



**PS 156 WAVERLY SCHOOL OF THE ARTS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 23/ BROOKLYN/ 23K156**  
**ADDRESS: 104 SUTTER AVE, BROOKLYN NY 11212**  
**TELEPHONE: (718) 498-2811**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 156      **SCHOOL NAME:** Waverly School of the Arts

**SCHOOL ADDRESS:** 104 Sutter Avenue, Brooklyn, NY 11212

**SCHOOL TELEPHONE:** (718) 498-2811      **FAX:** (718) 346-2804

**SCHOOL CONTACT PERSON:** Loren Cooper      **EMAIL ADDRESS:** LCooper12@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Loren Cooper

**PRINCIPAL:** Beverly Logan

**UFT CHAPTER LEADER:** Grace Small

**PARENTS' ASSOCIATION PRESIDENT:** Yvonne Candalerio/Kisha Porter

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 23      **CHILDREN FIRST NETWORK (CFN):** 401

**NETWORK LEADER:** Alice Brown

**SUPERINTENDENT:** Ainslie Cumberbatch

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

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

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

Name	Position and Constituent Group Represented	Signature
Beverly Logan	*Principal or Designee	
Grace Small	*UFT Chapter Chairperson or Designee	
Yvonne Candalerio	*PA/PTA President or Designated Co-President	
Cynthia Hair	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Monique Barker	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Loren Cooper	Member/Teacher	
Tracey Bean Haye	Member/Teacher	
Kisha Hopgood	Member/Parent	
	Member/Parent	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

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PS 156 is a Pre K-5 elementary school in the Brownsville section of Brooklyn. The school's current enrollment is 834. The school's ethnic breakdown is as follows: 83% Black, 15% Hispanic, 2% Asian/Other. Attendance has been steady over the past two years at 91%. There are 76 students with disabilities enrolled at PS 156; of these 31 receive services in self contained classes, 22 are placed in a Collaborative Team Teaching setting, and 22 receive Special Education Teacher Support Services in a pullout setting. Approximately 3% of the students are classified as English Language Learners; the vast majority of these students are native Spanish speakers, and several more speak Haitian Creole. The number of students eligible for Title I funding is 91%.

We are a school that specializes in the Arts. Our students are exposed to different genres of art such as visual, dance, violin, ceramics, and photography. Our students attend school in a facility that is about 8yrs old. It is equipped with a dance studio, a dark room, and a visual arts room. We offer after school for both academics and the arts as well as a Saturday Program. The mission of our school is to provide a nurturing, stimulating and challenging environment where well-round productive citizens are cultivated.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)	X		
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	x	ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

**Key: AYP Status**

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade		Overall Evaluation:	
Overall Score		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Please see snapshot!!!

## SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 156 has made significant strides in terms of student performance in English Language Arts, Math, Science, and Social Studies over the past 3 years. Student performance in ELA and Science has followed a similar pattern. After posting proficiency rates of 53% (ELA) and 63% (Science) in SY 2005-2006, student performance slipped in SY 2006-2007, to 47% in ELA and 53% in Science. Student performance rebounded in SY 2008-2009 to 60% at or above grade level in ELA and 63% at or above proficiency in Science. Student performance in Social Studies also experienced a similar phenomenon. In SY 2005-2006, 56% of 5th graders scored at or above proficiency in Social Studies. This percentage dropped to an alarming 39% in SY 2006-2007. As a result of a comprehensive effort involving administrators, teachers, staff developers, students, and parents, student proficiency in Social Studies also increased to 70% in SY 2008-2009 and we were able to increase our level 4's from 2% to 27%. However in 2010 our ELA and Math scores took a dip due to the raising of the benchmark by the NY state education department. We ended the school year with 32 % student proficiency in ELA and 39% student proficiency in math.

PS 156's greatest accomplishments in the past several years lie within the realm of student achievement. As mentioned earlier, our students' performance in ELA and Social Studies are at all-time highs. We have also experienced a period of unprecedented success in Math. Our students have grown consistently in Math over the past three years, registering 61% proficient in SY 2005-2006, 70% in SY 2006-2007, and 77% in SY 2008-2009 . Simply put, a greater percentage of students at PS 156 can read, write, and perform mathematical functions at or above grade level than at any other time during the existence of the New York State Testing Program.

As with any school, PS 156 also has its share of challenges. Since the advent of NYC School Progress Reports, our attention has been drawn to student progress, the specific measurement of a student's growth from year to year. While we are performing well compared to our peer group, our students are not progressing, or making year to year gains, as quickly as students at many of our peer group schools. An area of particular concern is progress among the lowest third of students in both ELA and Math. PS 156 ranked in the 12th percentile in our peer group in ELA progress, and in the 8th percentile in this category in Math. A primary function of the school's Inquiry Team is to address this gap in achievement, and strides were made last year. Unfortunately, the sample size of the Inquiry Team's focus group (n=15) was too small to impact the school as a whole; however, the school's target population saw 87% of its students make 1 year of progress in ELA in SY 2007-2008, compared to

68% for the lowest third of the school in general. One focus of the Inquiry Team in SY 2008-2009 will be to brainstorm strategies to replicate this success with the larger school population.

Another area of concern is our New York State/No Child Left Behind accountability status. For the 2007-2008 school year, PS 156 has been identified as a School in Need of Improvement, (SINI) Year 1. The specific subgroup that did not make Adequate Yearly Progress (AYP) in 2007-2008 was Students with Disabilities (SWD) in ELA. In 2008-2009 we entered a holding pattern because we made our AYP in all areas. The inquiry team will continue to study this population to target more specifically the areas in which this population requires intervention. Through our efforts in 2010, we made our AYP in all subject areas and sub groups. I am happy to share that in 2010 our special needs population made its AYP and we are now a school back in good standing.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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To show an increase in student attendance from 91% to 93%.

To increase the amount of teachers being exposed to and using rubrics this year on grading students' writing which will improve our ELA scores

To strengthen teacher teams in using data to drive their instruction in order to meet students' individual needs which will make an impact on increasing the amount of students scoring level 3 in ELA and Math.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To show an increase in student attendance from 91% to 93%.</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>	<p>Create an attendance team which will meet monthly to review and discuss attendance issues Provide incentives to students who are chronically absent and/or late. Reward students who have 100% attendance at bi-monthly assemblies</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Money will be budgeted to buy incentives, to pay for family workers per session for out reach to students who need it</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By January, we should see a decrease in the number of 407s and students coming to school late By June 2011, we should see our attendance reaching 93%</p>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide professional development for teachers who service our special needs population so that our students can show academic improvement.</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>	<p>Teachers will be involved in professional development provided by Network 401, as well and by Gold Mansour Associates. Teachers will have the opportunities to participate in Data Days where they can group and address individualized students’ needs. Literacy/Math Coach, Teacher Center Specialist, and team leaders will work with classroom teachers to implement professional development offered.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Use of highly qualified money, will help fund the professional development that will be offered to teachers</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Through observations, pd agendas, and snapshots will show monitor the progression of the professional development offered.</p>

Subject/Area (where relevant): ELA/Writing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the amount of teachers being exposed to and using rubrics this year on grading students' writing</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>	<p>Exposing teachers to different types of genre writing rubrics through Teacher's College the Treasurer's program and the State Exam Teachers' begin to use the rubrics to grade students' writing Teachers' empower student through peer evaluation using the rubrics</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Use of highly qualified money, will help fund the professional development that will be offered to teachers</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By January 2011, we would see teachers using rubrics and students fully understanding their expectations in writing. We will also give a writing assessment in the beginning, middle and end of year to show progress and improvement in writing.</p>

**Subject/Area (where relevant):** ELA/Writing/Math/Science/Social Studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen teacher teams in using data to drive their instruction in order to meet students' individual needs.</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>	<p>Having teachers meet to participate in the inquiry process To increase more teachers going on ARIS and using the data available to them Having coaches and team leaders model different strategies to meet individual students' needs</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Use of highly qualified money, will help fund the professional development that will be offered to teachers and to pay per session for teams to meet.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use the predictive to monitor student progress both percentage and skills</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4	4	N/A	N/A	13	4	3	5
1	15	15	N/A	N/A	31	9	1	6
2	8	8	N/A	N/A	37	6	6	5
3	10	10	N/A	N/A	42	5	3	3
4	66	66	22	22	48	5	5	7
5	66	66	16	16	69	11	5	3
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>	<ul style="list-style-type: none"> <li>• Students are serviced before, during, after school and on Saturdays.</li> <li>• Students are seen in small groups or one on one, depending on student’s individual needs.</li> <li>• Instruction is data driven.</li> <li>• Programs used are researched based and prescribed to differentiate instruction.</li> </ul> <p><b>Programs/Strategies:</b> Spell Read, Foundations Phonics, Chall Popp Phonics, Benchmark Fluency Program, Great Leaps! Achieve It! Reading and Language Arts, Lexia Reading computer program, Ticket to Read.</p>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Students are serviced before, during, after school and on Saturdays.</li> <li>• Students are seen in small groups or one on one, depending on student’s individual needs.</li> <li>• Instruction is data driven.</li> <li>• Programs used are researched based and prescribed to differentiate instruction.</li> </ul> <p><b>Programs/Strategies:</b> Everyday Math Games, Math Steps, Great Leaps Math, Achieve It! Mathematics, Minute Math, Number Heroes computer program</p>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Before, during, and after school and Saturday school.</li> <li>• Students are seen in small groups or one on one, depending on student’s individual needs.</li> <li>• Instruction is data driven.</li> <li>• Programs used are researched based and prescribed to differentiate instruction.</li> </ul> <p><b>Programs/Strategies:</b> Vocabulary Advantage for Science, Science Centers, reading in the content Area, and Hands on activities twice a week.</p>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Before, during, and after school and Saturday school.</li> <li>• Students are seen in small groups or one on one, depending on student’s individual needs.</li> <li>• Instruction is data driven.</li> <li>• Programs used are researched based and prescribed to differentiate instruction.</li> </ul> <p><b>Programs/Strategies:</b> Vocabulary Advantage for Social Studies, Social Studies Centers, Reading in the Content Area, as well as National Geographic Magazines, newspapers</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Before, during, and after school .</li> <li>• Students are seen in small groups or one on one, depending on student’s individual needs.</li> <li>• Instruction is data driven.</li> <li>• Programs used are researched based and prescribed to differentiate instruction.</li> </ul> <p><b>Programs/Strategies:</b> Vocabulary Advantage for Social Studies, Social Studies Centers, Reading in the Content Area, as well as National Geographic Magazines, newspapers</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Provide students with support for:  Test anxiety                      Family issues  Personal issues                      Inter-personal relationships</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Discuss and find ways to improve peer, teacher, and family relationships.</li> <li>• Conflict resolution workshops.</li> </ul> Provide referrals to supportive agencies.
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Educate the students on the symptoms of asthma, the triggers and management.</li> <li>• Medicate students who are on daily medication.</li> <li>• Provide first aid.</li> <li>• Monitor health needs of all students.</li> </ul> <ul style="list-style-type: none"> <li>- Referrals to supportive agencies.</li> <li>- Provide health awareness workshops.</li> </ul> Occupational Therapy and Physical Therapy.

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

*NCLB/SED requirement for all schools*

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

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5                      Number of Students to be Served: 29    LEP 15    Non-LEP

Number of Teachers 5                      Other Staff (Specify) None

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

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**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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**Section III. Title III Budget**

School: PS 156 BEDS Code: 3323000101156

<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	8000	<b>Per session activity involving Homework help program for parent and student with two teachers running from December-May</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	3500	<b>NYSESLAT Workbooks, notebooks, paper, ink for printer</b>
<b>Educational Software (Object Code 199)</b>	500	<b>Smart board software</b>
<b>Travel</b>		
<b>Other</b>	3000	2 Desk tops, Printer for ESL Classroom
<b>TOTAL</b>	15,000	

### **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.

In order to assess our school's written translation and oral interpretation needs, we utilize the Home Language Survey to identify language spoken at home. We also keep a record of families that need translation services. We also send out letters translated in Spanish and English. We also provide interpreters at any school function for parents who request translation.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
We found that our Spanish parents are in most need for translation and interpretation. We have posted signs in both English and Spanish letting the school community know where and how to access translation services.

#### **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. Translation services both written and oral will be provided by school staff. Any letter given will be given to a teacher on staff to translate. Both the English and the Spanish versions will be released at the same time.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our findings indicate that 35% of our students fall into the LOTE population. Within that 35%, 90% of those students require Spanish translation services. Additionally, 10% of the same population would require translation services in Haitian- Creole, Bengali and Chinese.

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>.

Written translation services for Spanish-speaking families are provided. Letters are printed with the English version on one side and the Spanish version on the other. The written translation services will be provided by school staff. As for the other languages, translations are downloaded from the Dept. of Education website.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	37,476	0	37,476
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,493	1,867	9360
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	37,476	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,476	*	

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

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
Please refer to page 10.
2. Schoolwide 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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.

PS 156 will provide such services as academic intervention Services both in the lower and upper grades. Through the balance literacy approach children's needs will be addressed in guided reading groups according to where their weakest areas are shown through assessments given. In addition, we added a scientifically-researched based reading program to our curriculum which will provide the teacher guidance and resources to address their students' needs. We will also provide an extended day program in the morning, the afternoon and Saturdays. Those students who are low achieving and have the need for enrichment will be provided with academic tutoring as well as counseling services provided by our social worker.

### 3. Instruction by highly qualified staff.

PS. 156 will wherever possible recruit teachers who are appropriately certified. Those teachers who are not will be monitored thoroughly through principal counseling 'offered administrator support and teacher Center professional assistance.

### 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.

P.S. 156 will continue to provide high quality professional development during grade conferences, lunch and learns, after school and Saturdays. These services will be provided by our Teacher Center Specialist, reading and math coaches, as well as our master teachers on staff through visitations. All professional development will be geared towards the needs of our Staff in promoting high quality instruction.

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

We will attend recruitment fairs sponsored by the Department of Education. We will also utilize our website where potential teachers can see the different programs offered at our school so that interested teachers would apply having a full understanding of what we do at P.S. 156.

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

We at P.S. 156 have planned several activities to increase parental involvement within the school. One area is to plan a scholastic book fair for the community. Another activity involves a read a thon where children and parents log in the amount of hours of reading taking place in the home. We also will have poetry and art workshops available for the parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

In order to make the transition for pre-school children easier we will invite daycares to come and visit the school. We will also provide an orientation for pre kindergarten parents and children so that they can become adjusted to the school and be familiar with their daily activities.

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 will discuss at their grade meetings results from different assessment. Our new testing Coordinator will disseminate information on targeted groups of children to the teachers in order to help them differentiate instruction. They will also address those individual needs during guided read. G, on their professional periods and during extended day

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 difficulty will get their needs addressed by staff who provide academic intervention services. Students will also participate in Bell Program and extended day.

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.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			629,613	X	
Title I, Part A (ARRA)	Federal	x			184,885	x	
Title II, Part A	Federal	X			303,795	x	
Title III, Part A	Federal	X			15,000	x	
Title IV	Federal	x			62,814	x	
IDEA	Federal						
Tax Levy	Local	X			2,848,516		

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy Fair Student Funding Incremental		X			338,444		
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**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.



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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
32 students attend PS 156
2. Please describe the services you are planning to provide to the STH population.  
Students in temporary housing are offered a variety counseling venues, from my Sapis Worker, Social Worker and School Psychologist. We provide incentives for good attendance and good grades where students receive occasionally trips to the theater for good behavior, provide opportunities for some students to participate in Ball room dancing, help 5<sup>th</sup> graders with their senior dues,. If a student is in need of a uniforms, coats ,or clothing, school supplies we will provide with our STH funds or PA tries to supplement

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 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 your Children First Network.



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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 156 Waverly					
<b>District:</b>	23	<b>DBN:</b>	23K156	<b>School</b>		332300010156

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		91.5	92.7	91.3
Kindergarten	97	119	102				
Grade 1	152	125	147	<b>Student Stability - % of Enrollment:</b>			
Grade 2	132	134	124	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	164	130	131		91.3	91.2	90.5
Grade 4	128	167	139				
Grade 5	160	133	148	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		91.4	87.9	87.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	60	65
Grade 12	0	0	0				
Ungraded	8	8	6	<b>Recent Immigrants - Total Number:</b>			
Total	877	852	833	(As of October 31)	2007-08	2008-09	2009-10
					2	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	25	33	Principal Suspensions	4	12	15
# in Collaborative Team Teaching (CTT) Classes	9	14	26	Superintendent Suspensions	5	4	0
Number all others	25	27	39				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	60	61	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	13	8
# receiving ESL services only	26	25	TBD				
# ELLs with IEPs	0	3	TBD	Number of Educational Paraprofessionals	10	9	17

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	66.7	67.2	84.4
				% more than 5 years teaching anywhere	53.3	54.1	70.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	82.0	82.8
American Indian or Alaska Native	0.5	0.6	0.6	% core classes taught by "highly qualified" teachers	96.8	100.0	90.7
Black or African American	83.2	82.7	83.0				
Hispanic or Latino	15.2	15.5	15.4				
Asian or Native Hawaiian/Other Pacific	0.7	0.5	0.7				
White	0.2	0.4	0.4				
<b>Male</b>	49.6	49.4	51.7				
<b>Female</b>	50.4	50.6	48.3				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	25.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	14.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

P.S. 156 receives funds under Title I, No Child Left behind Act, to implement supplemental instructional programs for students. The procedures outlined herein constitute the school's policy for parental involvement, support services and activities regarding Title I funds.

For the purpose of this parental involvement policy "parent" will be defined as any and all primary caregivers, and is intended to have the broadest possible meaning including parents, guardians, and other persons in "parental relations" to a child currently attending P.S. 156.

At the school level the School Based Parent Coordinators (PC) will: (1) create a welcoming school environment for parents, (2) work with the principal to address parent issues and concerns at the school, (3) conduct outreach to engage parents in their children's education and (4) work to strengthen parent involvement in their children's education. As a member of the school staff supervised by the principal, the Parent coordinator will accomplish these functions by partnering and supporting the work of their parent advisory councils, school leadership teams, community groups and parent association.

## **1. Consultation**

-Parents at PS 156 are included in the school-level parental involvement activities in a variety of ways. At the first level, all activities are first discussed and approved at School Leadership Team Meetings and Parent Association/PAC Meetings. This ownership in the actual decisions relating to parental involvements activities are valuable in ensuring that a core group of parents selected and shared in the choice of topics for the events to address their needs.

-At monthly School Leadership Meetings, the CEP is reviewed to ensure that all activities that are *Parental Involvement Goals* are being planned. Sub-committees are created to plan specific events and future activities are also coordinated to ensure that all events occur in a timely manner. At times, new ideas are adopted to meet the current needs of the school. At the end of each activity, every component is reviewed and discussed in order to evaluate its effectiveness and usefulness for parents. Recommendations for other learning opportunities are then made to ensure that parents feel successful and are provided with useful learning opportunities.

PS 156 commits to a home school partnership at the beginning of the year with a *Meet the Teacher Night*. This is an opportunity to review with parents the goals and expectations for the school year. Parents are acquainted with all the resources the school has to offer. This partnership continues with *Parent Teacher Conferences*: 11/10/09 and 3/2010 where parents are made aware of their children's performance and the various ways to assist them. Likewise, PS 156 provides supplemental programs to assist students who are failing or who need additional support. *Early Bird Tutorials, Saturday Academies, After-School Tutorials* are provided for students who need extra help in math and reading. For students who need enrichment services, PS 156 seeks opportunities to ensure that all students receive instruction that meets their needs. After School Clubs in Basketball, Violin, Visual Arts, Martial Arts and Chess are provided to enhance their talents and interests. We also provide instruction in Ceramics, Photography and Dance which is aligned to the Social Studies Curriculum. Teachers at PS 156 are provided with bi-monthly professional development which is aligned with the instructional school endeavors outlined in CEP. Additional support is provided for teachers by the Literacy and Math Coach, Teacher Center Specialists and Lead Teachers/Team Leaders. Teachers utilize various instructional approaches using a variety of data sources from *MClass, ARIS and Acuity*. PS 156 continues to provide assistance for teachers to assist students through the school website [www.schools.nyc.gov/portal/PS156](http://www.schools.nyc.gov/portal/PS156) which is linked with many data bases and learning resources.

-Parents and the schools share in the responsibility for high student performance by working together to ensure that students are succeeding in school. Communication is the first step in attaining this goal; first, parents need to find out what is happening in school. Daily conversations with their children should occur and parents should also communicate with teachers to understand what the expectations are for that class and grade. Parents should be active participants in all learning opportunities that can assist their children. *New NY State ELA Parent Workshops, New NY State Math Exams, and ARIS Parent workshops*, are some of the training sessions available to parents to assist them in their learning. A clear understanding of the objectives and curriculum requirements is necessary to foster the home school relationship. Parents must ensure that students attend school on time daily. Volunteering, if they can is also another way for parents to be involved in schools. At home, parents must limit the time children spend on television and games. To provide continuity for learning at home, a quiet and safe environment must be available for children. For parents who have

computers at home, they must become familiar with the on-line tools and resources available to assist them such as *ARIS and Acuity*. Visits to the school for conferences and classroom observations are also a vital way parents can assist their children.

Secondly, parents participate in the implementation stages and structure of the event. Finally, all events are advertised in high traffic areas in the school, through school newsletters and calendars and daily reminders are done at line-up to encourage children to remind their parents. Active members are encouraged to bring a new parent to every meeting/participant.

-Written parent concerns regarding Title I funds will be addressed within a one week time period by either the administration of P.S. 156, the executive board of the PA, PAC or the Parent Coordinator depending on the cause of the concern. A scheduled face-to-face meeting will take place to address the concerns brought forth.

-The Parent Coordinator, in collaboration with the PA, PAC and administration will provide parent meetings and workshops with information about the instructional programs and curriculum at P.S. 156. A workshop informing parents how to interpret their children's' assessment results and their performance will be conducted. These workshops will also apprise parents will useful tools and strategies to assist their children at home. A workshop on the Princeton Review Interim Assessments and its website will be given. This will provide parents with a hands-on, interactive experience to learn more about their children's' progress as well as resources for the parents to use at home with their children.

-P.S.156 is a barrier free school, making it accessible to all parents/guardians and children.

-Translations of all school letters and notices will be produced, aiding in the communication with non- English speaking/limited English proficient parents. Family workers at P.S. 156 will provide translation services at the school for face-to-face inquiries and phone calls.

-An annual parent survey will be distributed to parents. This survey will address the needs that the parents have and their suggestions. Completing this survey, along with attending School Leadership meetings, Parent Association/PAC meetings, will give parents the opportunity to evaluate the content and effectiveness of the P.S. 156 Parent Policy.

## **2. Annual Meetings**

-In collaboration, the administration of P.S. 156, the parent coordinator, the executive boards of the Parents' Association and the Parent Advisory Council will schedule and plan an annual meeting for October, 2009 and thereafter at a date prior to October of each school year. At the annual meeting, parents will be informed of Title I Parent allocations and the proposed budget. Parents will be given the Parent Involvement Policy and the School to Parent Compact. These documents will be reviewed and voted on for approval by the parents. In addition, parents will also be informed of program activities and procedures for ongoing involvement at the school level. Supporting documents, including a notice of the meeting, the agenda and the attendance sheet will be provided to the district parent support office.

-Regular Parent Association and PAC meetings will be scheduled monthly on the 3<sup>rd</sup> Wednesday of each month at 6 p.m., so that parents can make suggestions, meet with other parents, and have active participation in decision making related to the education of their children. At these regularly scheduled meetings, student of the month certificates are awarded. Performances by the students are scheduled throughout the year at these meetings.

## **3. Parental Activities**

-Parental activities at P.S. 156 will include monthly meetings on the third Wednesdays of every month where parent can discuss programs occurring in the school. This time is also an opportunity for parents to share their ideas and concerns for the school.

-*Learning Leaders* a program to train parents to be effective parent volunteers in the school has been implemented. All parents are welcome to become a Learning Leader.

-Parent Workshops will be provide throughout the school year on the topics of parenting skills, gang awareness, curriculum and programs, navigating the school website, and utilizing resources to aide on improving student performance.

## School-Parent Compact

### The School (P.S. 156) Agrees:

To convene an annual meeting on January 10, 2006 at 6:00 pm and thereafter at a date prior to December of each school year, for all parents to inform/update them on all school policies, as well as curriculum information for each grade.

To offer monthly PA/PAC meetings for parents to attend.

To actively involve parents in planning, reviewing and improving the Comprehensive Educational Plan and the parental involvement policy. These parents sit on the School Leadership Team and will attend monthly meetings to work on these plans. Parents on the School Leadership Team will also be involved in planning and implementing workshops for parents on curriculum, programs, and testing.

To provide parents with timely information about all programs. Flyers, announcements, and notices will be sent home to the parent two weeks prior to a meeting/program. In addition the event/program will be posted in the lobby of the school for all parents to see. The parent coordinator, parent association and PAC will be available to meet with parents about upcoming programs.

To provide high quality curriculum and instruction.

To provide on-going communication opportunities for teachers and parents through:

- Meet the teacher
- Parent-Teacher Conferences
- Reports (Verbal and Written) to parents on their children's progress
- Appointments for meetings with staff members
- Opportunities to volunteer, i.e. trips, performances, Learning Leaders
- A monthly calendar
- Parent Newsletters
- E-mail where applicable

To invite parents to participate in an arts program. Visual arts and poetry writing will be offered to parents both during the week and on Saturdays.

## The Parent/Guardian Agrees:

To become involved in developing, implementing, evaluating and revising the school-parent involvement policy and Comprehensive Education Plan.

To participate in parent workshops on curriculum, programs and testing.

To work with his/her child/children on schoolwork; research projects and provide time for students to go to the library on regular basis. In addition, provide a time for the child to read daily at home.

To monitor his/her child's/children's:

- Attendance at school
- Punctuality
- Homework
- Television watching/Video game usage
- Internet usage
- Social development

To share the responsibility for improved student achievement.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

I have read the above School-Parent Compact and agree to share in the responsibilities described.

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Parent Signature

Child's Name



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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>401</b>	District <b>23</b>	School Number <b>156</b>	School Name <b>Waverly School</b>
Principal <b>Beverly Logan</b>		Assistant Principal <b>Beth Albano, Ronda Phillips</b>	
Coach <b>Oceania Reyes</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Allison Wolfe (ESL)</b>		Guidance Counselor <b>Arthur Counts</b>	
Teacher/Subject Area <b>Alaida Rodriguez (AIS)</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Grace Small (SETTS)</b>		Parent Coordinator <b>Carolyn Benjamin-Smith</b>	
Related Service Provider <b>Jeanette Cochrane (OT)</b>		Other <b>Leticia Monteiro (PT)</b>	
Network Leader <b>Alice Brown</b>		Other <b>Nicole Steele (Speech)</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language 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>835</b>	Total Number of ELLs	<b>38</b>	ELLs as Share of Total Student Population (%)	<b>4.55%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When a parent or guardian registers a child at PS 156, they are greeted and guided through the registration process by the pupil accounts secretaries and the ELL Coordinator/ESL Teacher. Parents complete registration forms, which include the Home Language Identification Survey (HLIS). HLIS forms are available in other languages, and bilingual family workers are available for Spanish-speaking parents. Our Parent Coordinator is also available and can contact the appropriate sources to obtain translation services for parents who speak other languages. The HLIS is immediately reviewed by the licensed ELL Coordinator/ESL Teacher to determine whether the child is a potential ELL and an OTELE code is entered into ATS. Eligibility for LAB-R testing is determined by the ELL Coordinator/ESL Teacher based on the parents' responses on the HLIS. The LAB-R is administered by the ESL Teacher to all students with a home language other than English within ten days of registration. If the LAB-R results indicate that a Spanish-speaking child is entitled to ESL services, the ESL Teacher administers the Spanish LAB to determine language dominance and program options available to the student. Each Spring, students are evaluated through the administration of the NYSESLAT until they receive a score of "Proficient." NYSESLAT data is analyzed to determine trends in the modalities of listening, speaking, reading and writing. ESL programming is modified based on NYSESLAT data to ensure student needs are met.

2. Parents or guardians of entitled students are notified of their child's entitlement and invited to an Orientation Session through a letter home in their home language. At the beginning of the school year, multiple Orientation Sessions are held at varying times to accommodate parents' schedules. The Informational Video is used as part of the Orientation Session, which acquaints parents of ELLs with all options in regards to program placement. The Dual Language, Transitional Bilingual, and Freestanding ESL programs are described in detail. We use translated DVDs, and pass out brochures in their home language. After the Informational Video, the ELL Coordinator further explains the three programs available in New York City public schools and answers any additional questions parents may have. Parents complete the selection forms and the ESL coordinator reviews parent choice. If Transitional Bilingual Education (TBE) is chosen, the parent is informed that due to parental choice, there is no bilingual program at PS 156 at this time. However, if parent choice were to change, their children would be placed in such a class, while being serviced through a monolingual ESL pull out program in the interim. When parents' top choices are not met by the school's current offerings, the ELL Coordinator, an administrator, and the parent meet to discuss alternate options, including transfer to a bilingual program within the district. One-on-one meetings, phone conversations, or informational packets home are used when parents are unable to attend orientations. Parents are encouraged to come into the school for a one-on-one meeting with the ELL Coordinator if they are more comfortable in that setting.

3. Entitlement letters in the home language are sent home with students to inform parents their child is entitled to services based on the LAB-R test. Parent Survey and Selection forms are sent home with students, with a due date and parent orientation date clearly indicated on the form. Survey and Selection forms are also distributed at orientations to be completed after viewing the video. Follow-up phone calls are made and additional orientations scheduled to encourage those unable to attend earlier orientations to return their Program Selection Forms. If parents do not return their Program Selection Forms, students are placed in the default program that is available at PS 156 based on the existing ELL population.

4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents to enable them to make an educated decision about whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and discuss the programs with the ESL Teacher and school administration. If the program they choose is not available at PS 156, parents are given the resources they need to pursue a school transfer. PS 156 has Spanish, French, and Haitian-speaking staff members, so parents are able to meaningfully communicate with school staff. Additional translation services are pursued if necessary.

5. After reviewing the Parent Survey and Program Selection forms from the past few years, parent program choice shows a growing preference towards ESL instruction. In the 2008-2009 school year, three parents requested bilingual services for their children. As parent choice is not yet great enough to initiate a bilingual program, these parents refused their right to transfer their child, being informed that their child would be placed in an ESL program until parental choice would warrant a bilingual program. Of the parent selections from the 2009-2010 school year, only one parent chose Dual Language as their first choice. This parent refused the right to transfer their child. The forms from the 2010-2011 forms also indicate a preference for ESL instruction, with all parents selecting ESL as their first program choice. While not at the required number of 15 students who share a native language in consecutive grades necessary to initiate a bilingual program, careful attention will be paid to future parental choices in case sufficient demand arises.

6. The program models offered at PS 156 are aligned with parent requests, as most parents in our school community have a tendency to request ESL programming. Parents who requested bilingual or dual language programs have rejected a transfer because of their desire to attend the neighborhood school. In these cases, the supports provided by the ESL program are thoroughly explained to parents so they are fully aware of and satisfied with their choice to remain at our school.

## Part III: ELL Demographics

### A. ELL Programs

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	0	3	11	0	4	1	0	0	38
<b>Total</b>	<b>26</b>	<b>0</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>38</b>

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

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	8	5	4	4	5								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian				1		1								2
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	7	9	6	5	5	6	0	0	0	0	0	0	0	38

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. PS 156 uses a pull-out model to deliver ESL instruction. Students are grouped according to proficiency and grade levels. The groups are heterogeneously mixed by proficiency level, and may be mixed with a contiguous grade (K-1, 2-3, 4-5). During pull-out instruction, the ESL Teacher differentiates instruction based on student proficiency levels. The ESL Teacher also uses extra periods for small-group instruction for newcomers in need of additional instruction.

2. ESL scheduling is completed at the beginning of the school year, but can be changed at any point due to enrollment patterns. All beginning and intermediate level students are scheduled for two consecutive 45-minute periods (90 minutes) of ESL Monday-Thursday. Advanced students receive two consecutive 45-minute periods (90 minutes) of ESL on Tuesdays and Wednesdays. This totals to 360 minutes per week of ESL instruction for beginner and intermediate students, and 180 per week for advanced students. Additional periods in the ESL Teacher's schedule are used for individual or small-group instruction, skill remediation, or completing classroom work in a small group setting. Students are rotated such that all receive the additional services during the school year.

3. Explicit ESL instruction is delivered in several ways. The McGraw-Hill Treasures program, which is research-based, is the backbone of all ELA and ESL instruction at PS 156. ESL strategies, such as scaffolding materials to make them easier for ELL students to digest, explicitly modeling tasks to show students exactly what is expected of them, and consciously using learning strategies to increase cognitive academic language use are infused into ELA instruction. QTEL strategies, as presented during professional development, are used during ESL content area lessons. ESL strategies are employed by the ESL instructors during all content-area instruction. Although instruction is entirely in English, the use of visuals, manipulatives and an emphasis on content vocabulary are integral while planning and delivering all lessons. Technology is used to provide ELLs with extra visual aids, videos, and sound effects to enhance learning and connect content to prior knowledge. Vocabulary instruction is an integral part of every lesson, with sentence frames to support language for ELLs at all levels. Content themes from science, social studies, reading and writing are integrated into pull-out ESL instruction. This provides multiple opportunities for ELLs to engage with content vocabulary. Students are encouraged to make connections between their native language and content areas by learning cognates.

4. a. Our plan for SIFE students includes a great deal of intervention. We have a very diverse, multilingual staff at PS 156, and every effort is made to pair SIFE students up with an adult (teacher or paraprofessional) speaker of their language. Our SIFE plan also includes additional ESL minutes (450 as opposed to the mandated 360). We provide Academic Intervention Services (AIS) to SIFE students. These services are provided either in a small group (approximately 3:1) or individually (1:1). SIFE students are also given the opportunity to participate in peer tutoring, morning tutorials, afternoon tutorials, extended day, and both academic and enrichment clubs.

b. Our plan for newcomers involves immediate parental involvement. We use the parental orientation session to not only inform parents about their choices in their child's education, but also to inform them of how they can best supplement their children's formal school education at home. We also offer afternoon tutorials and extended day to our new ELLs. Since ELA testing is required for students who have been in the country for one year, test preparation will be an area of focus for these newcomers. ESL instruction will pull objectives from past test materials in order to familiarize these students with the content in the ELA test. Students will become comfortable using graphic organizers, often found on the ELA test. Using books at their level with teacher scaffolding, these students will practice these skills

that will help them be able to navigate the ELA test..

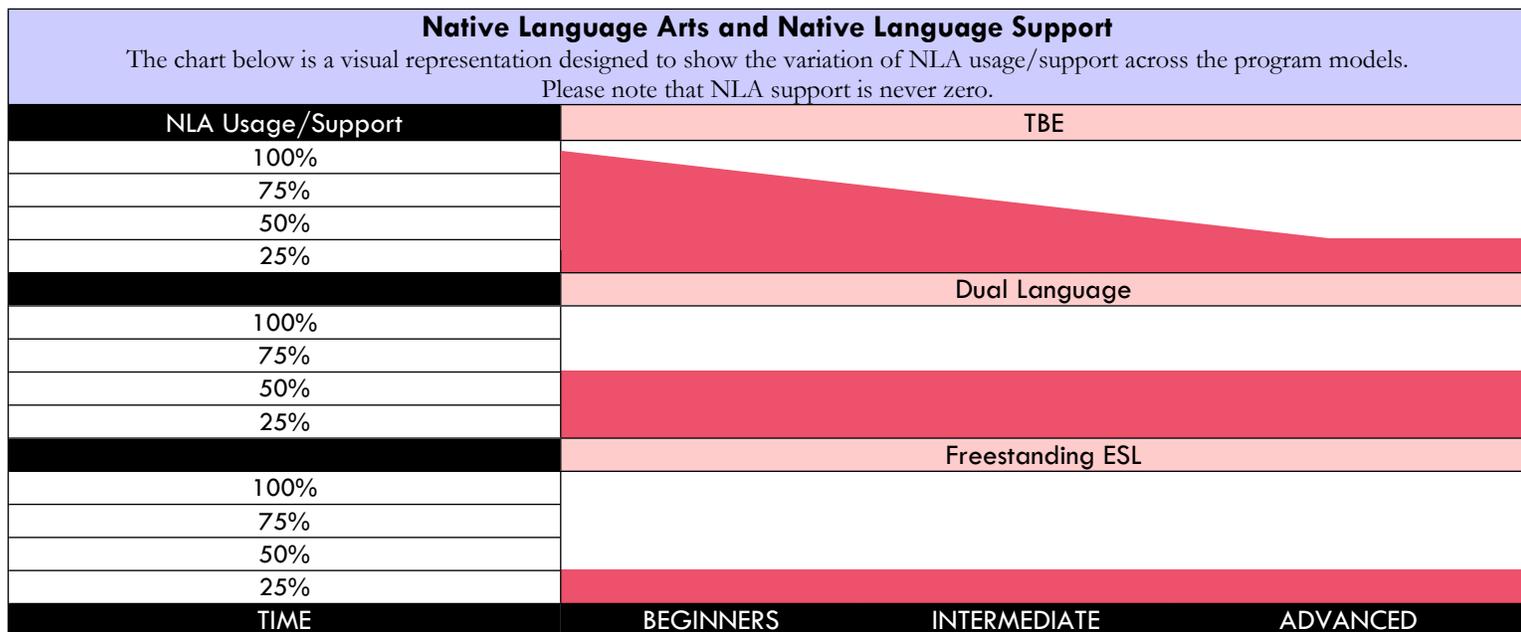
c. Extra periods of ESL are available for students who have been in NYC schools for 4 years or longer. We also invite these students to participate in the afternoon tutorial programs.

d. Long-term ELLs receive additional instruction during extended day as well. Our Academic Intervention Services providers also work with our long-term ELLs.

e. We have a population of ELLs with special needs at PS 156 as well. Our ESL provider is in constant communication with special education teachers to formulate cohesive lesson plans that complement and enhance classroom instruction. A comprehensive analysis of all assessment data is used to identify both areas of strength and weakness for our ELLs with special needs, and these areas of weakness are focal points of instruction. ELLs with special needs are seen in smaller groups by the ESL teacher. Generally, these students are serviced in a group of 3-4 students with a teacher.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## **B. Programming and Scheduling Information--Continued**

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

5. Targeted intervention programs includes our Title III program which will include a parent/student side-by-side program that will provide homework help and introduce parents and students to the advanced media we have in our school. Parents and students will use netbooks purchased with Title III funds to navigate the internet and use several programs offered by our school as well as achievement resources offered by central DOE. These include the Acuity program, which has instructional resources assigned to students based on their skill-specific strengths and weaknesses. Parents will also become more familiar with ARIS Parentlink and how to use this resource to learn more about their children's academic progress and how best to support their children as learners. We will also provide guidance on how to use the "Ticket to Read" program that we have adopted, and introduce parents to other online resources. We anticipate serving approximately 40 students and their parents in this enrichment program. We will offer this program on Mondays after school as well as on Saturday mornings, from February through May. The service providers will be fully certified teachers with ESL or Bilingual Licenses. ELLs will receive additional support through their participation in Bell, our after-school program this year. This will provide support in ELA, math, and other content areas.

6. Several measures have been taken to ensure the continued success of students who achieve a score of proficient on the NYSESLAT. First, the parent is informed that their child is no longer mandated to receive ESL services, but may elect to have their child continue receiving ESL services for the critical transitional year. If the parent chooses this option, the child will be seen 3-4 times per week in a group consisting only of students who have scored at the Advanced and Proficient levels. Academic Intervention Services (AIS) are also offered to transitional ELLs who appear to need additional support to succeed in the monolingual classroom.

7. Another element of our Title III program will include a combination Readers' Theater activity and NYSESLAT prep. Including both activities stems from our school's strong belief in integrating the arts throughout the curriculum. Students should have the opportunity to participate in the arts and receive instruction that will help them demonstrate English proficiency. We also believe that Readers' Theater will serve as an incentive and increase participation in the NYSESLAT prep program. We anticipate serving approximately 40 students in this program as well. We will offer this program on Friday afternoons, from February through May. The service providers will be fully certified

teachers with ESL or Bilingual Licenses.

8. There will be no discontinued programs for ELLs.

9. Equal access to after school programs is ensured by information being distributed in the home language. Another after school program for ELLs will be offered in addition to the mainstream after school program. In this native after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication.

10. Technology is an important instructional tool in the ESL classroom the SMARTBoard is utilized in order to provide extra visual aides and context for lessons using the internet. A listening center is also incorporated into ESL instructional time, where students are given opportunities to listen to books and complete activities related to thematic units. Reading A to Z is utilized to expose students to a wide variety of authentic texts at their level. The ESL classroom has a vast library, which ensures students are exposed to a wide variety of genres, reading strategies, and vocabulary. Bilingual dictionaries are always available to students, and native language supports are provided by the instructor for beginners when necessary.

11. Native language is supported is through the use of cognates, a bilingual alphabet chart, and culturally relevant texts. When learning new vocabulary, students are encouraged to also write the word in their notebooks, translated into the native language. Students are exposed to texts that incorporate foreign language words into English writing so students can connect to English books. Explicit use of the native language during instructional time occurs only when absolutely necessary within the framework of the ESL class, and usually with new arrivals to ease them into their new school experience.

12. Required services support ELLs at the appropriate age and grade level. While proficiency level is a determinant of instructional time, grade level determines the content and materials delivered to the students. The ensures students have the same access to content their grade-level peers receive. The test preparation component of ESL services is tied to the grade level test students will be taking.

13. Newly enrolled students are assisted beginning with the process of registration. Students are given materials and information they need to have a successful start at school. They immediately begin ESL services, are welcomed into the ESL classroom, and assigned a buddy within their general education classroom. The ESL teacher frequently checks in with the classroom teacher to ensure a smooth transition. If needed, the student may receive extra ESL instruction in an individual or small-group setting.

14. PS 156 does not offer an language electives at this time.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

1. Professional development for teachers at PS 156 occurs through several channels. Regular professional development sessions facilitated by coaches include strategies for involving ELLs in the mainstream class, as well as methods of scaffolding to make material more accessible. Information distributed at the network level is turnkeyed by our ESL teacher. Our ESL teacher has also had the opportunity to

attend workshops held at the BETACs of Hunter College and Long Island University. This training has also been shared with our staff during grade meetings and professional development sessions. The ESL teacher attended the March 2010 national TESOL conference in Boston, which was an excellent opportunity to learn about the latest ELL research and strategies.

2. To provide transitional support, information is provided to staff so they may assist students in applying to schools and programs that are best suited for their needs.
3. Our Network ELL Specialist will provide background training for all teachers, assistant principals, the ESL Coordinator, guidance counselors, secretaries, and the parent coordinator, and includes the following topics: how the ESL/bilingual placement process works, steps to take if you suspect language acquisition is an issue for one of your students, an introduction to ESL methodologies, strategies that can be immediately implemented in the monolingual classroom, and specific writing errors ESL students often make. This training will satisfy the 7.5 hour requirement under Jose P.

### E. Parental Involvement

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

1. Our parents are involved in their children's education in several ways at PS 156, and we are also implementing new programs to spark additional involvement as well. Parents are invited to the monthly orientation sessions, parent-teacher conferences, monthly strand performances, and are updated regularly on their children's progress. Within the first few weeks of school, curriculum days provide an opportunity to learn about student curriculum and meet the teachers. During parent-teacher conferences, parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers, and the ESL teacher.

2. Learning Leaders collaborate with PS 156 to assist parents with workshop suited to their needs.

3. Parent needs are evaluated formally through the learning environment survey. Informally, regular discussions with parents at dismissal, phone calls home, and e-mails keep us in tune with what parents need. Many parents have expressed concern they are not able to help their child with their homework or read to their child in English. Our Title III after school program with homework help and access to the ESL classroom library (complete with Spanish and English books) will empower parents to help their students complete their homework and read outside of school.

4. Our parents indicated via the learning environment survey that they would like additional afterschool programs as well as increased interaction with technology. The side-by-side parent and student netbook program we are implementing with Title III funding should also entice parents who have not yet become part of the PS 156 community to join us.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		5	3	1	1	3								13
Intermediate(I)	1	3	3	3	1	1								12
Advanced (A)	6	1	0	1	3	2								13
Total	7	9	6	5	5	6	0	0	0	0	0	0	0	38

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B				1	1	2							
	I			1										
	A		3	3		1	1							
	P		3	2	4	2	3							
READING/ WRITING	B		3	3	1	1	3							
	I		3	3	3	1	1							
	A				1	2	2							
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	1		3
4	2	2			4
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		2				5
4	2		4						6
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		1				6
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

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

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

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

1. Early literacy skills are assessed in several ways. We use Fountas & Pinnell Benchmarking, DIBELS, and ECLAS-2 for students that do not benchmark on DIBELS. We also use teacher-created letter recognition and sight word assessments to track progress. The Spanish LAB and informal assessments are often used to determine an ELL's literacy skills in their native language. Fountas & Pinnell running records provide insights about the comprehension and fluency skills our ELLs need to work on. Phonics and reading instruction is guided by the needs discovered through these assessments. Running records allow the classroom and ESL Teachers to form guided reading groups by reading level, and helps to invest the students in their learning progress.

2. The broad patterns that are revealed by looking at NYSESLAT 2010 data are that our students continue to be more proficient in Listening and Speaking than in Reading and Writing, and that most of our eligible and entitled ELLs are at the Intermediate and Advanced levels of proficiency. This contrasts with the Beginning and Intermediate scores that our recent entering students tend to receive. This indicates when our students first arrive at PS 156, their proficiency in English is rather limited. After 1-2 years of ESL services, their scores tend to rise 1-2 levels. This indicates that our ESL program, and the instruction students are receiving in the general education classroom are moving students toward English language proficiency.

3. The 2010 NYSESLAT data is further proof that we should continue to focus on reading and writing in the pull-out ESL instruction. The largest effect of this pattern on instruction will be in lesson planning. Knowing that our students in the lower grades have lower levels of English proficiency will require us to infuse more ESL strategies like scaffolding, modeling, and gesturing into our lesson plans. Conversely, our students in the upper grades are closer to cognitive academic language proficiency and are using the academic language of the general education classroom with less scaffolding. This does not mean we will not support their acquisition of English; it simply means that the ESL curriculum will more closely follow the ELA curriculum for those grades.

4. a. Since we have a relatively small sample of ELLs in the testing grades, our content area results are somewhat limited. A look at our Math data reveals that in the 3<sup>rd</sup> grade, two students are at a Level 1, one student is at a Level 2, and two students are at a Level 3. In the 4<sup>th</sup> grade, two students are at a Level 1, and four students are at a Level 2. Our focus remains to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during Math instruction can help us accomplish this goal. A look at ELA data reveals that in the 3<sup>rd</sup> grade, two students are at a Level 2, and one student is at a Level 3. In the 4<sup>th</sup> grade, two students are at a Level 1 and two students are at a Level 2. Our focus is to raise the achievement of the students at Levels 1 and 2 while maintaining the strong performance of students at Levels 3 and 4. Utilizing ESL and explicit learning strategies during ELA instruction can help us accomplish this goal.

b. School administrators and teachers use the results of the ELL Periodic Assessment in several ways. The first is using the data gathered to drive instruction. A skill analysis is performed, and when a group is found to be weak in a particular skill, emphasis is placed on re-teaching and practicing that skill. The assessments are also used for grouping purposes, both within ESL groups and the mainstream classroom. Students who show great progress from assessment to assessment can be moved to a faster moving ESL group, and can also move from one Guided Reading group to another within the mainstream classroom. Academic Intervention Services are also offered when a student is identified as needing this service to succeed in the monolingual classroom.

c. The ELL Periodic Assessment helps us know the areas we should focus on in the areas of listening, speaking, reading and writing. As we have gravitated away from Transitional Bilingual Education programs (at our parents' request) we have also moved away from using the students' native language for instruction. Part 154 of the Chancellor's Regulations state that ESL classes use English as the language of instruction 100% of the time. However, native language development still occurs through independent in-school and at-home reading in the

native language. Parents are also reminded that continued reading in the native language will strengthen academic performance in English as skills transfer from L1 to L2. Students also have the opportunity to share their native language expertise with both ELL and English-proficient classmates.

5. N/A

6. We evaluate the success of our programs for ELLs by tracking student progress. If students are moving up Fountas & Pinnell reading levels and showing improvement on assessments, we are confident the program is successful.

### Additional Information

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		