your Child at Home With Homework, etc.;
    4. Chicago Math and How It Works;
    5. Available School Resources/Outside/Community Resources.
  - We will also encourage parents to network with each other and to communicate with the school staff as well as District/Region Office staff;
  - Parent representatives will be sent to district level committees and/or regional level committees including parent leaders in the School Leadership Team and other school-based committees;
  - Workshops on the use of Technology including training for parents.
  - Parents will be kept informed through telephone calls, letters, flyers, etc. of upcoming meetings i.e. Curriculum Night, Parent-Teacher Meetings, etc.,
  - All information to parents will be translated in from English into Spanish and also into Chinese (two students).
  
4. Grove Hill – P.S. 157X, will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
  - Through our Universal Pre-Kindergarten Program we will integrate Title I parental involvement strategies such as: Parent Library, Parent Tuesdays in the Classroom, Parent Trips with their children and without, Parent Luncheons, Parent Workshops, i.e. Natural Plants, Nutrition, School Curriculum, Your Child and Pre-Kindergarten, Working with Parent Leaders to assist parents in becoming “documented” parent volunteers assisting, Outreach and training for Non-English Speaking parents, Workshops dealing with the
  - Standards, A parent room where parents can come and visit and where activities for parental involvement can take place, The maintenance of, etc.

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT, CONTINUED**

## **II. Description of How School Will Implement Required Parental Involvement Policy Components, Continued**

5. Grove Hill – P.S. 157X, 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- Surveys will be sent home to parents (in the languages needed for understanding) to gather data regarding the effectiveness of the parental involvement policy and in what way it has improved the school quality;
- Through the survey information we will identify any barriers to parent involvement in school activities i.e. limited English proficiency, limited literacy, etc.; We will offer an ESL program for parents as part of our Title III LEP program on Saturdays;
- The Parent Coordinator in conjunction with the Assistant Principals will conduct the evaluation and collecting of data;
- Parents will be invited to a meeting to discuss the findings and to find ways to make improvements and/or revisions where necessary;

6. Grove Hill – P.S. 157X 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: 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - Parent workshops will consists of such topics as: How to Help your Child at Home; Working with your child's teacher to improve achievement; What your child needs to know at the end of each grade; The Reading Curriculum: How You Can Help; The Math Curriculum: How You Can Help; The value of assessments; Learning Difficulties; Resources in the school and community;
  - In addition, on Saturdays we will offer a program of ESL Classes for Parents;
  - All materials will be supplied for the ESL classes including books, notebooks, writing materials, etc.

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:

- Parents will be invited to observe their children at work in the technology lab as well as in the classroom when they are using the laptops;
- Workshops in literacy will be done in the mornings for all parents who are able to attend. These workshops will be given by our Literacy Coaches and/or outside consultants;
- Mathematics Workshops will be given for parents by our Mathematics Staff Developer to help parents understand the Chicago Math Program and how they can help at home;
- In the late afternoons we will offer technology workshops for parents who want to learn how to work with a computer.

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT, CONTINUED**

## **II. Description of How School Will Implement Required Parental Involvement Policy Components, Continued**

- a. 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: (List activities.)
  - Workshops/staff development for teachers and school support staff on how to reach out to parents, communication with parents, using parent volunteers in the classroom, nurturing good parent/school relationships, attending parent meetings,
- b. 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: (List activities.)
  - Whenever possible PS 157X will coordinate programs such as our Universal Pre-Kindergarten Program, our Parent as Leaders Program, as well as our Parent Library program in Pre-Kindergarten and Kindergarten, our Parent Spa Day, Parent Luncheon Day and our Parent Tuesdays in the Classroom Day in order to encourage and support parents in getting them to participate to a greater extent in their children's educational experiences.
  - Providing child care and/or stipend for expenses and/or transportation expenses for parents where needed to ensure parental attendance at school meetings and workshops.
  - Opportunities for parents to volunteer and involve themselves in school activities;
  - Parents will be involved in decision making as part of the School Leadership Team activities, etc.
- c. 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: (List actions.)
  - All letters, flyers, calendars and invitations for parents will be translated into Spanish and Chinese to meet the needs of our student population;
  - Interpreters will be available to interpret for parents/guardians when needed.
  - When necessary the Unit/Department of Interpretation and Translation will be used when we are unable to translate and/or interpret information, etc. for parents. This will be done in a timely fashion to ensure compliance.

## TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent meeting attendance sheet. This policy was adopted by the Grove Hill School – P.S. 157X on May 31<sup>st</sup>, 2009 and will be in effect for the period of one year (May 31<sup>st</sup>, 2010). The school will distribute this policy to all parents of participating Title I, Part A children on or before June 28<sup>th</sup>, 2009.

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT, CONTINUED**

### **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

Grove Hill – P.S. 157X, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

### **Required School-Parent Compact Provisions**

#### **School Responsibilities**

Grove Hill – P.S. 157X 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
  - PS 157X serves students in grades Pre-Kindergarten through grade 5. All students take part in the general curriculum which is Balanced Literacy and Chicago Mathematics, as well as Social Studies, Science, Reading and Writing Workshop (Teachers College), Technology, Performing Arts, etc.
  - Constant assessment is done by the Region/District and by the school/teacher to assess student progress and to inform instruction;
  - Students who need more support or who are found to not be making adequate progress will receive supplemental Academic Intervention Services in Reading and/or Mathematics;
  - Out of the classroom support teachers will work collaboratively with the classroom teacher to assess students needs and to design an instructional support approach;
  - Academic Intervention Services will be provided both in and out of the classroom;
  - At all times students will be challenged to reach their highest learning potential through the use of assessment-driven instruction and best practices.
  - We will explore the use of materials and different techniques in order to help students learn.
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: [Describe when the parent-teacher conferences will be held.]

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT, CONTINUED**

### **Required School-Parent Compact Provisions**

#### **School Responsibilities**

Grove Hill – P.S. 157X will:

- Hold at least two parent-teacher conferences, one in the Fall and one in the Spring, during which parents and teachers can discuss the progress of the students.
  - Parent-Teacher conferences will be held in the late afternoon as well as in the evening to accommodate parents' work schedules;
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
- At least three (3) times a year the school will provide a report to parents on student progress through the dissemination of the Report Cards;
  - Individual Teacher-Parent Conferences will be held during common preparation periods, before school, after-school and when possible during a Teacher's Lunch period;
  - Monthly Calendars will be sent home to parents in both English, Spanish and Chinese;
  - Parent meetings will be held at least once a month which will provide parents with information concerning the school's curriculum, student assessment information and explain expectations.
  - Phone calls, email, good notes home, homework assignment sheets, work folders, etc., will also be used to keep parents informed of their children's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
- Parents will be able to call the school and arrange to meet with their child's teacher before school, during common preparation periods and/or teacher lunch periods and after-school to discuss their child's progress and/or current needs;
  - Since PS 157X has an open-door policy we will welcome any parents who come to the office to speak with Secretaries, Assistant Principals, other support staff and/or the Principal.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
- Through Parent Leaders volunteer opportunities will be provided to all parents who wish to volunteer in the school as classroom parent volunteers and/or lunch/cafeteria parent volunteers. In addition parents can also become reading buddies for students who are having difficulty with the reading program.
  - During Open Classroom Month parents are invited to observe their children at work in the classroom.
  - Parents are able to make appointments to observe their child and/or children in their classroom at any time. However, parents are not allowed to interrupt instruction and/or intervene in their child's activities and/or behavior problems during that time.

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT, CONTINUED**

### **Required School-Parent Compact Provisions**

#### **School Responsibilities**

Grove Hill – P.S. 157X will:

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  - All parents will be invited to all meetings to be held at the school and specifically the meeting and/or meetings to be held to review, plan and improve the school's parental involvement policy.
  - Letter and/or flyers or both will go home informing parents of these meetings;
  - Information concerning the time and date of the meetings will be sent home in a timely manner to ensure that parents are given every opportunity to attend the meetings;
  - Where possible child care/babysitting service will be offered to parents to ensure their attendance at meetings.
  - Furthermore, all information will be sent home in the languages of need i.e. English, Spanish and Chinese.
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: [Describe the ways in which parents will support their children's learning, such as:

- Parents will work together with the school to ensure that their children attend school on a regular basis by monitoring their attendance and informing the school when their children will be absent;
- Parents will talk to their children everyday regarding the schoolwork and the completion of homework. Parents will check daily to see that their children are completing homework;
- Whenever possible parents will attend the workshops and take the steps necessary to become parent volunteers, i.e. fingerprinting;
- Parents will read to their children at least 30 minutes every day and ask questions regarding the story they are reading. This will encourage good reading habits and help children with reading comprehension;
- Parents will work together with the school to reinforce respect for self and others;
- Parents will make every effort to attend school/parent meetings to become aware of school activities and student progress;

**TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT, CONTINUED**

**Required School-Parent Compact Provisions, Continued**

**Parent Responsibilities, Continued**

- Structure and limit their children's television viewing time;

- Become a part of (whenever possible) the School Leadership Team and other school organizations and/or groups;

**Optional Additional Provisions**

**Student Responsibilities (revised as appropriate to grade level)**

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

[Describe the ways in which students will support their academic achievement, such as:

- Students will be responsible for making sure that they give their parents any and all letters, flyers, calendars, etc., that is sent home by the school;
- Discuss with their parents their day at school, what they learned and where they feel they are having difficulty;
- Read for at least 30 minutes every day;
- Respect themselves and others at all times;
- Work nightly on their homework and ask for assistance if they need it;
- Let their teachers know of any difficulty they are encountering with their homework;
- Come to school prepared to learn and not misbehave and/or “bully” other students in any way.

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required)**