



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

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**EDITED JANUARY 2011**

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

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S.157      **SCHOOL NAME:** The Benjamin Franklin School

**SCHOOL ADDRESS:** 850 Kent Avenue

**SCHOOL TELEPHONE:** 718 – 622 – 9285      **FAX:** 718 – 398 – 4155

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jennifer Helmich

**PRINCIPAL:** Maribel Torres

**UFT CHAPTER LEADER:** Laura Peterson

**PARENTS' ASSOCIATION PRESIDENT:** Rosaura Robledo

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14      **CHILDREN FIRST NETWORK (CFN):** N307

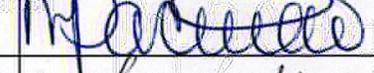
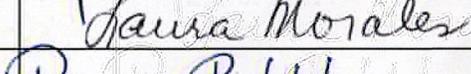
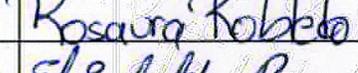
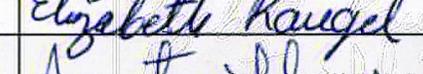
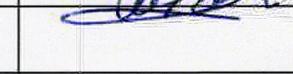
**NETWORK LEADER:** Ada Orlando

**SUPERINTENDENT:** James Quail

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Ms. Maribel Torres	*Principal	
Ms. Juliana Notaro	Assistant Principal	
Ms. Laura Peterson	*UFT Chapter Chair / 5 <sup>th</sup> Grade Teacher	
Jennifer Helmich	SLT Chair / 1 <sup>st</sup> Grade Teacher	
Michelle Paciullo	SLT Secretary / Kindergarten Teacher	
Laura Morales	Literacy Coach	
Rosaura Robledo	*PTA President	
Elizabeth Rangel	Parent	
Janeth Flores	PTA Treasurer	
Liliana Salinas	PTA Assistant Treasurer	
Josefina Torres	Parent	
Silvia Lopez	Parent	

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### Part A. Narrative Description

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

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

P.S.157 is part of the Children’s First Network headed by a CEO, a District Superintendent and a Network Leader. It is a Title I school located school in District 14 that serves an ethnically diverse, student population in Grades Pre-K through 5. We currently have 384 students of which 113 are English Language Learners. The average class size is 20-25 students, and they are grouped heterogeneously. In addition to our General Education classes, we have Bilingual and Special Education Programs. We also offer ESL services for all English Language Learners.

Based on our needs assessment, P.S. 157 uses two researched-based, Literacy Programs to support the development of reading. In grades K-3, the program is called, *Trophies* and for Grades 4 and 5 it’s called, *Storytown*. Both programs provide materials and instruction to differentiate and target students on every level while emphasizing test taking strategies. Trophies and Story Town features an organized, direct approach to teaching reading and writing. These programs emphasize explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Students are given daily writing lessons and engage in theme-level reading-writing connections. During writing, students go through the five stage writing process utilizing the traits for writing approach. Students in grades K-3 are implementing the Teachers College Writing Workshop.

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

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

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

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

Stroke Awareness			
Asthma Friendly School			



**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>	The Benjamin Franklin, P.S.157				
<b>District:</b>	14	<b>DBN #:</b>	14K157	<b>School BEDS Code:</b>	331400010157

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	28	34	25		93.5	94.3	TBD		
Kindergarten	48	52	61						
Grade 1	62	59	64	<b>Student Stability: % of Enrollment</b>					
Grade 2	51	65	62	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	44	53	68		90.4	93.2	TBD		
Grade 4	54	47	52						
Grade 5	43	52	45	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					82.5	82.5	91.1		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	23	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	333	364	388		5	12	8		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					

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DEMOGRAPHICS							
(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	39	43	32	Principal Suspensions	1	1	TBD
No. in Collaborative Team Teaching (CTT) Classes	0	6	18	Superintendent Suspensions	2	2	TBD
Number all others	25	27	32	<i>These students are included in the enrollment information above.</i>			
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	56	55	41	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# receiving ESL services only	44	59	88	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	4	30	Number of Teachers	31	35	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	8	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	10	9	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD	<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	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	64.5	71.4	TBD
Black or African American	17.7	15.9	16.8	Percent more than five years teaching anywhere	61.3	65.7	TBD
Hispanic or Latino	81.1	83.2	80.7	Percent Masters Degree or higher	81.0	83.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.3	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.6	88.5	TBD
White	0.9	0.5	1.5				
Multi-racial							
<b>Male</b>	57.7	56.0	55.4				

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DEMOGRAPHICS							
Female	42.3	44.0	44.6				

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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>			<u>Category (Check <input checked="" type="checkbox"/>)</u>				
			Basic	Focused	Comprehensive		
In Good Standing (IGS)			√				
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	√		ELA:			
	Math:	√		Math:			
	Science:	√		Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							

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### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Black or African American						
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Limited English Proficient	X	√				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	3	4	1			

#### 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)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	w
Overall Score	85.4	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	w
School Environment (Comprises 15% of the Overall Score)	15	Quality Statement 2: Plan and Set Goals	w
School Performance (Comprises 25% of the Overall Score)	18.6	Quality Statement 3: Align Instructional Strategy to Goals	w
Student Progress (Comprises 60% of the Overall Score)	48	Quality Statement 4: Align Capacity Building to Goals	w
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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## 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?
- 

We here at P.S. 157 are constantly looking at our accomplishments as well as our needs of improvement to continue to help us grow and develop to our full potential. Our greatest accomplishments over the last couple of years are in the area of Literacy in K-3 showing consistent growth in students performing at level or above level in ECLAS 2. In mathematics we went from 83.5% scoring at levels 3 and 4 in 2007 to 97.3% of students scoring at levels 3 and 4 in 2009. Now with the new changes within the state and national standards we are challenging ourselves to provide our students with rigorous instruction required to prepare them to compete and excel in their daily lives and in their future careers.

In order to provide students with ample opportunities for adequate and engaging instruction our teachers meet consistently through common prep planning periods that are on a weekly basis. During their common prep, teachers meet and decide what instructional needs are necessary based on curriculum, assessment and data. Classroom Teachers utilize curriculum maps, Story town, Trophies, Every Day Math, Thinking Maps, Istation Resources to enhance instruction. Teachers and staff continuously attend the Department of Education programs and Children's First Network Staff Developmental Workshops. New teachers have the support of the Teacher Center Mentoring program where a trainer is assigned to mentor them and provide the Teacher Development Specialist with a monthly log in Professional Development Continuum.

P.S. 157 will continue with the implementation of horizontal and vertical Inquiry teams that facilitates teachers with more in depth skills and strategies that can be used with the bottom third which are based on student's data.

ARIS AND ACUITY are used by administration and teachers to observe performance and results of the ITA growth to analyze individual student needs based on the results of periodic assessments and informal assessments. This data allows the teachers to differentiate, enhance instruction and provide tiered intervention accordingly.

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Here at P.S. 157 we understand how essential early childhood education is to academic success. We are proud to say that we maintain a full day pre-k class and due to the overwhelming request we are working to open a second pre-k classroom. Staff and Administration meet regularly to discuss and evaluate student's performance, data, curriculum standards, students attendance, parent involvement, and prioritize our school needs.

**PART IV – SECTION A-1: Analysis of Student Achievement and Program Effectiveness**

**1a. ENGLISH LANGUAGE ARTS (Grades K-3)**

<b>Data Sources reviewed – Check all that apply:</b>	<input type="checkbox"/> NYS Assessment	<input checked="" type="checkbox"/> Student Portfolios
	<input checked="" type="checkbox"/> District/School Benchmark Tests (Type: ECLAS-2)	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input type="checkbox"/> Item Skills Analysis (e.g., Grow Report)	

**Review of Data Analysis**

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

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

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

**Table 1: ECLAS-2: Number of Students at or Above Level for Spring 2010**

<b>Grade</b>	<b>At Level</b>	<b>Above Level</b>
	<b>Level 1</b>	<b>Level 2</b>
<b>K</b>	<b>24</b>	<b>37</b>

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<b>1</b>	<b>Level 4</b> <b>28</b>	<b>Level 5</b> <b>14</b>
<b>2</b>	<b>Level 6</b> <b>14</b>	<b>Level 7</b> <b>12</b>
<b>3</b>	<b>Level 8</b> <b>42</b>	

**Implications for the Instructional Program:**

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

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

From this information the following is planned:

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- Continuation of the implementation of a Reading Core Curriculum that is scientifically based reading research. This will include a 90 minute reading block that will incorporate the five reading components (i.e., phonics, phonemic awareness, vocabulary, fluency and comprehension).
- Continuation of intervention support for students at risk of reading difficulties.
- Continuation of assessment plan that includes screening, diagnostic, and outcome measures.
- Cohesive and intense professional development meetings that will focus on the planning, understanding, and delivery of specialized instructional strategies to meet the needs of all students, including our at-risk population and our English Language Learners.
- **1b. ENGLISH LANGUAGE ARTS (Grades 3-5)**

<i>Data Sources reviewed – Check all that apply:</i>	<input checked="" type="checkbox"/> <i>NYS Assessment</i>	<input checked="" type="checkbox"/> <i>Student Portfolios</i>
	<input checked="" type="checkbox"/> <i>District/School Benchmark Tests (Type: DRA)</i>	<input checked="" type="checkbox"/> <i>Journals</i>
	<input checked="" type="checkbox"/> <i>Unit/Teacher-Made/Grade Level Tests</i>	<input checked="" type="checkbox"/> <i>Classroom Performance/Teacher Observations</i>
	<input checked="" type="checkbox"/> <i>Item Skills Analysis (e.g., Grow Report)</i>	<input type="checkbox"/> <i>Other</i>

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

**All Tested Students**

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<b>2010</b>	<b>36</b>	<b>22%</b>	<b>73</b>	<b>44%</b>	<b>44</b>	<b>27%</b>	<b>11</b>	<b>7%</b>
<b>2009</b>	<b>5</b>	<b>3.8</b>	<b>43</b>	<b>33.1</b>	<b>69</b>	<b>53.1</b>	<b>13</b>	<b>10.0</b>
<b>2008</b>	<b>17</b>	<b>12.2</b>	<b>52</b>	<b>37.4</b>	<b>66</b>	<b>47.5</b>	<b>4</b>	<b>2.9</b>
<b>2007</b>	<b>11</b>	<b>8.1</b>	<b>58</b>	<b>43.0</b>	<b>65</b>	<b>48.8</b>	<b>1</b>	<b>0.7</b>

**Special Education Students**

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<b>2010</b>	<b>19</b>	<b>48%</b>	<b>18</b>	<b>47%</b>	<b>2</b>	<b>5%</b>	<b>0</b>	<b>0</b>
<b>2009</b>	<b>4</b>	<b>15.4</b>	<b>16</b>	<b>61.5</b>	<b>5</b>	<b>19.5</b>	<b>1</b>	<b>3.8</b>
<b>2008</b>	<b>14</b>	<b>25.7</b>	<b>22</b>	<b>62.9</b>	<b>4</b>	<b>11.4</b>	<b>0</b>	<b>0</b>
<b>2007</b>	<b>9</b>	<b>33.3</b>	<b>15</b>	<b>55.6</b>	<b>3</b>	<b>11.1</b>	<b>0</b>	<b>0</b>

**English Language Learners**

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3/4</i>	<i>Level 3/4</i>
	#	%	#	%	#	%
<b>2010</b>	<b>22</b>	<b>43%</b>	<b>21</b>	<b>41%</b>	<b>8</b>	<b>14%</b>
<b>2009</b>	<b>1</b>	<b>3.1</b>	<b>20</b>	<b>62.5</b>	<b>11</b>	<b>43.4</b>
<b>2008</b>	<b>7</b>	<b>17.9</b>	<b>20</b>	<b>51.3</b>	<b>12</b>	<b>30.8</b>
<b>2007</b>	<b>8</b>	<b>21.6</b>	<b>17</b>	<b>45.9</b>	<b>12</b>	<b>32.4</b>

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

**All Tested Students**

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	#	%	#	%	#	%	#	%
<b>2010</b>	<b>13</b>	<b>24%</b>	<b>22</b>	<b>41%</b>	<b>19</b>	<b>35%</b>	<b>0</b>	<b>0</b>
<b>2009</b>	<b>3</b>	<b>7.3</b>	<b>16</b>	<b>39.0</b>	<b>20</b>	<b>48.8</b>	<b>2</b>	<b>4.9</b>
<b>2008</b>	<b>10</b>	<b>19.2</b>	<b>12</b>	<b>23.1</b>	<b>29</b>	<b>55.8</b>	<b>1</b>	<b>1.9</b>
<b>2007</b>	<b>2</b>	<b>4.3</b>	<b>22</b>	<b>47.8</b>	<b>22</b>	<b>47.8</b>	<b>0</b>	<b>0</b>

**Special Education Students**

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3/4</i>	<i>Level 3/4</i>
	#	%	#	%	#	%
<b>2010</b>	<b>10</b>	<b>67%</b>	<b>5</b>	<b>33%</b>	<b>0</b>	<b>0</b>
<b>2009</b>	<b>3</b>	<b>50.0</b>	<b>3</b>	<b>50.0</b>	<b>0</b>	<b>0</b>
<b>2008</b>	<b>9</b>	<b>47.4</b>	<b>7</b>	<b>36.8</b>	<b>3</b>	<b>15.8</b>
<b>2007</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>67</b>	<b>2</b>	<b>33</b>

**Summary of Data Analysis:**

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

34% performed at levels 3 and 4

Change: **-29.1%**

44% performing at level 2.

22% performing at level 1.

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

5% performed at levels 3 and 4

Change: **-18.3%**

47% performing at level 2.

48% performing at level 1.

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

14% performed at levels 3 and 4

Change: **-29.4%**

41 % performing at level 2.

43 % performing at level 1

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

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

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

**Implications for the Instructional Program:**

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

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the implementation of the balanced literacy program that is being used city-wide, and that includes a 90-minute literacy block and a 60-minute writing block.
- The implementation of a school-wide literacy program with parallel units of study across grades and multi-level grouping within all classrooms.
- Continued provision of intensive Academic Intervention Services for all students who are not meeting state standards.
- Classroom libraries will be expanded to include more non-fiction books for independent reading.

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- The Literacy Coach will continue provide professional development which will increase the pedagogical staff's knowledge and expertise on the different components of the reading program. Professional development will also inform teachers on the different forms of assessment that will inform their practices and planning.
- Curriculum calendars will be developed by grade by the teachers during June planning days. On planning days teachers will align the curriculum to include the writing units designated by Teachers College in grades K-3, Story Town's reading and writing in grades 4-5, social studies and science.
- Cohesive and intense professional development in the planning, understanding, and delivery of specialized instructional strategies to meet the needs for our at-risk population.
- Teachers will reinforce literacy strategies during content area instruction embedded within the literacy block.
- Teachers will continue planning and delivering instruction that will increase the achievement of English Language Learners.

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

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

## 2. MATHEMATICS

<i>Data Sources Reviewed – Check all that apply:</i>	<input checked="" type="checkbox"/> <i>NYS Assessment</i>	<input type="checkbox"/> <i>Student Portfolios</i>
	<input type="checkbox"/> <i>District/School Benchmark Tests (Type: _____)</i>	<input type="checkbox"/> <i>Journals</i>
	<input type="checkbox"/> <i>Unit/Teacher-Made/Grade Level Tests</i>	<input type="checkbox"/> <i>Classroom Performance/Teacher Observations</i>
	<input type="checkbox"/> <i>Item Skills Analysis (e.g., Grow Report)</i>	<input type="checkbox"/> <i>Other</i>

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

#### *All Tested Students*

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<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	#	%	#	%	#	%	#	%
<b>2010</b>	<b>22</b>	<b>13</b>	<b>80</b>	<b>46</b>	<b>53</b>	<b>31</b>	<b>17</b>	<b>10</b>
<b>2009</b>	<b>3</b>	<b>2.2</b>	<b>9</b>	<b>6.7</b>	<b>97</b>	<b>72.4</b>	<b>25</b>	<b>18.7</b>
<b>2008</b>	<b>4</b>	<b>3.0</b>	<b>21</b>	<b>15.9</b>	<b>82</b>	<b>62.1</b>	<b>25</b>	<b>18.9</b>
<b>2007</b>	<b>4</b>	<b>2.9</b>	<b>30</b>	<b>22.1</b>	<b>83</b>	<b>61.0</b>	<b>19</b>	<b>14</b>

***Special Education Students***

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	#	%	#	%	#	%	#	%
<b>2010</b>	<b>9</b>	<b>22</b>	<b>25</b>	<b>61</b>	<b>7</b>	<b>17</b>	<b>0</b>	<b>0</b>
<b>2009</b>	<b>3</b>	<b>11.1</b>	<b>5</b>	<b>18.5</b>	<b>18</b>	<b>66.7</b>	<b>1</b>	<b>3.7</b>
<b>2008</b>	<b>4</b>	<b>12.1</b>	<b>13</b>	<b>39.4</b>	<b>16</b>	<b>48.5</b>	<b>0</b>	<b>0</b>
<b>2007</b>	<b>2</b>	<b>5.6</b>	<b>15</b>	<b>41.7</b>	<b>19</b>	<b>52.8</b>	<b>0</b>	<b>0</b>

***English Language Learners***

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3/4</i>	<i>Level 3/4</i>
	#	%	#	%	#	%
<b>2010</b>	<b>14</b>	<b>25</b>	<b>34</b>	<b>60</b>	<b>9</b>	<b>16</b>
<b>2009</b>	<b>1</b>	<b>2.9</b>	<b>5</b>	<b>14.7</b>	<b>28</b>	<b>82.4</b>
<b>2008</b>	<b>2</b>	<b>5.6</b>	<b>8</b>	<b>22.2</b>	<b>26</b>	<b>72.2</b>
<b>2007</b>	<b>1</b>	<b>2.6</b>	<b>15</b>	<b>38.5</b>	<b>23</b>	<b>59</b>

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

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	#	%	#	%	#	%	#	%
<b>2010</b>	<b>10</b>	<b>17</b>	<b>28</b>	<b>49</b>	<b>13</b>	<b>22</b>	<b>7</b>	<b>12</b>
<b>2009</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2.8</b>	<b>24</b>	<b>66.7</b>	<b>11</b>	<b>30.6</b>
<b>2008</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3.0</b>	<b>22</b>	<b>66.7</b>	<b>10</b>	<b>30.3</b>
<b>2007</b>	<b>1</b>	<b>2.8</b>	<b>5</b>	<b>13.9</b>	<b>26</b>	<b>72.2</b>	<b>4</b>	<b>11.1</b>

***All Tested Students***

***Special Education Students***

<i>Year</i>	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3/4</i>	<i>Level 3/4</i>
	#	%	#	%	#	%
<b>2010</b>	<b>5</b>	<b>20</b>	<b>10</b>	<b>41</b>	<b>9</b>	<b>38</b>
<b>2009</b>	<b>3</b>	<b>50.0</b>	<b>4</b>	<b>28.6</b>	<b>10</b>	<b>71.4</b>

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<b>2008</b>	<b>1</b>	<b>6.7</b>	<b>6</b>	<b>40.0</b>	<b>8</b>	<b>53.3</b>
<b>2007</b>	<b>1</b>	<b>10.0</b>	<b>3</b>	<b>30.0</b>	<b>6</b>	<b>60.00</b>

**Summary of Data Analysis:**

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

41% performed at levels 3 and 4

Change: - 50%

46% performing at level 2.

13 % performing at level 1.

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

17% performed at levels 3 and 4

Change: -53.4%

61% performing at level 2.

22% performing at level 1.

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

16% performed at levels 3 and 4 (up from 41.1% the previous year).

Change: -66.4%

60% performed at level 2.

25% performed at level 1 (consists of only one student)

**Summary of Data Analysis:**

In looking at the data for grades 3-5, such as periodic assessments and the NY State Math Test students have a wide variety of areas in need of improvement:

- Number Sense and Operations ( focus on subtraction)
- Algebra
- Measurement
- Data Analysis and Probability

**Implications for the Instructional Program:**

- Teachers will work cooperatively on a weekly basis to engage in discussions of data analysis that improve instructional strategies according to the needs of every individual student
- Differentiated tasks based on students readiness will be ongoing through out daily lessons

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- Continued provisions of intervention services to at risk students in mathematics
- Teacher learning opportunities will be constant with Professional Development throughout the year with the support of our CFN network and the math coach
- Core Curriculum training to provide stamina and rigor in all key concepts and skills
- Tiered activities reflected on the teachers curriculum maps will also be used to differentiate and prepare students for instruction
- Informal and periodic assessments will be used to monitor and differentiate instruction

### 3. SCIENCE

<i>Data Sources Reviewed – Check all that apply:</i>	<input checked="" type="checkbox"/> <i>NYS Assessment</i>	<input checked="" type="checkbox"/> <i>Student Portfolios</i>
	<input type="checkbox"/> <i>District/School Benchmark Tests (Type: _____)</i>	<input type="checkbox"/> <i>Journals</i>
	<input type="checkbox"/> <i>Unit/Teacher-Made/Grade Level Tests</i>	<input checked="" type="checkbox"/> <i>Classroom Performance/Teacher Observations</i>
	<input type="checkbox"/> <i>Item Skills Analysis (e.g., Grow Report)</i>	<input type="checkbox"/> <i>Other</i>

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

<i>Year</i>	<i>All Tested Students</i>							
	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>2010</i>	<i>4</i>	<i>7</i>	<i>19</i>	<i>32</i>	<i>27</i>	<i>46</i>	<i>9</i>	<i>15</i>
<i>2009</i>	<i>4</i>	<i>8.8</i>	<i>8</i>	<i>17.7</i>	<i>24</i>	<i>53.3</i>	<i>9</i>	<i>20</i>
<i>2008</i>	<i>3</i>	<i>5.7</i>	<i>15</i>	<i>28.8</i>	<i>29</i>	<i>55.7</i>	<i>5</i>	<i>9.6</i>
<i>2007</i>	<i>6</i>	<i>11</i>	<i>13</i>	<i>23</i>	<i>26</i>	<i>46</i>	<i>12</i>	<i>21</i>

<i>Year</i>	<i>Special Education Students</i>							
	<i>Level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 4</i>
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>

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2010	2	12	9	53	6	35	0	0
2009	4	8.8	8	17.7	24	53.3	9	20
2008	2	15.4	9	69.23	2	15.3	0	0
2007	2	18	6	55	3	27	0	0

Year	<i>English Language Learners</i>					
	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3/4 #	Level 3/4 %
2010	3	15	10	50	7	35
2009	3	20	7	46	5	34
2008	1	9	7	90.9	3	27
2007	1	9	7	64	3	27

**Summary of Data Analysis:**

In 2010, 59 fourth grade students completed the New York State Science Exam. .

Of all tested students, 61% (36 students) performed above the State Designated Level of 3 and 4 on the exam. 30 of those 45 students were general education students.

The statistics are disaggregated as follows:

- 17 Special Education Students were tested. Of these, 35% scored above the SDL.
- 20 English Language Learners were tested. Of these, 35% scored above the SDL.

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

**Implications for the Instructional Program:**

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

Teachers utilized the New York City Science and Social Studies Scope and Sequence to create a pacing calendar for 2010-2011 school year that aligns the standards with school resources. (e.g., textbooks, trade books, maps, etc)

- Professional development will be given to the entire staff to ensure continuity of instructional practices across the grades.
- New staff will receive continual support in instructional techniques for science throughout the school year with on-site professional training. New teachers received formal mentoring through the School Based Mentor Program last year and will continue to apply those resources this new school year.
- The administration will confer with new teachers to determine the strengths and weaknesses of the teachers' instructional practices
- The administration will hold monthly grade conferences with teachers on each grade
- Reimbursable teachers will work with the administration and with classroom teachers to ensure the success of at-risk students
- Teachers will attend science workshops and seminars through the CFN 307 network professional development training
- P.S. 157 will have one Science Cluster teacher who will serve the entire school. The Science Cluster teacher will work with classroom teachers to provide additional support in all areas of science, while focusing on experiments, problem solving skills and fact-based deduction
- Curriculum goals will be re-visited and adjusted during June planning
- In the spring of 2011 students will once again participate in a science and technology fair coordinated by the science cluster teachers
- In Pre-Kindergarten, students will learn the basic skills needed to prepare them for kindergarten. Students will be exposed to beginning science concepts, observation, experimentation and problem solving. In May, the Pre-Kindergarten will host a Super Science Day, which will focus on hands-on experiments
- The school uses the New York City Science Core Curriculum in grades k-through 5. These series use a research-based, systematic approach to teaching science. This series provides clear, measurable objectives with a focus on experimentation and problem solving. The staff of P.S. 157 will provide standard-based learning in science for the school community, aligned

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with state and city requirements in the area of science. The district-sponsored Hartcourt Science Series as the central part of this program. In addition, Science Trade Book library will be used as a support to literature Connections to Science. New York City Science Scope and Sequence and the Planning Guide have been implemented in the Pacing Calendar and Curriculum Maps used by all classroom teachers.

- A laboratory kit, from the Foss Series, will be utilized in conjunction with the lessons in the Hartcourt text books, providing hands-on experience in scientific learning
- All teachers will use the teaching tools and resources along with the Hartcourt website to support student learning.
- P.S. 157 will use the Measuring Up and NYS Science Test Rehearsal programs for test-taking skills acquisition in the area of science. This program offers instruction in specific areas of science, and prepares students for the New York State Science Test
- Other methods of assessment will include teacher-developed tests, unit tests from the science series and completion of science experiments
- All students will participate in a culminating Science Fair, to be held in May of 2011

#### 4. SOCIAL STUDIES

<i>Data Sources Reviewed – Check all that apply:</i>	<input checked="" type="checkbox"/> <i>NYS Assessment</i>	<input checked="" type="checkbox"/> <i>Student Portfolios</i>
	<input type="checkbox"/> <i>District/School Benchmark Tests (Type: _____)</i>	<input type="checkbox"/> <i>Journals</i>
	<input type="checkbox"/> <i>Unit/Teacher-Made/Grade Level Tests</i>	<input checked="" type="checkbox"/> <i>Classroom Performance/Teacher Observations</i>
	<input type="checkbox"/> <i>Item Skills Analysis (e.g., Grow Report)</i>	<input type="checkbox"/> <i>Other</i>

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

<i>Year</i>	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>2009-10</i>	<i>5</i>	<i>11</i>	<i>8</i>	<i>18</i>	<i>25</i>	<i>57</i>	<i>6</i>	<i>14</i>
<i>2008-09</i>	<i>7</i>	<i>13.2</i>	<i>9</i>	<i>16.9</i>	<i>28</i>	<i>52.8</i>	<i>8</i>	<i>15.9</i>
<i>2007-08</i>	<i>9</i>	<i>20</i>	<i>14</i>	<i>31</i>	<i>20</i>	<i>44</i>	<i>2</i>	<i>4</i>
<i>2006-07</i>	<i>13</i>	<i>22</i>	<i>9</i>	<i>15</i>	<i>29</i>	<i>48</i>	<i>9</i>	<i>7</i>
<i>2005-06</i>	<i>30</i>	<i>49</i>	<i>10</i>	<i>16</i>	<i>17</i>	<i>28</i>	<i>4</i>	<i>7</i>

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<i>Year</i>	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>2009-10</i>	<i>4</i>	<i>44</i>	<i>1</i>	<i>11</i>	<i>4</i>	<i>45</i>	<i>0</i>	<i>0</i>
<i>2008-09</i>	<i>0</i>	<i>0</i>	<i>4</i>	<i>33.3</i>	<i>8</i>	<i>66.6</i>	<i>0</i>	<i>0</i>
<i>2007-08</i>	<i>6</i>	<i>42</i>	<i>6</i>	<i>42</i>	<i>2</i>	<i>14</i>	<i>0</i>	<i>0</i>
<i>2006-07</i>	<i>2</i>	<i>67</i>	<i>1</i>	<i>33</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>2005-06</i>	<i>13</i>	<i>93</i>	<i>1</i>	<i>7</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

<i>Year</i>	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3/4</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
<i>2009-10</i>	<i>3</i>	<i>21</i>	<i>4</i>	<i>29</i>	<i>7</i>	<i>50</i>
<i>2008-09</i>	<i>2</i>	<i>9</i>	<i>2</i>	<i>27.2</i>	<i>7</i>	<i>63.6</i>
<i>2006-07</i>	<i>3</i>	<i>42</i>	<i>3</i>	<i>42</i>	<i>2</i>	<i>28</i>
<i>2005-06</i>	<i>7</i>	<i>41</i>	<i>1</i>	<i>6</i>	<i>9</i>	<i>53</i>
<i>2004-05</i>	<i>4</i>	<i>67</i>	<i>1</i>	<i>17</i>	<i>1</i>	<i>17</i>

**Summary of Data Analysis:**

In 2010, 44 fifth grade students completed the New York State Social Studies Exam. Of all tested students, 71% (44 students) performed above the State Designated Level on the exam. All of those students were general education students.

The statistics are disaggregated as follows:

- 9 Special Education Students were tested. Of these, 45% scored above the SDL.
- 14 English Language Learners were tested. Of these, 50% scored above the SDL.
- No disaggregated information is available regarding Hispanic Students.

The school has a Technology teacher and 2 computer labs. All classrooms have at least one computer. Computers are used for research-based projects in the area of social studies.

**Implications for the Instructional Program:**

- The school will use the New York Scope and Sequence to create a pacing calendar for the school year. Grade 3, 4, and 5 will use a new Social Studies curriculum by Houghton Mifflin Harcourt. Grades K through 2 will utilize trade books and Social Studies Power-packs and the teachers will use Teache2 Created Materials from Primary Sources (Exploring History). These Power-packs support the standards with shared reading, leveled text reading and independent reading opportunities. These series provides clear, measurable objectives. The staff of P.S.

157 will provide standards-based learning in social studies for the school community, aligned with state and city requirements in the area of social studies. Furthermore teachers will incorporate social studies skills across all the other subject areas.

- Professional development will continue be given to the entire staff to ensure continuity of instructional practices across the grades
- New teachers, with 2 or fewer years of experience, will receive continual support in instructional techniques for social studies throughout the school year. This will happen in the form of on-site training through peer support, which involves involving informal mentoring and demonstration lessons
- The administration will confer with new teachers to determine the strengths and weaknesses of the teachers' instructional practices
- The administration will hold monthly grade conferences with teachers on each grade
- Curriculum goals will be announced during Parent Orientation in September
- In Pre-Kindergarten, students will learn the basic skills needed to prepare them for kindergarten. Students will be exposed to beginning social studies concepts
- Other methods of assessment will include teacher-developed tests, additional test preparation books, and completion of research-based projects

**TEMPLATE - MAY 2010**

**TEMPLATE - MAY 2010**

## 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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### **Goals 2010-2011**

1. To enhance instructional practices by incorporating the new core standards in literacy at all grade levels. We will continue to provide 90 minutes of research-based reading instruction in the five essential components (phonemic awareness, phonics, fluency, vocabulary and comprehension) that is focused on meeting the needs of all students including those that are below grade level, limited English proficient and students with disabilities in K-5 to ensure that 80% of the students show an increase in reading levels according to ECLAS 2 and/or running records.
2. To enhance instructional practices in Math to meet the needs of all learners throughout the school year. We will strive to increase mathematical achievement levels in all grades through differentiated instruction, and by utilizing rubrics that will enhance writing solutions to math word problems.
3. To incorporate and enhance instruction in the subject area of Art. By the spring of the 2010-2011 school year, all Bilingual, ELL, Special and General Education students will explore the visual Arts Curriculum through a literary and content-based lens, with the goal of enhancing their expression of literary, visual, dramatic and performing arts. By the end of the school year, students will create an exit project based on the blue print criteria for the Visual Arts.
4. To promote healthy, long-lasting lifestyles that are multifaceted and sustainable in the daily lives of our students. To prevent and treat obesity by healthy eating and increased physical activity through health and wellness. By the end of the school year, Mighty Milers participants in grades 2-5 will exceed the goal of running, jogging or walking 26.2 miles to 42 miles. Pre-K -1<sup>st</sup> grades will have at least one physical activity in addition to physical education.

## 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**

**ELA K- 5**

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<b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To enhance instructional practices by incorporating the new core standards in literacy at all grade levels. We will continue to provide 90 minutes of research-based reading instruction in the five essential components (phonemic awareness, phonics, fluency, vocabulary and comprehension) that is focused on meeting the needs of all students including those that are below grade level, limited English proficient and students with disabilities in K-5 to ensure that 75% of the students read at grade level at the end of the year.
<b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation</i>	100% of the K- 5 teachers will provide direct explicit systematic instruction and differentiate using flexible grouping align to the New York City Standards and Common Core Standards. Group size, instructional time and content varies based on students needs. Teachers will model and explain concepts and skills using many samples. Teachers will give constant feedback to students for clear understanding of their strengths as well as the areas they need to work on. Teachers will provide ample practice and application of skills using a variety of meaningful

<p><i>timelines.</i></p>	<p>tools and activities suited to different types of learners and classroom settings to reinforce instruction and learning information pertaining to: Big Ideas in Reading; Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. In writing teachers will follow the Writers Workshop for K-3 and Storytown writing component and Write Source( writing Mechanics) for grades 4 to 5. Teachers will keep conference notes, work folders, notebooks, reading logs and running records. Teachers will meet for inquiry work to discuss strategic practices, bottom third students with their inquiry representative of the grade. Curriculum maps will be reflect on and correlate to the Common Core Standards. Schedule for Intervisitation (in house and in other schools from our network) will be in place to ensure plenty of opportunities for the teachers to expand their teaching practices.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I SWP Title I ARRA TL Fair Student Funding Ongoing <b>Professional Development</b> based on the Five Reading components , data driven, that support the implementation of the Harcourt Trophies, Storytown Reading Core Program, Writers Workshop, and the New Common Core Standards. <b>Monthly Lunch and Learn</b> for sharing and reflecting on the students needs and strategic practices that enhances the Reading and Writing Core Program. <b>Istation Reading</b> is a data driven reading intervention program for students from Pre-K to 5. Istation promotes reading acceleration and progress through a high- interest online interactive curriculum. ISIP Assessment results automatically place students in the appropriate reading intervention level. The curriculum systematically teaches students as they learn developmentally appropriate skills in the esential reading ares of the phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension. Ongoing workshops provided by the coches on the Common Core and it correlation.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing Systematic process for collecting , reviewing, and analyzing student assessments data( ECLAS 2, Core Program Assessments) to drive instructional and programmatic decision-making. Trophies and Storytown Pacing Calendar are follow along Curriculum Maps created by teachers during June Planning to ensure student adequate progress. Writing Rubrics that ensure that students are meeting the standards for their grade level. Curriculum Maps are revised and reflect on during grade meetings weekly. Teachers will monitor students’ progress through the weekly, theme and benchmark exams.  Projection of students gain:</p>

	<ul style="list-style-type: none"> <li>- An increase in number of students reading at or above grade level .</li> <li>- Increase in the ECLAS 2 of students mastering Reading and Writing Skills for their grade level.</li> <li>- 3% Increase in student performance as measured by the NYS ELA exam.</li> <li>- An Increase of 5% in the predictive exams.</li> </ul>
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**Subject Area**

**Math**

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To enhance instructional practices in Math to meet the needs of all learners. We will strive to increase mathematical achievement levels in all grades through differentiated instruction, which will increase by 3% the number of students performing at levels 3 and 4 by the end of the school year.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>-All at-risk students in math will be identified and grouped accordingly. Extended day services will be provided for all mandated students on Mondays and Tuesday for a 75 minute intervention block . All classroom teachers will utilize formal and informal assessments to set short and long term goals and to differentiate instructions accordingly. Teachers will meet on a weekly basis to analyse, discuss and share best practices. Monthly grade meetings will also take place to discuss inquiry work throughout every grade. Teachers will incorporate math games to improve stamina in mathematics as recommended in the Everyday Math Program. Students will have rigorous math learning opportunities by providing teachers with the professional development training necessary to improve pedagogy that reflects the coherence of the Common Core Standards. Math learning opportunities will be implemented into other subject areas. Teach students how to articulate their math goals and explain when they will supplement the basic curriculum; i.e., intervention, basic math fact drills and practices, math contests and math fairs - Ongoing professional development workshops will take through our CFN network and through our own school based staff members</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I SWP Title I ARRA TL Fair Student Funding TL Children First Network TL FSF General Hold Harmless</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Bulletin board displays depicting mathematical concepts</li> <li>-Math fair with exhibitions and explanation of mathematical insights</li> <li>-Informal and formal assessments of students showing a growing understanding of key math concepts and skills</li> <li>-Teachers' attendance at workshops, Lunch and Learn sessions and professional development</li> </ul>

**Subject/Area**                      **Science:  
Health and  
Wellness**

<p><b>Annual Goal</b></p>	<p>To promote healthy, long-lasting lifestyles that are multifaceted and sustainable in the daily lives of our students. To prevent and treat obesity by healthy eating and increased physical activity through health and wellness.</p>
<p><b>Action Plan</b></p>	<ul style="list-style-type: none"> <li>• Every staff member will be instructed in good nutritional practices and exercise</li> <li>• Students will participate in Mighty Milers, Tai Chi, Yoga and Punk Rope</li> <li>• Move to improve trained teachers will teach their classes all different movement and nutritional practices</li> <li>• A Wellness Council will be in place with monthly meetings, bulletin boards displays and healthy activities</li> </ul>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• Ongoing professional development throughout the year</li> <li>• Collaboration between the science cluster teacher and classroom teachers by planning together atleast twice a month</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• Physical fit students tend to outscore peers on academic tests</li> <li>• Fitnessgram scores, which include all racial and ethnic groups, show the higher their scores, the higher the academic scores</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area:** The Arts

<b>Annual Goal</b>	To incorporate and enhance instruction in the subject area of Art. By the spring of the 2010-2011 school year, all Bilingual, ELL, Special and General Education students will explore the art curriculum through a literary and content-based lens, with the goal of enhancing their expression of literary, visual, dramatic and performing arts.
<b>Action Plan</b> .	<ul style="list-style-type: none"> <li>• Teachers will attend professional development within our school and our network CNF 307 and turn key information during common prep meetings</li> <li>• Teachers will meet with the art specialty teacher (AST) to collaborate on lesson planning and hands –on activities that reflect the best available evidence of understanding</li> <li>• Through curriculum mapping, teachers will integrate the arts with literacy and other content areas in alignment state standards and the CCS</li> <li>• Assessments based on final projects will be given to students after necessary skill and strategies are taught</li> <li>• The AST will coordinate Project Arts collaborative initiatives including art shows, educational assemblies and cultural programs</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• Ongoing professional development for the Art Specialty Teacher that wil continue to enhance the arts instruction and align to other content areas specially in writing with a focus on College and Career Readiness instruction</li> <li>• Teachers will have monthly grade meetings for planning and sharing of best practices</li> <li>• Bulletin Boards reflecting literacy, math, science and social studies through the arts</li> <li>• The arts will also be displayed through numerous celebrations e.i., cultural fair, math and science fair, and school assemblies</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• The AST will create standard- aligned rubrics to evaluate and assess student work.</li> <li>• Students will create a portfolios with standard based art work in alignment with other content areas</li> <li>• Projected Gains: Students will see greater content area, standard-based achievement due to art integration</li> </ul>

## **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 (Does Not Apply To P.S.157)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) (Does Not Apply To P.S.157)**

**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 Compre(ensive 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	18	15	N/A	N/A	0	N/A	N/A	
1	38	30	N/A	N/A	12	N/A	N/A	
2	35	32	N/A	N/A	0	N/A	N/A	
3	36	36	N/A	N/A	0	N/A	N/A	
4	50	40	40	0	0	N/A	N/A	
5	27	27	0	27	0	N/A	N/A	
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 and 5 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

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

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

## 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) LAP narrative to this CEP. (LAP demographics and data analysis has been attached as a separate document due to DOE Protective Template)**

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

After carefully analyzing the Home Language Questionnaire, if the home language of the student is not English an informal interview in the student’s Native Language and in English is performed with the collaboration of the Parent Coordinator. When the student speaks a language other than English at home an initial assessment is performed by administering the Language Assessment Battery-revised (LAB-R).

The LAB-R is administered by the ESL Teacher/Coordinator within the next ten days. Student’s that score at Beginning, Intermediate or Advanced Level are considered Limited English Proficient (LEP) and will be placed in their appropriate program setting. If the student scores above the Proficient Level, the student is considered as English Proficient and enters the general education program.

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

Parent Orientations are available to ensure that each parent is appropriately informed of the three program choices offered by the New York State Department of Education. Each parent will observe the Orientation Video for parents of Newly Enrolled English Language Learners in the language they understand best. After receiving the orientation, parents have the opportunity to clarify and ask questions regarding the child’s program selection in addition to receiving materials in their home language about ELL services. At the end of each orientation parents will complete the Parent Survey and Program Selection Form. The orientations are offered after newly enroll students are tested. Two sessions per day are scheduled to ensure all parents have the opportunity to participate.

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

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

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

2007-08		2008-09		2009-10		2010-11	
Bilingual	ESL	Bilingual	ESL	Bilingual	ESL	Bilingual	ESL
63	50	54	60	57	60	44	69

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

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

The organizational models at P.S. 157 include Transitional Bilingual Education (TBE) and Freestanding ESL pull-out and Push-in with also an ESL self-Contained class. In the ESL programs the students are grouped according to their level of language proficiency. All beginners and intermediate students' receive 360 minutes of instruction. Advanced students receive 180 minutes of instruction thru a pull-out, push in and self-contained ESL program with a common goal of successfully achieving academic rigor in English Language Arts. This time is used as a transition for developing student's needs and preparing them to successfully interact and show progress in a monolingual setting. The program models currently used for the ESL program are block, graded, heterogeneous and homogeneous. Each group is carefully formed after analyzing the individual needs of the each student.

In organizing and ensuring that the mandated time of instructional minutes are provided for our ELL's, all staff members meet and agree on a schedule that allows for compliance of all current programs in place. Therefore, all beginners and intermediate students' receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. All ELL's receive 180 minutes of ELA thru the daily 90 minute literacy block transition.

All ELL's in TBE receive 50 minute of instruction in their Native Language thru a content area other than Language Arts.

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

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

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

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

The ELL's with 4 to 6 years of service receive the mandated time of support units and are grouped by levels while differentiating according to their language specific need. These students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of



<b>Time</b>	<b>8:10-9:00</b>	<b>9:00-10:00</b>	<b>10:00-10:50</b>	<b>10:50-11:40</b>	<b>11:40-12:30</b>	<b>12:30-1:30</b>	<b>1:30-2:20</b>	<b>2:20-3:35</b>
<b>MONDAY</b>	K AB	4-5 A	4-5 B	LUNCH	1B	2A	PREP	5B
<b>TUESDAY</b>	K AB	4 AB	4B	LUNCH	1B	2A	PREP	5B
<b>WEDNESDAY</b>	K AB	4 AB	4B	LUNCH	PREP	2A	LAB 1-4-5 B	
<b>THURSDAY</b>	K AB	5 AB	1 B	LUNCH	ADM PREP	K-1B	PREP	
<b>FRIDAY</b>	K B	5 AB	1 B	LUNCH	PREP	K-1 B	4 B	

(B)eginner and (I)ntermediate students receive 360 minutes of weekly instruction

(A)dvanced students receive 180 minutes of weekly instruction

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

Number of Teachers and Support Personnel for 2010-11

School Building: P. S. 157

District: 14

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

**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):** PreK-5      **Number of Students to be Served:**     113     LEP                           Non-LEP

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

**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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P.S. 157 after school program aims to meet the specific needs of each ELL’s subgroup such as the SIFE, newcomers, long term students and special education students by focusing on their individual academic need and proficiency level. Our plan is to support all ELL’s to reach proficiency scores on the NYSESLAT thru the use of but not limited to using strategic differentiation according to their area of need Listening/Speaking or Reading

/Writing. According to the results of the 2010 Fall NYSESLAT test the majority our students' reaching proficiency need extra support in the modalities of reading and writing. P.S. 157 is using the data obtained from the 2010 NYSESLAT test to determine the linguistic weakness of each ELL. Based on data analysis, teachers will be able to recommend students to our Title III After School Program. Utilizing the data analysis bilingual teachers, general education teachers and the ESL teacher will work together to target specific skills during school literacy instruction and after school instruction. The implications for instruction are as follows:

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

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

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

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

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

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

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

- *A two day workshop called “Differentiating Literacy Instruction for English Language Learners.” The text titled, “Differentiated Literacy Instruction for ELL’s”, by, Alice L. Quiocho and Sharon H. Ulanoff will be used as a support and guide for professional development. The focus for these two workshops will include: data analysis, instructional planning and cross-content planning for ELLs and developing an effective push-in model. The ESL teacher will lead the workshops along with the ESL representative from our CLSO network. The workshop will be offered to all teachers grades pre-K to 5<sup>th</sup> that have ELL students in their classrooms. Substitute teachers will be hired for the day so that teachers can attend the Professional Development workshops.*
- Professional development will be provided to teachers to analyze data, learn how to access Acuity to review item analysis and sequential steps and in ARIS to differentiate instruction and identify performance of levels of ELLs.

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$11972.94	<p><b>After School Program</b>            Per session for Supervisor <u>\$1879.56</u> as follows:                1 Principal x 4 hours x 9 sessions x \$52.21 = \$1879.56</p> <p>Per session for Teachers <u>\$8012.18</u> as follows:                6 Teachers x 3 hours x 9 sessions x \$49.89 = \$8082.18</p> <p><b>Professional Staff Development</b>            Per Diem Substitute Teachers \$2,011.20 as follows:                6 Subs x 2 days x \$167.60 = \$2,011.20</p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$7367.06	Supplies and materials \$7367.06 <ul style="list-style-type: none"> <li>▪ General Supplies for students (chart paper, folders, pens, pencils, notebooks, etc.)</li> <li>▪ Continental Press NYSESLAT Test Prep Materials</li> <li>▪ Copy Paper</li> <li>▪ Classroom Libraries</li> </ul>
<b>TOTAL</b>	\$19340.00	

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

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

**Goal:** To provide a face to face interpretation and document translation to parents of our English Language Learners students in their native language, in order to increase parental involvement and student achievement.

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - Parent surveys and questionnaires solicited periodically at PTA meetings by Parent Coordinator, in conjunction with PTA Leadership.
  - Review of Home Language Survey Information sheets in September, 2010.
  - Personal conversations, both in person and via telephone, between Parent Coordinator and PTA members.
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - Spanish language represents more than 85% of all Home Languages at P.S. 157.
  - Spanish-speaking administrators, teachers and Parent Coordinator effectively address this need.
  - Findings were announced at PTA meetings and also at the first meeting for parents of English Language Learners.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - All school letters, including letters from classroom teachers, will be translated into Spanish by the Parent Coordinator.
  - During regular school days, other languages interpretation services are provided via the Interpretation Units as needed and/or upon parent request.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - During parent-teacher conferences, teachers who do not speak Spanish are provided with an out-of-classroom teacher or paraprofessional who serves as an interpreter.
  - Teachers are highly encouraged to use the Interpretation Unit for over the phone interpretation during Parent-Teacher Conferences.
  - Oral interpretation services are also provided by a professional during events such as PTA meetings, Parent Workshops, School Leadership Meetings, and Parent Orientation.
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - P.S. 157 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services
  - P.S. 157 will post in a conspicuous location at or near the primary school entrance a sign in Department of Education covered languages indicating the room where a copy of such written notification can be obtained.
  - P.S. 157's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
  - P.S. 157 will obtain from the Translation and Interpretation Unit a translation into Spanish or any language other English of the signage and forms required pursuant to Chancellor's Regulations A-663, and will post and provide such forms in accordance with said Regulations.



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$349,233	\$83,001	\$432,234
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,492	\$830	\$4,322
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,462	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,923	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.1%
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.

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

\* 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.

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

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

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

## How School Will Implement Required Parental Involvement Policy Components

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

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

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - i. Letters and agendas are organized and appropriately filed.
  - ii. All correspondence is reviewed and translated into different languages to ensure parent understanding.
  - iii. Translation and interpretation services are available to parents on one-on-ones, phone calls, meetings and during other personal visitations to 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.

P.S. 157 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
  - a. The school will provide a curriculum for participating students that will meet the New York City Standards. The New Standards partnership resolved to abolish the practice of expecting less from poor and minority children and children whose first language is not English. Our goal is to bring all students to high levels of performance. We will offer our students a scientifically-designed reading program (Reading First) as well as a Balanced Literacy program. Our students will use Everyday Math to improve their problem-solving skills and mathematical reasoning. The performance standards will be monitored and assessed. Our goal is to produce students who become productive members of society by increasing their thinking and reasoning skills.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
  - a. Parent-teacher conferences are held in November and March. During these conferences, parents have the opportunity to review all of their children’s grades and to examine class work and projects. Teachers can make suggestions for extra assistance to be given in the home and in school. The parents will be given explanations of marks and how the rubrics are designed. Parents should have questions and notes ready to discuss with the teacher. They should use these days to meet with the Administration about any of their concerns.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - a. Parents will have the opportunity to review their children’s progress formally.

- b. The two parent-teacher conferences are scheduled for November and March.
  - c. Parents will have access to their children's work online. The online results of the Princeton Review are scheduled for October, December and March.
  - d. All individualized student reports will be sent home to parents, indicating their children's test results on City and State standardized tests. The Grow Report can also be accessed online and will supply all pertinent data from tests.
  - e. Parents also will receive their children's OSIS number and PASSWORD to access their children's scores online through ARIS.
  - f. In addition, the Parent Coordinator offers ongoing parent workshops providing parents with technical assistance to logon ARIS.
  - g. Parents can arrange to meet with teachers to discuss their children's academic standing at a convenient time.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - a. Teachers are available to discuss their children's academic profile and conduct in school. Meetings may be arranged at a time that is convenient for both the teacher and the parent. The school offers two formal opportunities for parents to meet with teachers, in November and in March. The Administration will always arrange for these important conferences.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - a. Parents can observe classroom activities on Open House days, Publishing Parties and other formal occasions. Parents can also become certified Learning Leaders and be assistants in classrooms, which offers an excellent opportunity to learn about school curriculum, learning standards and policies. Finally, a private observation may be arranged if certain issues must be addressed. These meetings will be set up by the Administration.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
  9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
  10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
  11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

**SIGNATURES:**

\_\_\_\_\_ PARENT(S) \_\_\_\_\_ STUDENT \_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_ DATE \_\_\_\_\_ DATE \_\_\_\_\_  
**DATE**

## 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.
  - A description of our needs assessment can be found in pages 11 - 22.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - We provide additional and extracurricular learning opportunities for all students, so that the number of students scoring at Level 1 on the City and State exams decreases, while the number of students scoring at Levels 2, 3 and 4 increases ( bring level 2 to 3 and 3 to 4).
    - We are implementing a wide variety of enrichment activities in major subject areas, to meet the academic needs of all our students without sacrificing the needs of our highest achieving students.
    - For Grades K-2, activities will take place in the classroom, through the Reading First curriculum, and during certain cluster periods, such as Computers and arts.
    - For Grade 3, two separate programs will be available. Third grade students will be offered enrichment opportunities in the classroom, through the Reading First curriculum, and during programs offered before school, after school and on Saturday mornings.
    - For Grades 4 and 5, programs will be available during programs offered before school, after school and on Saturday mornings.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Students participate in after school programs and extended day services. Some of the programs are scientifically research- based in the area of reading instruction that focus on the five components of Reading instruction. {Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension}. These programs are :
      - Great Leaps
      - Acuity

- Foundations
- Kaplan
- Achieve It
- Passport / Voyager
- Ticket to Read
- Istation
- Harcourt Intervention
- Wilson

- We also provide enrichment programs before during and after school. These programs are:

- Piano Lessons
- Wellness Club
- Science Fair
- Readers Theater
- Chorus

- To meet the needs of our Special Education students teachers provide observational reports, which enable them to produce an IEP that delineates a student's needs and correlate them with goals and accommodations for student educational benefit. We also provide mainstreaming programs, teacher special education support services and academic intervention services. In accordance with the New Continuum students will be placed in the least restrictive environment. For information on how we meet the needs of our ELL refer to Appendix 2 pages 37-53. We presently have 3 ICT classes to accommodate students with IEP's in a least restrictive environment.
- To address the needs of all of students including low academic achievers the school provides at-risk students with Academic Intervention Services to foster scholastic growth. The School has an **Effective Guidance Counseling Program**, the COOL Program (Children Overcoming Obstacles through Learning) whose objective is to uphold high academic and behavioral standards which provides one-on-one, group and academic counseling. It also provides student development in the following areas: Conflict resolution and anger management. This learning enables students to further their academic experience by contributing to closing the achievement gap. The COOL program also assists students and their families to obtain services and resources in the community to address issues such as homelessness, domestic violence, food pantries, free coats and winter gear. In 2009-2010, the COOL Program serviced 43 mandated and 10 at-risk students. This mandated case load will be serviced multiple times per week.

3. Instruction by highly qualified staff.

Percent core classes taught by “highly qualified” teachers (NCLB/SED definition) is 97.1%

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

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

## 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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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**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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$293,356	✓	13- 24, 34
Title I, Part A (ARRA)	Federal	✓			\$82,170	✓	13-24, 34
Title II, Part A	Federal	✓			\$10,907	✓	13-14
Title III, Part A	Federal	✓			\$19,340	✓	44-46
Title IV	Federal			N/A			
IDEA	Federal	✓			\$150,502	✓	
Tax Levy	Local	✓			\$2,918,521	✓	

#### 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.

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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.

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

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - P.S.157 currently has 15 students who live in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.

P.S.157 will provide the following services to our STH population when and if necessary:

- Transportation services if needed
- Enrollment even if we are not their zone school
- After/Before school intervention and/or enrichment
- Emergency supplies
- Counseling services
- Outreach to outside agencies who can provide free support services and assistance

### **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. 157 Benjamin Franklin					
<b>District:</b>	14	<b>DBN:</b>	14K157	<b>School</b>		331400010157

**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>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	34	25	18		93.5	94.3	94.1
Kindergarten	52	61	43				
Grade 1	59	64	60	<b>Student Stability - % of Enrollment:</b>			
Grade 2	65	62	60	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	53	68	52		90.4	93.2	94.9
Grade 4	47	52	65				
Grade 5	52	45	57	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.5	91.1	91.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	23	32
Grade 12	0	0	0				
Ungraded	2	11	26	<b>Recent Immigrants - Total Number:</b>			
Total	364	388	381	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	12	8

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	32	31	Principal Suspensions	1	1	0
# in Collaborative Team Teaching (CTT) Classes	6	18	26	Superintendent Suspensions	2	2	0
Number all others	27	32	36				

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

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	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>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	55	41	TBD	Number of Teachers	31	35	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	6
# receiving ESL services only	59	88	TBD				
# ELLs with IEPs	4	30	TBD	Number of Educational Paraprofessionals	10	9	12

*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	96.9
				% more than 2 years teaching in this school	64.5	71.4	82.3
				% more than 5 years teaching anywhere	61.3	65.7	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	83.0	88.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	92.6	88.5	96.5
Black or African American	15.9	16.8	16.5				
Hispanic or Latino	83.2	80.7	81.4				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.0				
White	0.5	1.5	1.8				
<b>Male</b>	56.0	55.4	52.5				
<b>Female</b>	44.0	44.6	47.5				

#### 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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	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	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</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>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	50.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

<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)

**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>CFN 307</b>	District <b>14</b>	School Number <b>157</b>	School Name <b>Benjamin Franklin</b>
Principal <b>Maribel Torres</b>		Assistant Principal <b>Juliana Notaro</b>	
Coach <b>Sara Medina</b>		Coach <b>Laura Morales</b>	
Teacher/Subject Area <b>Connie A. Cruz</b>		Guidance Counselor <b>Miriam García</b>	
Teacher/Subject Area <b>Wileidy Peguero</b>		Parent <b>Rosaura Robledo</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Christian Rodríguez</b>	
Related Service Provider <b>Rebecca Collado</b>		Other <b>type here</b>	
Network Leader <b>Ada Orlando</b>		Other <b>type here</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>3</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>5</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>382</b>	Total Number of ELLs	<b>113</b>	ELLs as Share of Total Student Population (%)	<b>29.58%</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.

Paste response to questions 1-6 here

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

After carefully analyzing the Home Language Questionnaire, if the home language of the student is not English an informal interview in the student's Native Language and in English is performed with the collaboration of the Parent Coordinator. When the student speaks a language other than English at home an initial assessment is performed by administering the Language Assessment Battery-revised (LAB-R).

The LAB-R is administered by the ESL Teacher/Coordinator within the next ten days. Student's that score at Beginning, Intermediate or Advanced Level are considered Limited English Proficient (LEP) and will be placed in their appropriate program setting. If the student scores above the Proficient Level, the student is considered as English Proficient and enters the general education program.

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

Parent Orientations are available to ensure that each parent is appropriately informed of the three program choices offered by the New York State Department of Education. Each parent will observe the Orientation Video for parents of Newly Enrolled English Language Learners in the language they understand best. After receiving the orientation, parents have the opportunity to clarify and ask questions regarding the child's program selection in addition to receiving materials in their home language about ELL services. At the end of each orientation parents will complete the Parent Survey and Program Selection Form. The orientations are offered after newly enroll students are tested. Two sessions per day are scheduled to ensure all parents have the opportunity to participate.

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

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

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

2007-08		2008-09		2009-10		2010-11	
Bilingual	ESL	Bilingual	ESL	Bilingual	ESL	Bilingual	ESL
63	50	54	60	57	60	44	69

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

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

## 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	20	16		4	4								44
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>				15										15
<b>Push-In</b>	9	8	8		14	15								54
<b>Total</b>	9	28	24	15	18	19	0	0	0	0	0	0	0	113

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	88	Special Education	30
SIFE	0	ELLs receiving service 4-6 years	24	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	
<b>TBE</b>	40	0	12	3	0	3	1	0	1	44
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	48	0	10	21	0	4	0			69
<b>Total</b>	88	0	22	24	0	7	1	0	1	113

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		20	16		4	4								44
Chinese														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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>	<b>20</b>	<b>16</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>44</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								
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>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	8	7	15	14	15								68
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>0</b>	<b>69</b>						

## 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.

Paste response to questions 1-4 here

The organizational models at P.S. 157 include Transitional Bilingual Education (TBE) and Freestanding ESL pull-out and Push-in with also an ESL self-Contained class. In the ESL programs the students are grouped according to their level of language proficiency. All beginners and intermediate students' receive 360 minutes of instruction. Advanced students receive 180 minutes of instruction thru a pull-out, push in and

self-contained ESL program with a common goal of successfully achieving academic rigor in English Language Arts. This time is used as a transition for developing student's needs and preparing them to successfully interact and show progress in a monolingual setting. The program models currently used for the ESL program are block, graded, heterogeneous and homogeneous. Each group is carefully formed after analyzing the individual needs of the each student.

In organizing and ensuring that the mandated time of instructional minutes are provided for our ELL's, all staff members meet and agree on a schedule that allows for compliance of all current programs in place. Therefore, all beginners and intermediate students' receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. All ELL's receive 180 minutes of ELA thru the daily 90 minute literacy block transition.

All ELL's in TBE receive 50 minute of instruction in their Native Language thru a content area other than Language Arts.

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

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

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

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

The ELL's with 4 to 6 years of service receive the mandated time of support units and are grouped by levels while differentiating according to their language specific need. These students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services.

Differentiated instruction is in place throughout the day to meet the diverse needs of our ELL's. Instruction focuses on students' growth and individual success as indicated in the state tests, periodic assessments and class work. Assessment and goal setting is aligned with instruction for all student needs to reach and maximize their learning potential.

Our ELL's with special needs receive the mandated time of support units and are grouped by levels according to their language specific needs as established in their IEP. These students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services. Differentiated instruction is in place throughout the day to meet the diverse needs of our ELL's.

Our long term goal for ELLs students that have not mastered the proficiency level within the desirable timeframe, these students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services.

All our ELL's including: newcomers, students receiving 4-6 years of service and ELL's identified as having special needs participate weekly of Ticket to Read and I Station at our Computer Laboratories. Hartcourt Trophies Intervention Teacher's Guide and Voyager Learning System is the program in place for these extended day services. All ELL's partake in the Title III after School test preparation program in reading, writing and mathematics. Additional support is provided to students who have to take the NYSESLAT in a Saturday school program.

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

	<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

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

	<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

**Native Language Arts and Native Language Support**

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



## 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?

Paste response to questions 5-14 here

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

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

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

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

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

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

During the registration process the school assists possible newly enrolled ELLs by guiding them through the registration process with the support of our multi-cultural, multi-lingual staff.

Due to our school's composition, we do not offer language electives to our students.

## 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)?

Paste response to questions 1-5 here

## 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.

Paste response to questions 1-3 here

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

- o A one-two day professional development workshop is provided for teacher who have ELL's in their classrooms targeting differentiating instruction for them. These services include: data analysis, instructional planning and cross content planning for ELL's and developing an effective Push- in model.
- o Professional development will be continuous throughout the year in data analysis utilizing Acuity and ARIS to differentiate instruction, and identify levels of proficiency for ELL's.

### 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?

Paste response to questions 1-4 here

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

P.S. 157 partners with many agencies and Community Based Organizations in order to provide the necessary services for the success of our English Language Learners. These Community Based Organizations mostly sponsor our parents workshops. Our school is partner with Cornell University who grants nutrition classes, special workshops, money management and opportunities to open a saving account for parents. Also the Woodhall Hospital offers our parents and families with asma prevention and smoking sesantation workshops. Fidelis provides our parents and families with health insurance.

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

## 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)	4	9	5	0	3	7								28
Intermediate(I)	0	17	8	10	7	3								45
Advanced (A)	5	2	11	5	8	9								40
Total	9	28	24	15	18	19	0	0	0	0	0	0	0	113

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	1	0	0	3							
	I		13	4	3	0	1							
	A		7	17	6	8	5							
	P		6	4	7	15	10							
READING/ WRITING	B		8	6	0	0	6							
	I		17	7	10	8	3							
	A		1	6	5	9	9							
	P		0	7	1	6	2							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	6	3	0	22
4	7	6	3	0	16
5	2	9	2	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		13		3		1		23
4	7		10		2		1		20
5	1		11		2		0		14
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	3		10		7		0		20
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	3		4		7		0		14
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.

Paste response to questions 1-6 here

The assessment tools used to assess early literacy skills are ECLAS-2, Harcourt Trophies reading and writing assessments and DRA is also used by some of our teachers. These assessments provide data that indicates our students reading and writing performances for instructional and intervention purposes. These assessments inform teachers of students levels to teach according to students needs, and enables teachers to differentiate instruction.

The NYSESLAT results indicate an overall increase across all levels of proficiency where the fewest number of students 28/113 are at the beginning level and the most amount of students 45/113 are at the intermediate level of proficiency while 40/113 are leveled as Advance students. In analyzing the data by grades it is indicated that by the time the students have reached 4th and 5th grade, most of them have either reached intermediate/advanced level or have met the proficiency level to exit the program. Thus, the majority of our ELL's predominantly consist of grades 1-2. The greatest amount of students is within the intermediate level of proficiency. These students have passed the listening and speaking but had difficulty with reading and writing.

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

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

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		