



**JOHN F HYLAN
PUBLIC SCHOOL 257K
“MAGNET SCHOOL OF THE PERFORMING ARTS”**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 14K257
ADDRESS: 60 COOK STREET, BROOKLYN, NY 11206
TELEPHONE: (718) 384-7128
FAX: (718) 387-8115**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 257 **SCHOOL NAME:** John F. Hylan
Magnet School of the Performing Arts

SCHOOL ADDRESS: 60 Cook Street, Brooklyn, NY 11206

SCHOOL TELEPHONE: (718) 384-7128 **FAX:** (718) 387-8115

SCHOOL CONTACT PERSON: Brian Leavy DeVale **EMAIL ADDRESS:** Bdevale@schools
.nyc.gov

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elizabeth Santiago

PRINCIPAL: Brian Leavy DeVale

UFT CHAPTER LEADER: Marilyn Dashman

PARENTS' ASSOCIATION PRESIDENT: Brenda Jusino

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

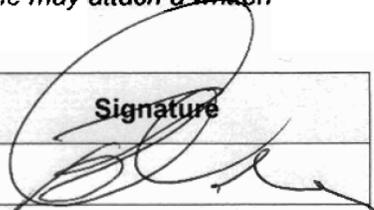
DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** CLSO Network 6.1, Cluster 3

NETWORK LEADER: Margarita Nell

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/ronlyres/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
Brian Leavy DeVale	*Principal or Designee	
Marilyn Dashman	*UFT Chapter Chairperson or Designee	Marilyn Dashman
Brenda Jusino	*PA/PTA President or Designated Co-President	Brenda Jusino
Gloria Gonzalez	Title I Parent Representative (suggested, for Title I schools)	Gloria Gonzalez
	DC 37 Representative, if applicable	
N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
N/A	CBO Representative, if applicable	
Magda Cuji	Member/ PTA Secretary	Magda Cuji
Shirley Vega	Member/ PTA Treasurer	Shirley Vega
Elizabeth Santiago	Member/ SLT Chairperson	Elizabeth Santiago
Joanne Stafford	Member/ Grade 4 Teacher	Joanne Stafford
Melvin Martinez	Member/ Assistant Principal	Melvin Martinez
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 257 *Magnet School of the Performing Arts* is located in the heart of Williamsburg, Brooklyn. We offer a complete interdisciplinary curriculum that supports the current research emphasizing the importance of music enrichment and the performing arts as it relates to improved student achievement. Our outstanding academic reputation coupled with strong community ties has made our school a top choice for parents and students.

We offer a wide variety of music enrichment programs during and after the instructional school day. Students are afforded the opportunity to learn how to play musical instruments of their choice such as the trumpet, flute, guitar, piano, recorder, and drums. In collaboration with many established organizations, professional teaching artists work alongside our staff to help students explore their musical talents and become well-rounded individuals.

In 2005, *American Ballroom Dance Theater* led our P.S. 257 Ballroom Dancers to victory, taking first place in the New York City Ballroom Dance Championship. Public School 257 was also featured in the film, "Take the Lead", starring Antonio Banderas. This accomplishment helped set the stage for our school-wide performing arts initiative.

With the vision of a full-fledged marching band, the P.S. 257 Drum Line was started in 2007. In 2009, a music room was created and equipped with 25 keyboards (donated by Music & the Brain, Inc), to provide piano instruction and music theory. Instruction is provided to students in the early childhood grades two times per week during the regular instructional school and once a week for all third through fifth graders. Our full-time music teacher follows the Music & the Brain curriculum, designed to focus on teaching our students basic music theory, exposing them to musical styles, and developing a deep sense of music appreciation as it relates to their everyday lives and the world at large.

The P.S. 257 Drama Club is another popular performing arts program that has had a significant impact on our students. This program has worked collaboratively with the P.S. 257 Chorus to perform in musicals and plays such as *The Historical Inauguration Ball*, *Annie*, *'Twas the Night before Christmas* and *Romeo & Juliet*. Numerous studies have demonstrated a correlation between participation in drama and academic achievement. Students who participate in drama often experience improved reading comprehension, strengthened confidence, and refined public speaking skills.

Our students' musical and theatrical abilities are showcased during an end-of-year student recital where parents, teachers, and the school community celebrate our youngsters' many accomplishments. These clubs perform productions on a stage that has recently undergone a \$1,000,000 renovation.

The enrichment program was expanded in 2007 to meet the needs of our academically advanced students. This group of students, known as our Young Leaders, managed a student-run newsletter and has travelled to Washington D.C. to study and witness national leadership in action. In the spring of 2010, the Young Leaders traveled to Boston, MA to visit historical landmarks and learn about Boston's role in shaping the history of the United States of America.

The Public School 257 community has established strong partnerships with various community-based organizations, such as *Woodhull Hospital North Brooklyn Asthma Alliance Initiative*, *Eastern District YMCA*, *Grand Street Settlement*, *Our Children's Day Care*, *Passport to Brooklyn* and *Inner Force*. Educational partnerships have been established with *Boricua College* and *New York University* to promote the advancement of aspiring teachers, and provide them with professional development. Business partnerships have also been established with the *Business Improvement District of Graham Avenue* who sponsors many activities within our school.

Public School 257 has recently been awarded numerous, diverse grants including the federal Magnet Grant, Congresswoman Nydia Velazquez's Public Speaking and Reso-A Grant, Councilman and New York City Comptroller John Liu's Library Grant, and Contracts for Excellence. The grant awards include the renovation of the library, tennis court, computer lab, research lab, student playground, and auditorium. In addition, the Donors Choose organization has funded over 200 teacher-written proposals for computer equipment, general supplies, trips, teaching tools and books. These organizations have enhanced our students' learning experiences and have greatly improved the school community at-large.

The dedication and hard work demonstrated by our school administrators, faculty, parents, and students has led our school to receive a score of "A" for three years in a row on the New York City Department of Education School Progress Report, and a rating of "Well Developed" on the Quality Review report. We are proud to state that Public School 257 is a successful school within our Network, as evidenced by these reports.

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					
School Name:	Magnet School of the Performing Arts, Public School 257, John F. Hylan				
District:	14	DBN #:	14K257	School BEDS Code:	331400010257

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	34	36		93.2	93.6	TBD		
Kindergarten	59	82	84						
Grade 1	82	86	80	Student Stability: % of Enrollment					
Grade 2	102	84	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	84	100	85		90.4	92.5	TBD		
Grade 4	89	81	99						
Grade 5	95	86	83	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.1	84.1	93.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	37	TBD		
Grade 12	0	0	0						
Ungraded	21	11	10	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	567	564	564		11	14	12		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	70	70	69	Principal Suspensions	10	5	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	2	TBD		
Number all others	51	58	58						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	109	101	89	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	38	31	38	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	3	39	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	51	53	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	27	29	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	11	9	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	0.4	0.4	Percent more than two years teaching in this school	78.4	84.9	TBD
Black or African American	26.5	22.5	22.5	Percent more than five years teaching anywhere	68.6	71.7	TBD
Hispanic or Latino	70.4	73.4	72.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	0.9	1.1	Percent Masters Degree or higher	86.0	87.0	TBD
White	2.1	2.5	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	49.4	50.7	46.8				
Female	50.6	49.3	53.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
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:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2007- 08	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	72.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	10.8	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	43.5	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

Upon careful evaluation of Public School 257's educational program, there are several accomplishments that stand out. Our student enrollment and attendance rate climbs gradually each year. Our barrier-free, bilingual school enriched with performing arts programming is attracting a wide range of students. We are extremely fortunate to be able to service students with disabilities, English Language Learners, Gifted and Talented youngsters, and students of various backgrounds and nationalities. Although our population is increasing, we pride ourselves on successfully keeping our class sizes low, leaving ample opportunity for individualized attention and support.

Our school community continues to make academic gains yearly, allowing our students the opportunity to attend competitive intermediate schools with stellar reputations. In June of 2010, 60% of our graduating fifth graders were accepted into Intermediate School 318, a top-notch school in our district. This accomplishment is a testament to the first-rate education our students receive in the classrooms of our school building. Our students graduate having a deep understanding of their strengths and weaknesses, and are armed with a plan for their academic future.

In the 2009-2010 New York City Department of Education School Progress Report, our school received an "A" rating in the School Environment category which includes academic expectations, communication, engagement, safety and respect, as well as attendance. Earning 12.7 points out of a total of 15, is a sure sign that our parents and staff are pleased with the well-rounded education students are receiving at our school.

In the category of Student Progress, our school received an "A" rating, receiving a score of 43.5 out of 60 points. It is important to note that in 2008-2009, we scored 38.5 out of 60 points. This growth from one year to the next is indicative of increased academic rigor, employing a seasoned, highly-qualified staff, a low staff turnover rate, and students setting higher goals for themselves as learners.

In the 2007-2008 Quality Review report, the following comments by the Lead Reviewer, Ms. Louise Kapner were noted: 1) The Principal and Assistant Principal provide strong leadership creating a nurturing school environment highly focused on improving student outcomes gathering, analyzing, and using data to inform instruction . 2) Teachers and members of the Data Inquiry Team collect and

use data to inform instruction. This practice holds both teachers and the members of the Data Inquiry Team to a high level of accountability ensuring instruction meets the needs of all students. 3) Teaching is engaging and supports students well through academic programs that are broad, engaging, and well matched to their needs. 4) The school effectively uses its resources and develops successful partnerships to create programs that further the educational goals of the school. 5) Parents are welcomed and highly engaged in supporting the school. These aids work in collaboration to continuously improve our school as a whole.

Along with the many accomplishments, we always scrutinize areas where growth is possible. Within the category of Student Performance in the 2009-2010 New York City Department of Education School Progress Report, we received a “B” rating. In English Language Arts, one significant area of concern is that 40.9% of students are performing at Proficiency (Level 3 or 4). Also, in Mathematics the percentage of students at Proficiency (Level 3 or 4) is 58.5%. Specifically, our third grade students in 2009-2010 showed a decrease in performance from previous years in both subject areas.

A barrier impeding Student Performance in grade 3 is needed professional development and resources to further reach proficient and academically advanced students in the lower grades. The decrease in third grade test scores reflect a need to deepen higher order thinking skills and problem solving in early childhood classrooms. Additional differentiated instruction training that is relevant and applicable is required to meet these instructional needs.

According to the 2007-2008 Quality Review report, it was noted that, as a school, the implementation of a congruent grading system is necessary in order to share high expectations and ensure consistency between class work and report card grades. Students must also learn how to set personal goals to help them self-monitor performance and progress. The further disaggregation of data to monitor the performance and progress of all student subgroups was also recommended. Although this recommendation was released over two years ago, time is still a significant barrier in accomplishing these critical goals.

We have worked diligently and proactively to address these areas of concern. Our Inquiry Teams will meet weekly on Thursdays from 2:20-2:57pm to study student work, implement a seamless grading system and plan ways to help students monitor their performance. These findings will be shared out whole-school at Monthly Instructional Meetings, facilitated by our Lead Teachers. Sharing these practices will work to build community and capacity within our staff.

In addition, our school administration and faculty continue to improve the process of inquiry by utilizing the Achievement, Reporting, and Innovation System (ARIS) to navigate and access student and class level data. Data is consequently analyzed during grade conferences in order to monitor and improve school-wide student achievement. Throughout the course of the academic school year, school-customized Progress Checklists and Pacing Calendars were created and are utilized for all content areas to set interim and long-term goals, differentiate instruction, and to monitor students’ progress. The formative and summative data provides teachers with an overview of student academic weaknesses and strengths which allows for the adjustment of instruction, curriculum, academic intervention services, professional development, parent involvement, as well as resources and operations. Our school will continue to develop and engage in meaningful planning using data to meet its goal of continuing to close the achievement gap and increase student progress.

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.

- I. By June 2011, 66% of students in grades 3 – 5 will increase a minimum of two reading levels as measured by the Teacher's College Reading and Writing Project Independent Reading Benchmark criteria or running records.

- II. By June 2011, a minimum of 52% of our English Language Learners in grades K-5 will improve their vocabulary skills, as evidenced by an increase of at least one level on the New York State English as a Second Language Achievement Test (NYSESLAT) to be administered in April through May.

- III. By June 2011, students in grades K-2 will improve their control of writing mechanics according to grade-specific standards in the areas of grammar and punctuation, as measured by standardized formative assessments and unit-customized writing rubrics reflective of the New York State Writing Standards. In grades 3-5, students will improve their control of writing mechanics as measured by the writing components of the New York State English Language Arts standards and teacher made checklists/observations.

- IV. By June 2011, a minimum of 2% of students in grades 4 and 5 will improve their reading comprehension skills by moving from a Level 3 to a Level 4 as measured by the 3 – 8 New York State English Language Arts assessment.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal I - English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 66% of students in grades 3, 4, and 5 will increase a minimum of 2 reading levels as measured by the Teacher’s College Reading and Writing Project Independent Reading Benchmark criteria or running records.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>September 2010– June 2011</u> A. Rigorous reading instruction is planned for and delivered daily to our upper grade students during the regular instructional school day for 45 minutes. Using a Balanced Literacy model, teachers will incorporate Guided Reading, Shared Reading, Independent Reading, Conferencing, Read Aloud and Book Clubs to push stamina, comprehension and fluency. Additionally, third grade classroom teachers will utilize the Wilson Foundations Language Program through whole-group instruction to supplement the reading workshop. B. During pull-out sessions, the Special Education Teacher Support Services (S.E.T.S.S.) provider will deliver small group instruction utilizing Wilson Language, the research-based S.R.A. Reading Laboratory Program, and other multisensory instructional strategies. C. All students in need of remediation will be serviced through the Mandated Afternoon Tutorial Program. This program runs for 37.5 minutes three times per week (2:20 p.m. – 2:57 ½ p.m.).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I School wide Programs (SWP) Tax Levy (Fair Student Funding) Title IIA Supplemental Title I ARRA (SWP) IDEA</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Rubrics, Progress Checklists, Student Goal Setting Sheets, Teachers College Reading and Writing Project running records, formative assessments, Wilson Language Foundations Program and S.R.A. Reading Laboratory embedded assessments.</p> <p>Our projected gains are as follows: 66% of students in grades 3, 4, and 5 will increase a minimum of two reading levels by June, 2011.</p>
--	--

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal II - English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, a minimum of 52% of our English Language Learners in grades K-5 will improve their vocabulary skills, as evidenced by an increase of at least one level on the New York State English as a Second Language Achievement Test (NYSESLAT) to be administered in April through May.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>September 2010 – June 2011</u> A. Rigorous, daily literacy instruction will be planned for and delivered in all monolingual and bilingual classrooms. B. As a pull-out model, the English As a Second Language (ESL) liaison will provide 1-2 mandated instructional periods during the school day using the McMillan McGraw-Hill Treasure Chest Program for English Language Learners and Getting Ready for the New York State English as a Second Language Achievement Test through small-group instruction (i.e. guided reading, strategy lessons, individual conferencing). Based on the Student Individualized Education Plan (I.E.P.) goals, the Special Education Teacher Support Services (S.E.T.S.S.) provider will target instruction to meet the students’ specific academic needs. C. All students in need of remediation will be serviced through the Mandated Afternoon Tutorial Program. This program runs for 37.5 minutes three times per week (2:20 p.m. – 2:57 ½ p.m.). D. Students in all grades that fall into this target group will be invited to attend an English As a Second Language (ESL) afterschool program. This program will be held two times per week for 1.5 hours. In addition to grade-specific groups, there will also be a separate group servicing Newcomer Students (S.I.F.E.) and students with an Individualized Education Plan (I.E.P.).</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I School wide Programs (SWP) Tax Levy (Fair Student Funding) Title III Title I ARRA (SWP) IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>McMillan McGraw-Hill Treasure Chest Programs for English Language Learners embedded assessments and Getting Ready for the New York State English as a Second Language Achievement Test (NYSESLAT) preparation material.</p> <p>Our projected gains are as follows: 52% of our English Language Learners (ELLs) in grades K-5 will increase at least one level on the New York State English as a Second Language Achievement Test (NYSESLAT) by June, 2011.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal III - Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 27% of students in grades K-2 will improve their control of writing mechanics according to grade-specific standards in the areas of grammar and punctuation, as measured by standardized formative assessments and unit-customized writing rubrics reflective of the New York State Writing Standards. In grades 3-5, 27% of students will improve their control of writing mechanics as measured by the writing components of the New York State English Language Arts standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011</p> <p>A. Rigorous writing and word study instruction is planned for and delivered daily to our early childhood students during the regular instructional school day for one hour and 15 minutes. This includes Modeled Writing, Shared Writing and Independent Writing. Additionally, classroom teachers will utilize the Wilson Foundations Language Program and the Write Source Program through whole-group instruction to supplement the writing workshop.</p> <p>B. During the regular instructional school day, the Teacher’s College Reading and Writing Project writing units of study will be utilized as the heart of our teachers’ instruction. Through the writing workshop, and small group instruction (i.e. targeted strategy lessons, conferencing) teachers will model the use of writing mechanics according to the standards for their particular grade. In addition, during the regular school day, the S.E.T.S.S. teacher will provide additional writing instruction via small group instruction and individualized assistance.</p> <p>C. All students in need of remediation will be serviced through the Mandated Afternoon Tutorial Program. This program runs for 37.5 minutes three times per week (2:20 p.m. – 2:57 ½ p.m.).</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I School wide Programs (SWP) Tax Levy (Fair Student Funding) Title IIA – Supplemental Title I ARRA (SWP) IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formative assessments, Conference Logs, Progress Checklists, Peer/Self Assessments, Teacher Created Assessments, Unit Specific Rubrics</p> <p>Our projected gains are as follows: By June 2011, 27% of students in grades K-2 will increase from a Level 1 to a Level 2 according to grade-specific standards in the areas of grammar and punctuation. In grades 3 - 5, 27% of students will increase from a Level 2 to a Level 3 according to the New York State English Language Arts standards and teacher made checklists/observations.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Goal IV - English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, a minimum of 2% of students in grades 4 and 5 will improve their reading comprehension skills by moving from a Level 3 to a Level 4 as measured by the 3 – 8 New York State English Language Arts assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>September, 2010 – June, 2011</u></p> <p>A. During the regular instructional school day, the Teacher’s College Reading and Writing Project (TCWRP) reading units of study will be utilized as the heart of our teachers’ literacy instruction. Through the Balanced Literacy components of the reading workshop, read aloud, and small group instruction (i.e. targeted strategy lessons) teachers will model how readers think critically about the texts they are reading. Teachers will weave test preparation strategies throughout the curriculum and daily instruction. A specific test preparation unit will be studied prior to the Standardized Test dates in order to provide our students with specific strategic-based test-taking skills. In addition, during the regular school day, the S.E.T.S.S. teacher will provide additional instruction via small group instruction in consultation with the classroom teachers.</p> <p>B. All students in need of remediation will be serviced through the Mandated Afternoon Tutorial Program. This program runs for 37.5 minutes three times per week (2:20 p.m. – 2:57 ½ p.m.).</p> <p>C. Each student will be given a Raz-Kids account. This program will be used both at home and during the school day. This program is designed to improve both fluency and comprehension utilizing personalized electronic libraries. The program works on a point system and encourages our level 3 students to increase their reading level.</p> <p>D. The Young Leaders Program is tailored to meet the needs of our academically advanced fourth and fifth grade students. The program meets one time a week for 2 hours. This program ensures that top performers, such as high level 3 students, are given the tools and skills necessary to elevate their reading comprehension through Book Clubs and Literacy Circles.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I School wide Programs (SWP) Tax Levy (Fair Student Funding) Title I ARRA (SWP) IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Grades 3-5</u>: ACUITY, ARIS, formative and summative assessments, Running Records, Conference Logs, Progress Checklists, Raz-Kids.</p> <p>Our projected gains are as follows: By June 2011, a minimum of 2% of students in grades 4 and 5 will improve their reading comprehension skills by moving from a Level 3 to a Level 4 as measured by the 3 – 8 New York State English Language Arts assessment.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	33	7	N/A	N/A	2	2	0	0
1	26	14	N/A	N/A	0	2	2	0
2	28	12	N/A	N/A	0	0	5	0
3	15	25	N/A	N/A	1	5	3	0
4	20	20	10	0	0	2	4	0
5	23	17	0	10	2	0	5	0
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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>ELA: <i>Wilson Language Foundations Program</i> <i>Wilson Language Program</i> <i>Lexia Primary Reading</i> <i>Lexia Strategies for Older Students</i> <i>Imagine Learning</i> <i>S.R.A. Reading Laboratory Program</i> <i>Write Source</i> Extended Day Sessions: Afternoon Tutorial Small Group Instruction/After-school Enrichment Program</p>	<p>The Special Education Teacher Support Services (S.E.T.S.S.) teacher utilizes the <i>Wilson Language Foundations</i>, and the <i>S.R.A. Reading Laboratory Program</i> in order to provide students with extra practice that supplements regular classroom instruction via small group settings. The <i>Wilson Language Program</i> is also used for students who participate in the Newcomers Program during afternoon tutorial and the regular instructional day via small group instruction. The <i>Lexia Primary Reading and Strategies for Older Students</i> and <i>Imagine Learning</i> are technology-based phonics and language-based programs that supports regular classroom instruction. <i>Lexia</i> is used during the afternoon tutorial in small group settings, and during the regular instructional day. The Young Leaders Program addresses the needs of our academically advanced third-fifth grade students providing them with challenging activities and experiences throughout the academic school year. In addition to our Mandated Afternoon Tutorial Program: Monday, Tuesday, and Wednesday for 37.5 minutes daily from 2:20 p.m. – 2:57 ½.</p>
<p>Mathematics: Afternoon Tutorial/After-School Program/After-School Enrichment Program</p>	<p>The Special Education Teacher Support Services (S.E.T.S.S.) teacher utilizes math game activities during afternoon tutorial, and the regular instructional day to reinforce daily lessons from the classroom-based Math Connects Program. Our Music Programs helps students compose songs using (whole, half, eighth, and quarter) notes and make the connection to mathematics.</p>
<p>Science: During the regular instructional school day/Saturday Science Academy</p>	<p>Two months prior to the New York State Science Exam, a Saturday Science Academy program is implemented using an inquiry-based approach via a small group setting to further enhance students knowledge and test-taking strategies. Our Science Progress Checklists were created using the N.Y.C. Science Scope and Sequence and used to monitor individual student progress throughout the school year.</p>
<p>Social Studies: During the regular instructional school day</p>	<p>Social Studies Progress Checklists using the N.Y.C. Social Studies Scope and Sequence were created to monitor individual student progress throughout the school year.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Meetings during the regular instructional school day; once per week; half hour sessions in a small group of three to five students. These meetings provide opportunities for the students to discuss issues pertaining to their lives. Examples of these topics are a student’s perception of his/her life and family matters, peer pressure, bullying, and anger management.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>During the regular instructional school day, at-risk counseling is provided to incorporate behavioral cognitive therapy (change of thought processes and behavior).</p>

At-risk Services Provided by the Social Worker:	Individual and group counseling is provided during school hours. Crisis intervention, family intervention, and referral to outside agencies.
At-risk Health-related Services:	Treatment by registered nurse, provide use of elevator (barrier free site), address dietary concerns (diabetics). Provide workshops to asthmatic children.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K - 5 Number of Students to be Served: 140 LEP 29 Non-LEP
Number of Teachers (8) Certified Bilingual Teachers Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

(14K257) – “Magnet School of Performing Arts,” is committed to building community and strengthening professional development in order to achieve our rigorous goals. Teachers, parents and students are an integral part of P.S. 257K’s programs and decision making at all levels. Research has consistently shown that developing English Language Learners (ELLs) native language skills leads to higher levels of achievement, and increases valuable academic skills in the second language. Therefore, the ELLs in our Pre-K – 5th grade, Spanish/English Transitional Bilingual Education (TBE) Program benefit from a gradual acculturation into the English language with native language support. The Balanced Literacy Model is used for our monolingual students, and English Language Learners. In the Balanced Literacy Model students read content area materials in Science, Math and Social Studies at their independent reading level, while following the curriculum guidelines for their grade. This model includes the Reading and Writing Workshop. The Balanced Literacy model allows for differentiated instruction. The goal is to have all of our students reading and writing on their appropriate grade level, or above. We currently have 6 Spanish/English Transitional Bilingual Education (TBE) Program classes (K-5), and 2 Special Education Spanish/English TBE classes. One of our Special Education Spanish/English TBE classes services students K-2nd, and the other services 3rd -5th. Our beginner and intermediate TBES receive 8 periods of ESL instruction weekly. Our advanced TBES receive 4 periods of ESL instruction weekly. We have one ESL K- 5 pull-out program which also services special education students. The ESL teacher is providing a pull-out program. Our ESL teacher services grades K-5, which includes 3 special education classes. The special education students are main-streamed with the monolingual students. She has a Special Education paraprofessional assisting. The ESL teacher will continue to service at-risk students from the bilingual classes, as requested. The ESL program is conducted solely in English. Our beginner and intermediate ELLs receive 8 periods of ESL instruction weekly. Our advanced ELLs receive 4 periods of ESL instruction weekly. Our 8 bilingual teachers, as well as our ESL teacher are fully certified. **140** students of our population are classified as ELL’s. Of the **140** students, **110 ELLs** are serviced in the bilingual program, **30 ELLs** are serviced through a pull-out ESL program, and **30 ELLs** with Individualized Educational Plans (IEP).

Our Title III After-school Program will target our LEP students, former ELLs, and non- LEP students from first grade to fifth grade. It will be held on Mondays and Wednesdays from 3:15pm to 4:45pm for 90 minutes, from January 10, 2011 through May 11, 2011. The program is designed to help the students’ acquisition of the English Language in preparation for the NYSESLAT. We will be using supplementary instructional materials by Continental Press, entitled “Empire State NYSESLAT.” This is an excellent resource for teaching and reviewing skills in the four modalities of Speaking, Listening, Reading and Writing. The data has consistently shown that our after-school programs have always been successful. The students that have attended our after-school program continue to make mandated gains in Math, Science, Social Studies, the ELA, and the NYSESLAT. The language of instruction will be English. Our Bilingual students will have summaries in Spanish. All of our instructors are fully certified in Bilingual Education, or ESL.

There will be eight teachers working in the after school extended day program for a total of 29 sessions for 1.5 hrs each. The supervision of the program will be at no cost to the Title III.

Extended Day Program: Focus on Literacy/ELA

3 teachers x 1.5 hrs x 29 sessions x \$49.89 = **\$6,510.65**

Extended Day Program: Focus on the NYSESLAT

5 teachers x 1.5 hrs x 29 sessions x \$49.89 = **\$10,851.08**

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.

- Professional Development will be provided for all Title III after-school teachers (at no cost to the Title III program) in specific strategies for maximizing results in teaching Speaking, Listening, Reading and Writing skills
- Our teachers receive the calendar of professional development offered by the Office of English Language Learners. Teachers register for classes which will increase their ability to better meet the academic needs of their English Language Learners (ELLs), as well as analyze student data which is necessary to drive instruction.
- The English as a Second Language (ESL) Teacher Liaison attends all appropriate English Language Learner (ELL) professional development sessions in order to turn-key important information, and schedules professional development for our bilingual teachers.
- P.S. 257 schedules monthly on-going in-house professional development in the areas of differentiated instruction, Data Analysis, and Applied Behavioral Analysis.
- The bilingual teachers attend weekly grade conferences in order to ensure that their weekly lesson plans are aligned with the curriculum of the monolingual classes.
- New teachers and paraprofessionals receive their Jose P., as deemed necessary.
- Para-Professionals/Educational Assistants will continue to be trained on how to best support student learning within the classroom setting, Para-Professionals/Educational Assistants will help in the administration of the Running Records in order to match the students’ to books at their independent reading level (‘just right’ books).
- The Center for Integrated Teacher Education (CITE) will provide professional development in order to help grade 1 and 2 teachers improve current instructional practices.
- The teacher Inquiry Teams will continue to use data to drive instruction.
- The United Federation of Teachers (U.F.T.) Lead teachers will work with teachers with less than three years experience, including teachers that teach English Language Learners (ELLs). The U.F.T. Lead Teachers will utilize inter-visitations, and intra-visitations as part of their professional development repertoire. The U.F.T. Lead Teachers will provide demonstration lessons, conduct grade-specific instructional planning, teach differentiated instruction, and suggest classroom management techniques, as needed.
- Our Community Learning Support Organization (CSLO) will provide professional development options for our teachers. Teachers will select professional development sessions that best meet their needs, as well as those of their students.

Section III. Title III Budget

School: 14K257 BEDS Code: 331400010257

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$17,579.50 (WITH FRINGE BENEFITS)	Literacy Extended Day Per Session: ELA 3 Teachers x 1.5 Hrs. x 29 Sessions x \$49.89 = \$6,510.65 NYSESLAT 5 Teachers x 1.5 Hrs. x 29 Sessions x \$49.89 = \$10,851.08
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	N/A	
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$3,160.50	GENERAL SUPPLIES: \$0 TEXTBOOKS: Continental Press \$3,160.50 (See Below: Price per book, and number of books to be purchased) TOTAL STUDENT MATERIALS:
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL	\$20,740.00	

PS 257K - Book order 2010-11

	Order	Qty	QTY	Each	Total
Order K-1	Students	30 Packs	2		\$549.95
430	11	12 Teacher's Edition			\$46.75
ESL K-1, 520	12	13 Audio CD			\$10.45
077	9	10 Workbooks	16		\$18.65
177	14	15			
After-School	8	9			
Newcomers	11	12			
Total K-1	65	71			
Order +5		76			\$298.40
Order Grade 2					
ESL 2	4	5 30 Packs	1		\$549.95
277	13	14 Teacher's Edition			\$46.75
430	5	6 Audio CD			\$10.45
After-School	5	6 Workbooks	6		\$18.65
Total 2nd	27	31			
Order +5		36			\$111.90
Order Gr. 3					
ESL 3	0	0 30 Packs			\$549.95
Grade 377	16	17 Teacher's Edition			\$46.75
150	12	13 Audio CD			\$10.45
After-School	0	0 Workbooks	25		\$18.65
Total 3rd	28	30			
Have 10	Order +5	25			\$466.25
Order Gr.4					
ESL 4	7	8 30 Packs			\$549.95
477	15	16 Teacher's Edition			\$46.75
After-School	5	6 Audio CD			\$10.45
Total 4th	27	30 Workbooks	29		\$18.65
Have 6	Order +5	29			\$540.85

Order Gr. 5

ESL 5	7	8	30 Packs		\$549.95	
577	13	14	Teacher's Edition		\$46.75	
After-School	0	0	Audio CD		\$10.45	
Total 5th	20	22	Workbooks	5	\$18.65	\$93.25
Have 22	Order +5	5				
					Grand Total	\$3,160.50

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.

All parent notices and report cards are sent out in a timely manner in both English and Spanish. Approximately 50% of our staff is fluent in Spanish, which includes our Principal and Assistant Principal, 8 Bilingual teachers, and 1 ESL teacher, School Based Support Team, School Counselor, Paraprofessionals, Speech Therapist, and a secretary. Our parents are guaranteed a staff member who can either speak Spanish to them, or can translate for a non-Spanish speaking teacher. We also have staff members that speak and write in Haitian Creole, Punjabi, Chinese, and Polish. We will continue to use staff from a neighboring school to provide other translations. The CLSO has provided us with notices for these populations in Haitian, Chinese, and Polish.

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.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
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.
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/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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:	\$515,397.00	\$129,689.00	\$645,086
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,153.97	\$1,296.89	\$6,450.86
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,769.85	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,539.70	*	

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

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

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

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

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

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

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

P.S. 257 Schools Parental Involvement Policy

PART I – GENERAL EXPECTATIONS

Public School 257 agrees to implement the following statutory requirements:

- The school will implement programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (E.S.E.A.). Programs, activities, and procedures will be planned and conducted in meaningful consultation with the parents of participating students.
- The school will provide opportunities, to the extent practicable the participation of parents who experience limited English proficiency (L.E.P.), parents with disabilities, and parents of migratory children in compliance with Title I, Part A parental involvement requirements. Parental involvement will include providing information and school reports as required under Section 111 – State Plans of the E.S.E.A. in a clear, comprehensive and uniform format, including alternative formats upon request, such as in the parents’ native language.
- The school will involve the parents of children served in Title I, Part A programs(s) in decisions about how Title I, Part A funds reserved for parental involvement are spent.

Parental involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

- Parents play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to ensure the education of their child;
- Carrying out other activities, such as those described in Section 1118-Parental Involvement of the E.S.E.A.

PART II - DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 257 will take the following action(s) to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 112-*Local Educational Agency Plans* of the E.S.E.A.:
 - Through the implementation and use of the Parent Leadership Committee in conjunction with faculty, administration, parents will develop a Parental Improvement Plan as described in the **RDCEP/DCEP** Addendum.
2. P.S. 257 will take the following action(s) to involve the parents in the process of school review and improvement under Section 1116-*Academic Assessment and Local Educational Agency*, and school improvement of the E.S.E.A.:
 - Parents will be given the opportunity to help with and continually refine the local annual review, in an instructionally useful manner, to help all children in Title I; Part A programs meet the challenging State student academic achievement standards.
3. P.S. 257 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - P.S. 257 will coordinate with the Pupil Personnel Team (P.P.T.) monitors and/or guidance intervention program to effectively work with parents.

4. P.S. 257 will take the following actions to conduct, with involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. P.S. 257 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership amongst the school involving parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following: Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement. Parental development will include training in literacy, and utilizing technology, as appropriate, in order to foster parental involvement. Training sessions will be offered, when appropriate, and applicable materials will be disseminated, as applicable. P.S. 257 will create schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
 - The school will, with assistance of the district and parents, educate its teachers, pupil services personnel, principals 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, how to implement and coordinate parent programs, and build ties between parents and schools by providing professional learning opportunities on communicating with parents. In addition, parent involvement evaluations will be analyzed with school personnel with the intent of setting goals directly related to parental feedback. Parental feedback will include ongoing dialogue with the PTA committee, and other pertinent personnel.
 - The school will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start community-based organizations, Super Start Prekindergarten programs, and the Woodhull Mental Health Network.
 - The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, are sent to the parents of Title I 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. P.S. 257 will provide

written information, to the extent practicable, in the language of the parents, as well as in English. The school may provide an interpreter so that information that cannot be put into a written format may be communicated orally to parents.

P.S. 257 SCHOOL-PARENTS COMPACT

P.S. 257 and the parents of the students participation in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (E.S.E.A.) students agree that this Compact outlines how the parents, the entire school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School's Responsibilities

P.S. 257 will

- **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:** Through the establishment and continuation of holding high expectations for students, P.S. 257 will foster a learning environment that ensures equity and excellence for all students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students need for success. Development of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous progress and a continuity of caring will create a spirited learning environment to help all children meet the challenges of the future.
- **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:** These conferences will be held at the end of each marking period. Parents will have the option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the year. These conferences may occur in person or over the telephone at the convenience of the parent.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:** Teachers and administration at P.S. 257 will be in communication with parent/guardians in a number of ways. Parents will be notified at the onset of the school year with information regarding parent/teacher conferences and important events via letters and grade specific school calendars. Parents will be given the opportunity to meet with their child’s classroom teacher two times a year at the parent/teacher conferences. Teachers will also be available to speak with during P.T.A. meetings and by appointment throughout the year.
- **provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:** P.S. 257 will foster parental involvement in regular and meaningful communication involving student academic learning. This will include ensuring that parents play an integral role in assisting in their child’s learning, that parents are encouraged to be actively involved in their child’s education and are included, as appropriate, in decision making and provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

Parents’ Responsibilities

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

- Supporting my child’s learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring attendance;
 - Talking with child about his/her school activities everyday;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of television my children watch;
- Participating, as appropriate, in decisions relating to my child’s education;
- Promoting positive use of my child’s extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about my child’s education and communication with 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;
- Reading together with my child every day;
- Providing my child with a library card;
- 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;
- Express high expectations and offer praise and encouragement for achievement.

PART II – OPTIONAL ADDITIONAL PROVISIONS

Students' Responsibilities

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules of conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day outside of school time;
- Study for tests and assignments;
- Read at least 30 minutes every day outside of school time;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents/guardian, all notices and information we receive at school every day;

P.S. 257 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- 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, and will encourage them to attend;
- 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 the parents' native language;
- 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;
- 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;
- provide parents with access to information about their child's biographical and academic performance by logging into the A.R.I.S. system;
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002). However, for the last three consecutive years (2008 - 2010) our teaching faculty has been 100% fully certified.

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.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: continued implementation of targeted strategies, programs, and resources to address the students lacking basic skills in reading, writing, and mathematics; across the content areas for students in general education, as well as, special education and English Language Learner populations; continued instructional improvement and implementation of specialized programs and targeted strategies geared to best meet the needs of our special education students in order to increase opportunities for their inclusion into the general education program; the continuation of professional development opportunities for teachers in the use of specialized programs, instructional strategies, and assessment methods/tools to best meet the needs of all student populations in order to adequately gauge students' academic success (see Section IV: Needs Assessment; Section V: Annual School Goals; Section VI: Action Plans).

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

During the 2010-2011 school year, Public School 257 will continue implementing the workshop model of instruction across all subject areas. Further enhancement of classroom libraries, instructional materials and resources, and ongoing academic support (i.e. U.F.T. Lead Teachers, Instructional Cabinet, Grade Leaders) will continue to move instructional practices forward.

Grades K-5 has phased-out the Everyday Mathematics program in the 2009-2010 academic school years, and will continue to implement a new mathematics program, “Math Connects” by McMillan McGraw-Hill. This research based program is aligned to grade-specific standards.

Our current Science curriculum offers all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. In 2007-2008, our school transitioned from using McMillan McGraw-Hill Science to Harcourt Science, providing students with methods of investigation through a combined textbook-based and hands-on workshop model approach. In 2008-2009, we transformed a classroom into our school’s first science lab. This science lab provides students the opportunity to perform hands on experiments in a safe learning environment. In 2009-2010, our science coach provided ongoing professional development, introduced the newly updated science scope & sequence to our classroom teachers across all grades, and helped organize our first science fair in the school’s gymnasium during the November 2009 Parent-Teacher Conference. In 2010-11, our science coach, in collaboration with classroom teachers across all grades, will develop and implement a new pacing calendar in line with the scope and sequence of the science curriculum.

We will continue to focus on an inquiry-based curriculum for Social Studies across the grades aligned with New York State Social Studies Standards and New York City Social Studies Scope and Sequence. Every student will continue to have the opportunity to understand social studies concepts through authentic research and direct instruction while further enhancing their learning by completing research projects in coordination with classroom and cluster teacher support.

Technology is an integral part of student learning. To this avail, we will continue to use specialized software technology programs such as Lexia Primary Reading & Strategies for Older Students Reading Programs, Raz-Kids and instructional approaches to best meet the individual needs of students.

Special Education Teacher Support Services (S.E.T.S.S.), E.S.L. Services, Mandated Tutorial or Enrichment Afternoon Programs are provided to meet the needs of students who require assistance in meeting New York State Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies. All students performing at Levels 1 and 2 are mandated to receive Academic Intervention Services during the 37.5 minute Afternoon Tutorial Program. Enrichment Programs are offered to students who exemplify academic success and are meeting or are above grade level NYS standards.

3. Instruction by highly qualified staff.

Our staff is 100% fully certified. All of our teachers are specialized in their field of expertise such as General Education (Monolingual), Bilingual Education, and Special Education. Our school is unique in that it truly is a community school filled with many resources which contribute to the educational success of the students both during the regular instructional day, and during after school enrichment programs. Ongoing differentiated professional development opportunities enable all staff members to broaden their pedagogical practices.

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.

Our Professional Development Team and Instructional Cabinet include the Principal, Assistant Principal, U.F.T. Chapter Leader, U.F.T. Lead Teachers, Grade Leaders, Data Inquiry Team members, and specialized support staff. The Professional Development team and Instructional Cabinet will continue to ensure effective professional development opportunities for teachers in order to develop best practices while meeting the needs of our diverse student population. The Parent Coordinator in conjunction with the Parent Teacher Association will offer parent workshops during and after the school day.

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

P.S. 257 presently collaborates with various community groups and organizations such as Woodhull Hospital, Graham Avenue Business Association, Boricua College, Brooklyn College and New York University. These agencies provide a variety of services vital to the diverse needs of our students and families of our community. In addition, educational institutions such as Boricua College, Brooklyn College, and New York University ensure highly qualified teachers through student-teacher internships.

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

Our goal is to ensure maximum parental participation for the regular instructional school day and after school programs by educating parents on the benefits of encouraging their involvement in their child's academic careers. Strategies include but are not limited to, Parent-Teacher Association meetings and conferences, parental workshops organized by our Parent Coordinator, educational rallies/retreats pertaining to educational policy (i.e. *Somos El Futuro* Conference, Albany, NY), Open Houses, multi-cultural festivals/celebrations during and after the school day, and volunteer training to become a fully certified NYC Department of Education Learning Leader.

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

In order to establish a sound social, emotional, and academic foundation for students at an early age, partnerships have been established with early childhood community based organizations such as Williamsburg Y Head Start, Graham Avenue Childcare Center, Robert F. Kennedy Day Care Center, Stagg Street Head Start, and Small World Head Start. These partnerships ensure that children transitioning from these early childhood settings have the basic skills necessary to succeed at the elementary school setting.

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.

As recommended by the Quality Review reports of 2007-2008, the school needs to improve on how to disaggregate data further to monitor the performance and progress of all student sub-groups. To this avail, teacher Inquiry Teams will participate in professional development on how to use data to drive instruction (i.e. Formative, Summative, A.R.I.S., and ACUITY). Teachers will continue to generate individual and class student data reports, analyze student progress, and develop individualized lessons to meet student needs. In addition, the Data Inquiry Team will support the work of the teacher Inquiry Teams, focusing on the academic needs of our ELL and Bilingual special education students.

The U.F.T. Lead Teachers will provide professional development and model lessons for our classroom teachers on best instructional practices and mentor teachers with less than three (3) years of teaching experience. Teachers will select professional development workshops that teach skills appropriate for their class based on their data. U.F.T. Lead Teachers will also provide professional development in order to help all teachers on improving current instructional literacy practices.

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.

Academic Intervention Services are provided to meet the needs of students who require assistance in meeting New York State Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies. All students performing at Levels 1 and 2 are mandated to participate in the Academic Intervention Program during the 37.5 minute Afternoon Tutorial Program. Periodic informal and formal assessments help to identify areas of needs. Academic Intervention Services are also provided during and after the instructional school day.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Federal, State, and city program, for which our school presently receives allocations, are as follows: Tax Levy (TL), Title I, IDEA /IEP, AIS, Title III, Universal Pre-K, Extended Day Violence Prevention Grant, Contracts for Excellence, United States Department of Education Magnet Grant and school wide fundraisers. These allocations are utilized to fund during and after school programs. These programs provide instruction, academic intervention, and enrichment for our students. Funds are used to pay staff salaries, instructional supplies and/or equipment for our students. These allocations are used to provide professional development, support the work of U.F.T. Lead Teacher Program, Pre-K, teacher Inquiry Teams, Leadership Team, Parent Coordinator, and most importantly provide instructional materials and equipment for our students. The coordination and integration of our city, state, and federal resources ensure effective realignment of these resources to improve instruction and student learning.

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

Explanation/Background:

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
--------------	--	--	--	---

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

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

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

		(✓)				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	√			\$432,947	√	14, 16, 18, 20, 31
Title I, Part A (ARRA)	Federal	√			\$128,392	√	14, 16, 18, 20, 31
Title II, Part A	Federal	√			\$34,600	√	14, 18
Title III, Part A	Federal	√			\$20,740	√	16, 27- 29
Title IV	Federal			√			
IDEA	Federal	√			\$307,719	√	14, 16, 18, 20
Tax Levy	Local	√			\$2,361,290	√	14, 16, 18, 20

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)
 - There is a total of 1 student in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - School Counseling Services (for social and emotional issues)
 - Free Breakfast and Lunch on a daily basis
 - Special Education services for students with an I.E.P. (Individualized Education Program)
 - Provision of clothing, and instructional school supplies, as deemed
 - A collaboration with outside agencies to support the needs of STH such as *HOPE Mental Health Clinic, Beth Israel Mental Health Clinic, Puerto Rican Family Institute, and Woodhull Mental Health Clinic*
 - Social Services are offered to STH and their families such as linkages to Medical Insurance and orientation for Housing Programs throughout New York City

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

School Name:	P.S. 257 John F. Hylan					
District:	14	DBN:	14K257	School		331400010257

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		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	34	36	35		93.2	93.6	94.1
Kindergarten	82	84	83				
Grade 1	86	80	84	Student Stability - % of Enrollment:			
Grade 2	84	87	90	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	100	85	97		90.4	92.5	93.2
Grade 4	81	99	91				
Grade 5	86	83	104	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.1	93.5	93.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	37	47
Grade 12	0	0	0				
Ungraded	11	10	11	Recent Immigrants - Total Number:			
Total	564	564	595	(As of October 31)	2007-08	2008-09	2009-10
					11	14	12

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	70	69	81	Principal Suspensions	10	5	5
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	2	1
Number all others	58	58	66				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	101	89	TBD	Number of Teachers	51	53	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	27	29	7
# receiving ESL services only	31	38	TBD				
# ELLs with IEPs	3	39	TBD				

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

Number of Educational Paraprofessionals	11	9	32
---	----	---	----

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	98.0
				% more than 2 years teaching in this school	78.4	84.9	97.9
				% more than 5 years teaching anywhere	68.6	71.7	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	87.0	95.8
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	97.4
Black or African American	22.5	22.5	21.3				
Hispanic or Latino	73.4	72.7	76.0				
Asian or Native Hawaiian/Other Pacific	0.9	1.1	1.3				
White	2.5	2.8	1.2				
Male	50.7	46.8	48.9				
Female	49.3	53.2	51.1				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	72.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
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

**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 DSSI Cluster 03	District 14	School Number 257	School Name John F. Hylan
Principal Brian Leavy DeVale		Assistant Principal Melvin Martinez	
Coach		Coach type here	
Teacher/Subject Area Angel Brea/5th - TBE		Guidance Counselor Arlene Sosa	
Teacher/Subject Area Angelica Maldonado/ESL K-5		Parent Brenda Jusino	
Teacher/Subject Area Elizabeth Santiago/1st -TBE		Parent Coordinator Gloria Garguilo	
Related Service Provider Marilyn Dashman/Reading		Other Idalys Tolentino/Data	
Network Leader Margrita Nell		Other type here	

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	1	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	596	Total Number of ELLs	140	ELLs as Share of Total Student Population (%)	23.49%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. Upon registration, parents are given the Home Language Identification Survey (HLIS) in their native language (if available), along with an informal oral interview in their native language. The interview is given by Ms. Maldonado (English as a Second Language Liaison), or a qualified pedagogue (that speaks Spanish, Arabic, Polish, French Creole, etc.). Based on the parent's responses to survey questions and a conference with the parent, the student is placed temporarily in a TBE, or ESL program (until the parent makes a permanent decision at the Parent Orientation). Within 10 days of the student's enrollment, Ms. Maldonado (ESL Liaison) administers the Language Assessment Battery (LAB-R) to determine the child's level of English proficiency.. Students that do not pass the LAB-R are placed in a Transitional Bilingual class, or Freestanding ESL program. Spanish speaking students that do not pass the LAB-R are also administered the Spanish LAB. Every spring the ELLs are again evaluated using the NYSESLAT (New York State English as a Second Language Achievement Test). Every Fall, based on the results of the NYSESLAT the parent is given the opportunity to change the student's program.
 2. Within 10 days of the administration of the LAB-R, Ms. Maldonado (ESL Liaison) sends out the Entitlement Letter, Parent Survey, and Program selection forms inviting the parents of students that did not pass the LAB-R to attend a Parent Orientation. At the Parent Orientation a video is shown in their native language (if not available in their native language, a translator is employed to translate) describing the three programs: Transitional Bilingual Education (TBE), Freestanding ESL, and Dual Language, which are available in New York City. Ms. Maldonado gives out material in their native language which further explains the three programs available, and she answers any questions. The parent is informed that we offer an ESL Program (Regular and Special Education K-5), and Bilingual Program (Regular and Special Education) K-5. We don't have a Dual Language Program, but we offer to transfer the student if this program is requested. To date we have never had a parent request a transfer.
 3. The Entitlement Letter, Parent Survey, and Program selection forms are hand delivered, by Ms. Maldonado, to the student's teacher. The student's teacher is asked to hand deliver the letters, as well as to explain the importance of attending the Parent Orientation meeting, to the parent. Parents are told that if a program is not chosen then the default program is Transitional Bilingual Education as per CR Part 154.
 4. At the Parent Orientation which is given in the parent's native language, the parent is given the option to leave the child in the ESL or TBE program in which they were placed the first day of school, or to switch their child's program.
 5. The trend has been for 99% of parents of Spanish speaking newcomers to choose the TBE Program. They are grateful for the gradual assimilation into the English language, and American Culture. Even upon subsequently receiving a grade of Intermediate, Advanced, or passing on the NYSESLAT, less than 10% of the students choose to transfer out of the TBE Program. Parents of students that have attended Pre-K, and feel that the students are mastering English, but did not pass the LAB-R tend to choose the ESL program. We always have 15 or more students in our TBE Kindergarten class.
 6. Our program models are aligned in accordance with parent requests. Consequently, we have a TBE program from Pre K to fifth grade, a TBE Special Education class K-2, and 3-5, as well as a K-5 ESL Program (Regular and Special Education).

Part III: ELL Demographics

A. ELL Programs

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

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input 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

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	2	2	2	2	2								12
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	111	Special Education	31
SIFE	11	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	93	10	17	17	0	6	0	0	0	110
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	1	2	11	0	5	1	0	1	30
Total	111	11	19	28	0	11	1	0	1	140

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	17	18	21	22	17								110
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														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
Other														0
TOTAL	15	17	18	21	22	17	0	0	0	0	0	0	0	110

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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

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	1	5	2	2	4	8								22
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic	1	1	1			1								4
Haitian														0
French														0
Korean														0
Punjabi					1									1
Polish						1								1
Albanian														0
Other					1	1								2
TOTAL	2	6	3	2	6	11	0	30						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. Our organizational model for our ELLs is the ESL pull-out program, or TBE Program which is self-contained and grouped by grade from Pre K to fifth grade, and Special Education TBE K-2, 3-5.

b. We have found that the ESL pull-out program is most effective since we have ELLs in most of our monolingual classes, and due to scheduling problems it would be impossible to push in. In addition, the ESL teacher can concentrate on remediation skills specifically necessary for ELLs such as acquiring English vocabulary, learning the English grammatical structure, reinforcing the student's culture, etc. There are many benefits of our having a TBE program which is self-contained and grouped by grade from Pre K to fifth grade. Some additional benefits being that we are able to maintain the students on grade level in the content areas while acquiring ELA skills, and they are able to take the content area tests in whichever language they are most proficient. The students are grouped heterogeneously with proficiency levels ranging from Beginner to Proficient.

2. a. ESL, ELA and NLA instructional minutes are delivered in our ESL and TBE program model as per CR Part 154 as follows:

Instruction	Beginner	Intermediate	Advanced
ESL	360 mins. – 8 periods	360 mins. – 8 periods	180 mins. – 4 periods
ELA	N/A	N/A	180 mins. – 4 periods

3. The ELLs in our Pre-K – 5th grade, Spanish/English Transitional Bilingual Education Program (TBE) benefit from a gradual acculturation into the English language with native language support. The Balanced Literacy Model is used for our monolingual students, and English Language Learners (both TBE and ESL). In the Balanced Literacy Model students read content area materials in Science, Math and Social Studies at their independent reading level, while following the curriculum guidelines for their grade. This model includes the Reading and Writing Workshop. The Balanced Literacy model allows for differentiated instruction. Our goal is to have all of our students reading, and writing on their appropriate grade level, or above. The English as a Second Language Program (Pull-out) provides one hundred percent (100%) of the instruction in English. Students are allowed to use their native language with the teacher and/or peers to ask questions, express understanding, or ask for clarification. The teacher provides Spanish translations as needed. Books in the native languages are available to support instruction as well as for students to take home. The ESL teacher provides services to all eligible students based on their performance on the LAB-R or NYSESLAT. Upon request, the ESL teacher will continue to provide additional ESL periods to at-risk Bilingual students. The ESL teacher communicates daily with the classroom teacher to coordinate, and ensure the academic progress of our ELLs.

Our ELL students (TBE and ESL) also acquire English through the use of ESL methodologies such as: Total Physical Response, Whole Language Approach, Cooperative Learning, and Cognitive Academic Language Learning Approach. In addition, within our Balanced Literacy Model, we are using, “The Treasure Chest Program,” and libraries (Level A-W), the “Wilson Foundations Language Program” to teach phonics for grades K-1, “Wilson Remediation Language Program” to teach phonics for grades 3-5, “Getting Ready for the NYSESLAT” to teach and reinforce skills in the four modalities of Reading, Writing, Listening, and Speaking in grades K-5, and “Raz-Kids,” on-line Computer Program (includes on-line assessments, and student monitoring).

In our ESL Program, all of our Alternative Placed ELLs have a Paraprofessional that speaks their native language (Punjabi, Spanish). They all receive ESL services, and are included in our A.I.S. Program (Academic Intervention Services), and After School Programs. Our long term ELLs are provided with A.I.S. Program, and After School Programs, as well as individualized intervention plans. If requested by their classroom teacher, ELLs reaching proficiency will continue to be serviced in the ESL Program as well as included in the A.I.S. and After School Programs for one additional year. Our long term ELLs are provided with an A.I.S. Program and After School Programs, as well as included in A.I.S. and After School Programs for one additional year, if needed.

Our TBE program is taught as follows:

- ü The Reading and Writing Workshop is part of the Literacy Program.
- ü English as a Second Language (ESL) is provided for 360 minutes a week, within the context of the Readers and Writers workshop for students scoring at the beginning and intermediate levels. ESL students scoring in the Advanced level receive 180 minutes of ESL, and 180 minutes in ELA weekly.
- ü In the Transitional Bilingual Education (TBE) Program, Mathematics lessons for students scoring at the beginning and intermediate levels are conducted in Spanish with linguistic summaries in English.
- ü In the TBE program, Social Studies instruction is provided in Spanish with linguistic summaries in English.
- ü Physical Education, Art and Science instruction is provided to all ELLs in English.
- ü Our Computer Center provides hands-on technology access to all ELLs, with a Bilingual Teacher/Technician.
- ü Science lessons are conducted in both English/Spanish

4. Research has consistently shown that developing English Language Learners (ELLs) native language skills leads to higher levels of achievement, and increases valuable academic skills in the second language. Therefore, the ELLs in our Pre-K – 5th grade, Spanish/English Transitional Bilingual Education (TBE) Program benefit from a gradual acculturation into the English language with native language support. The Balanced Literacy Model is used for our monolingual students, and English Language Learners (SIFE, Newcomers, 4-6 years, completed 6 years, and special needs students). In the Balanced Literacy Model students read content area materials in Science, Math and Social Studies at their independent reading level, while following the curriculum guidelines for their grade. This model includes the Reading and Writing Workshop. The Balanced Literacy model allows for differentiated instruction. The goal is to have all of our students reading and writing on their appropriate grade level, or above.

a.-b. Our SIFE and Newcomer students are placed in an age appropriate TBE program. The SIFE students are given A.I.S. by their bilingual teacher. Newcomers (grades 2-5) that are in the United States less than a year, are given A.I.S. by the ESL teacher. The focus is to bring them up to grade level in their native language, while developing skills in the English language. The students work hard on building up their BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), in order to be able to take the ELA after just one year in an English Language school system.

c.-d. ELLs who have received 4-6 years of service and Long-Term ELLs, also receive A.I.S. Through their running records their weaknesses are discovered, and remediation lessons are implemented.

e. Some long-term ELLs have been identified as having special needs, and are referred for an evaluation. Whereupon, if it is indicated by

the evaluation they are given SETTS. Our SETTS program uses the Wilson Remediation Program which has been very successful in raising the student's reading, and writing level. We have one ESL K- 5 pull-out program which also services special education students. Our ESL teacher services grades K-5, which includes 3 special education classes. The special education students are main-streamed with the monolingual students. She has several Special Education paraprofessionals assisting. The ESL teacher will continue to service at-risk students from the bilingual classes, as requested. The ESL program is conducted solely in English, with Spanish support. The Special Education paraprofessionals provide English, Spanish, Punjabi, and Polish support.

B. Programming and Scheduling Information--Continued

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

5. All subgroups of ELLs receive extra remediation during the day. In the A.I.S. Programs skills that they need are targeted. They are invited to attend our after-school programs for ELA, Math, and Social Studies, as well as a Saturday Science Program. These classes are given by the student's bilingual teacher in Spanish and English.

6. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is as follows: For the next two years the ESL teacher stays in contact with the monolingual classroom teacher, and the student. She offers to continue to provide ESL services if the ELL, teacher, or parent sees the need.

7. This year we intend to extend our after-school programs for an additional month.

8. Fortunately, due to being awarded the grant for the "Magnet School of Performing Arts," we don't have to eliminate any after-school programs.

9. All of our English Language Learners (ELLs) are supported by a variety of support services, Academic Intervention Services (A.I.S.), Title I Math, Title I Reading, IEP Teacher (Resource Room), Bilingual Speech Therapist, Occupational Therapists, Physical Therapists, Adaptive Physical Education Teachers, Bilingual Counselor, Hearing/Vision Service Instructors, Psychologists, Sociologist, Family Workers, and a School Nurse.

In October 2007, our school became the "School of Performing Arts." We received the Contract for Excellence Grant. This grant is being used for our music enrichment program which consists of Drum Line, Guitar Club, Piano, and Flute instruction. Classes are held during the day as well as after school. In October 2010, our school was awarded the grant for the "Magnet School of Performing Arts." This grant will enable us to further expand our after-school academic program, as well as our after-school performing arts enrichment program. Our bilingual classes, as well as monolingual classes which contain English Language Learners (ELLs), receive music lessons during the day, as well as in our after-school program. These programs are vital because they teach higher order thinking skills. The students are learning to read music, play an instrument, sing in a chorus, perform ball-room dances, and perform in plays. All ELLs and Special Education students are encouraged to participate in all enrichment programs. Many of our ELLs are members of the Young Leaders, which consists of our school's own academically advanced students. They are part of many clubs such as: Ballroom Dancing, Chorus, Tennis Club, Basketball Team, Science Club, Drama, Chess Club, Soccer, etc. The students love participating in all of the extra curricular enrichment activities, which emphasize teamwork, maturity, and dedication, but most of all fun. They especially enjoy the field trips in which they showcase their talents, and bring home medals, and trophies. The Contract for Excellence Grant is also used to provide graduating students with an Academic Intervention Service (AIS) component in order to ensure a timely graduation.

10. During the 2010--2011 school years, P.S. 257 will continue implementing the Balanced Literacy workshop model of instruction across the content areas. Further enhancement of classroom libraries, instructional support, materials, and academic support personnel (i.e. UFT Lead Teachers, Instructional Cabinet, Grade Leaders) will further support and further enhance instruction.

We have implemented a new mathematics program, titled, "McMillan McGraw-Hill Connects Math". This program is specifically

aligned to grade-specific standards, and is research-based.

Our current Science curriculum offers all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Our Science program is aligned with New York State Standards. In 2007-2008, our school transitioned from using McMillan McGraw-Hill Science to Harcourt Science which provides students with methods of investigation through a combined textbook-based and 'hands on' workshop model approach that incorporates scientific thinking processes.

We will continue to focus on an inquiry-based curriculum for Social Studies across the grades aligned with New York State Social Studies Standards, and New York State Social Studies Scope and Sequence. Every student will continue to have the opportunity to understand social studies concepts through authentic research and direct instruction while further enhancing their learning by completing research projects in coordination with classroom and cluster teacher support.

Technology is an integral part of student learning opportunities so that their learning is demonstrated and enhanced. To this avail, we will continue to use specialized software technology programs and approaches to best meet the needs of all students. We are currently using the Raz-kids.com Reading Program. It is an excellent program. The children work in their Independent Reading level. Teachers are provided with on-line data analysis of the student's on-line assessments. The on-line books are read to the ELLs, then they read it independently, they answer comprehension questions, retake the tests if they don't reach competency. Especially beneficial to the ELLs is their ability record, and hear themselves reading, which helps to develop fluency.

Academic Intervention Services are provided to meet the needs of students who require assistance in meeting New York State Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies. All students performing at Levels 1 and 2 are mandated to participate in the Academic Intervention 37.5 minute, Monday - Wednesday Program. Academic Intervention Services are also provided during and after the instructional school day. An Enrichment Program is offered to students who exemplify academic success and are meeting grade level NYS standards.

11. We have a multi-cultural school library for all of our students. In addition, in our TBE Program, native language support is given by providing Spanish/English: lessons, summaries, dictionaries, a multi-cultural classroom library, and computer programs. We also provide as needed: translated tests, teacher translations, and multi-cultural books. Our ESL Program provides English lessons, with summaries in Spanish if needed. Our alternate placement Special Education ESL students are assisted, and given oral translations by their Polish, Punjabi, or Spanish Paraprofessionals. We use Spanish/English, Arabic/English, and Polish/English, dictionaries. We have a multi-cultural classroom library, and computer programs. In addition we provide teacher translations as needed.

12. All of our ELLs receive appropriate age, and grade support services.

13. Before the beginning of the school year, our newly enrolled students are invited to join our summer program class for newcomers. Our summer school program provides many opportunities to learn the English language and American culture academically, and through trips such as: visits to the museum, zoo, a ride on the Staten Island Ferry, an ELL performance, etc. Our Project Jump Start program is an intensive English language instructional program for newly enrolled ELL's as well as presently attending students. In June, a packet is issued to the parents. The packet contains information for parents to use during the summer with their child, in order to practice basic skills needed for success in Kindergarten. Our school offers a Bilingual Pre-Kindergarten full day program, as well as a monolingual Pre-K full day program. Our Bilingual Kindergarten students that have participated in our Bilingual Pre-K have an instructional advantage over their counterparts who have never participated in a Bilingual Pre-K program. Our school also conducts a parent orientation every September marking the beginning of the academic school year. This is an opportunity for parents to meet the teaching faculty, other staff members, discuss the Pre-kindergarten curriculum, and learn about our student uniform policy, as well as the varied school policies and practices. All parents of English Language Learners (ELLs) and Special Education students are invited to participate. Translations or a translator is provided at all workshops and/or meetings in the native language of the parents.

14. All parents of ELLs are offered the option of placing their child in the Spanish/English TBE program. Even when the child passes the NYSESLAT they may remain in the TBE program

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)?

Not Applicable

D. Professional Development and Support for School Staff

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

1. All of our staff participates in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

- All of our teachers receive the calendar of professional development offered by the Office of English Language Learners. They are encouraged to register for classes in order to increase their instructional knowledge of best practices allowing them to better target the diverse academic needs of English Language Learners (ELLs), as well as analyze student data to drive instruction.
 - The English as a Second Language (ESL) Teacher Liaison attends all appropriate English Language Learner (ELL) professional development sessions, and turnkeys professional development for our bilingual teachers, pupil accounting secretary, and parent coordinator.
 - The pupil accounting secretary and parent coordinator are given professional development yearly on proper HLIS (Home Language Identification Survey) interview procedures for parents of ELLs.
 - The parent coordinator is given professional development yearly in the preparation and presentation of the parent orientation, and assists the ESL teacher in the presentation.
 - Our bilingual teaching faculty attends in-house professional development in the areas of differentiated instruction, Data Analysis, and Applied Behavioral Analysis.
 - The bilingual teachers attend weekly grade conferences with the monolingual teachers, in order to ensure that their weekly lesson plans are aligned with those of the monolingual classes reflecting New York State Standards.
 - Para-Professionals and Educational Assistants will continue to be trained on how to best support student learning within the classroom setting, Para-Professionals and Educational Assistants will help in the administration of the Running Records in order to match the students' to books at their independent reading level ('just right' books).
 - The Center for Integrated Teacher Education (CITE) will provide professional development in order to help grade 1 and 2 teachers improve current instructional practices.
 - The United Federation of Teachers (U.F.T.) Lead Teachers will work with teaching faculty with less than three years teaching experience, including teachers of English Language Learners (ELLs). The U.F.T. Lead Teachers will utilize inter-visitations and intra-visitations as a tool to help teachers further develop their craft. The U.F.T. Lead Teachers also provide demonstration lessons, conduct grade-specific instructional planning, model how to differentiate instruction, suggest tips on classroom organization, and model classroom management techniques, as needed.
 - Our Community Learning Support Organization (CSLO) will provide professional development options for our teachers. Teachers will select Professional Development sessions according to their learning needs, in addition to meeting the needs of their student population.
 - Throughout the 2010-2011 academic school year teachers will continue to receive ARIS training in order to monitor student progress and improve student achievement.
2. Our Bilingual Counselor, Arlene Sosa, assists the students with their Junior High/Middle School applications. She interviews the students and their parents in order to help them choose a school, forwards all information to the school, and assists in appeals to schools that have not accepted the student. The students take trips to the Junior High/Middle Schools to see assembly programs, and school fairs.
3. New teachers and paraprofessionals receive Jose P. training. As per Part 154, Regular Education teachers receive 7.5 hours, and Special Education teachers receive 10 hours.

E. Parental Involvement

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

1. Parents are involved in our school in a myriad of ways. Gloria Garguilo, our excellent parent coordinator, helps the parents with all issues. Translations are provided in all workshops, and meetings are conducted in the languages of the parents. The parental community is very much involved with our Parent Teacher Association. The parent coordinator holds monthly parent meetings. All parents of English Language Learners (ELLs) and Special Education students are invited to participate in all programs. We will continue to conduct workshops during the evenings, and weekends in order to increase the participation of working parents.

- Parent classes are conducted to help prepare students for the Standardized Math, English Language Arts (ELA), Science, New York State English as a Second Language Achievement Test (NYSESLAT) tests.
- In the Young Leaders program, 1/3 of our 15 members are English Language Learners (ELL's), or former ELLs. In May of 2008 and 2009, our Young Leaders were accompanied by their parents and various school chaperones on a memorable trip to our nation's capital,

Washington, D.C. The students and their families learned about US history and government. In May 2010, our Young Leaders, parents, and select school chaperones participated in an exciting and educational journey to Boston, Massachusetts to learn how this great city was involved in forming our great nation. We are excited to begin planning a trip for May 2011.

- We have and will continue to plan for English and computer classes for parents of English Language Learners (ELLs).
- The School-Based Support Team (SBST) plans and conducts classes on services they provide such as counseling, the evaluation process, at-risk program, referring agencies, etc; The SBST team provide individualized assistance to parents on their child's annual Individualized Educational Plan (IEP).
- The parents are part of the monthly Safety Committee Meetings where they bring up their safety concerns, hear the safety concerns of the staff, and devise solutions.
- Our parents who are members of The Parent Teacher Association (PTA) coordinate Fundraising activities for our school, such as the annual picture sale, candy sales, monthly teacher lunch sales, and the annual pumpkin sale.
- The PTA has a multi-lingual library from which parents may borrow books.
- The PTA continues to help with the making of costumes for our annual school performances and accompanies our students on culturally-enriching trips sponsored by our school.
- Our parents honor the teachers by cooking and preparing special luncheons for specific occasions such as the annual Parent Teacher Recognition Day, Hispanic Heritage Month, and Black History Month.
- Parents can be seen daily helping out throughout the school. Our staff, as well as outside professionals, offer our parents workshops throughout the year that provide parents parenting tips, as well as ideas on how to support their students with their schoolwork.
- Our school encourages parents to attend workshops led and organized by our Community Support Learning Organization (CSLO).
- The parents are actively involved in our school Leadership Team, and Safety Committee addressing a myriad of school-related issues.
- The ESL Teacher and Parent Coordinator offer parents of newly enrolled English Language Learners (ELLs) a two-hour Parent Orientation class, with materials, in their native language (Spanish). The orientation explains both our Transitional Bilingual Education (TBE) and ESL programs, and offers the parents an opportunity to choose the instructional program that best meets of the instructional needs of their child. The orientation class takes place within ten days of the students' enrollment into the New York City Educational system. When we encounter parents of new ELLs that speak another language other than Spanish, we offer an orientation in English, and the parents are invited to bring a native language translator. Parents will also observe a Parent Orientation video in their native language, and receive materials in their native language. At the orientation sessions, we review the State standards, assessments, school expectations and general program requirements for bilingual education and our freestanding ESL program. The parents are encouraged to attend, in order to make an informed decision when choosing either the English as a Second Language (ESL) or Transitional Bilingual Education (TBE) Program for their child. Parent orientations are conducted a minimum of two times a year.

2. Our school partners with the following agencies and Community Based Organizations to provide workshops or services to ELL parents:

- In 2010 parents again joined us in our annual Somos el Futuro trip to Albany, NY. In Albany, the parents participate in multicultural activities and workshops in the areas of reading, math, homework, parenting skills, etc; offered in both English and Spanish. We hope to return in 2011.
- Representatives from outside agencies are invited to give our parents classes on nutrition, classes on dealing with behavior problems, etc;
- The SPINS (Substance Abuse Prevention Intervention Network) teacher conducts weekly classes for students, and one to two classes for parents on drug use prevention, stress management, coping, decision making, and self awareness.
- In collaboration with the Woodhull Hospital Asthma Project, our school is working to reduce the asthma rate in our community through intervention, parent education and screening at the school level.
- A Bike Tour partnership sponsored by Dr. Fishkin of Woodhull Hospital allows groups of students to meet every weekend and go on bike trips. The students' visit points of interest throughout the city and upstate New York accompanied by school staff members. The goal of this partnership is to decrease childhood obesity, as well as asthma, and to develop healthy life-style practices.
- The Public School 257 community has established strong partnerships with various community-based organizations: Woodhull Hospital North Brooklyn Asthma Alliance Initiative, Boricua College, Graham Avenue Business Improvement District, La Marqueta – Moore Street Market, Progress Inc., IS 318 and Grand Street Campus, Eastern District YMCA, Bushwick Hylan YMCA, Passport to Brooklyn, The Moore Street Market (La Marqueta), and Inner Force. Educational partnerships have been established with Boricua College, New York University, and the Center for Integrated Teacher Education (C.I.T.E.) to promote the advancement of aspiring teachers, and provide them with professional development. Business partnerships have also been established with the Business Improvement District of Graham Avenue who sponsors many activities within our school. Public School 257 has recently been awarded numerous, diverse grants from Congresswoman Nydia Velazquez, Councilman John Liu, Councilwoman Diana Reyna, the School Violence Prevention Grant, Contracts for Excellence, and we have been adopted by the Zimmerman family through the Donors Choose organization in order to enhance our students learning experiences and improve the school community at-large. The grant awards include a renovated and updated library, state-of-the-art computer lab, tennis court, student playground, classroom furniture, educational programs, and many of our after school programs.

- Our principal serves on the board of directors of both Boricua College and Woodhull Hospital.
 - Our parents are being trained as New York City Department of Education (NYCDOE) Learning Leaders. Learning Leaders are trained to tutor select at-risk students during the school day, and support the instructional support, as needed. At the completion of the NYCDOE Learning Leaders' Program training, parents receive a certificate which enables them to work in various capacities within the school community.
 - In order to establish a sound social, emotional, and academic foundation for students at an early age, partnerships have been established with early childhood community based organizations (CBOs) such as Williamsburg Y Head Start, Graham Avenue Childcare Center, John F. Kennedy Day Care Center, and the Stagg Street Head Start, and Small World Head Start. These partnerships ensure that children transitioning from these early childhood settings have the basic skills necessary to succeed at the elementary school setting.
3. The parent coordinator, Ms. Gloria Garguilo, evaluates the needs of Pre K parents through a formal questionnaire which is given out at the beginning of the school year. The parents can choose options for workshops such as GED training, content area workshops, health, arts and crafts, etc. Also, at the monthly PTA meetings all parents are asked to suggest workshops that would be useful to them. Our parents have been pleased to have the following organizations request to give workshops: Woodhull – Asthma, Nutrition, and Exercise, Health Plus – Insurance Benefits, Columbia University – 8-10 Nutrition Workshops, Learning Leaders – 5th grade graduation advice, teachers give workshops that they think the parents would enjoy, etc.
4. Due to the high incidence of asthma, and childhood obesity in our community we have partnered with Woodhull hospital's Bike Tour Partnership, and Asthma Project to combat these problems. Our parental involvement activities address the needs of our parents by teaching them the tools which enable them to help their children's academic, social, nutritional needs, and increase their children's physical activity.

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)	8	11	9	12	9	8								57
Intermediate(I)	2	12	9	4	5	9								41
Advanced (A)	7	1	3	6	13	12								42
Total	17	24	21	22	27	29	0	0	0	0	0	0	0	140

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	10	4	4	6	6	6							
	I	1	6	11	4	2	3							
	A	3	6	4	8	6	7							
	P	4	7	1	9	13	12							
READING/ WRITING	B	10	11	9	12	8	9							
	I	2	11	4	6	5	9							
	A	4	1	3	5	14	10							
	P	2	0	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	16	3	0	31
4	11	11	4	0	26
5	7	7	1	0	15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	4	4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	5	21	0	5	0	0	0	33
4	2	4	6	5	9	1	1	0	28
5	1	0	6	4	4	1	0	0	16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	4	0	4

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	0	2	3	5	2	1	0	18
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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)	10	21	11	9				
Chinese Reading Test								

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

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?

Profile and specific content area rubrics are aligned to New York State Standards and specific units of study across the curriculum. Teacher-made assessment checklists and/or conference logs are also aligned to units of study. The purpose of all of the above tests is to monitor students' progress, and differentiate instruction based on students' needs. Our weekly grade conferences take into account the results of all assessments and lesson plans are differentiated according to the student's level. AIS services are provided for students which are performing below grade level on any of the above assessments. Our Limited English Proficient, and our Students with Disabilities (ELLs consist of 23.49% of our population). They have received the following scores:

As evidenced by the P.S. 257K's report card, we have made a concentrated effort to improve achievement among all of our students, including our ELLs. We have achieved much success, and in order to achieve further growth we will continue to modify our teaching techniques. We have made significant gains during the past year due to our intervention programs. 3-45

Our mission is to continue to increase the academic achievement of our ELLs. In order to reduce our Level 1+2 students we will continue to use our Title III funding to provide an extended day program for ELLs in grades 3-5 who scored at Level 1+2 on the ELA, and continue to provide an At Risk after-school intervention program for our grades K-5 students. We are starting our after-school NYSESLAT test prep class in January 2011. In addition, we are providing an A.I.S. program for newcomers in grades K-5 to supplement their balanced literacy program. In preparation for the NYSESLAT, our after-school program is designed to enrich our K-5th grade students with test taking strategies. In addition, we continue to include our K – 5 ELLs, including Newcomers and SIFE students in the afternoon remediation program (50 minutes – 3 days a week). Our ESL teacher is able to give them 3 – 50 minute periods of ESL weekly. All ELLs are participating in afternoon Remediation Programs for at-risk students, which began in September. 5-10 students are assigned per teacher for extensive remediation from September to June.

2. – 3. We have analyzed the data in order to drive instruction. Our analysis of the data has revealed that in our Bilingual classes, students that have been here less than two years perform better in the Listening/Speaking modality than the Reading/Writing modality. Therefore, we have instituted the Avenues Reading Program- PreK-5, and Treasure Chest Program - K-5, in order to increase the students' proficiency in reading and writing.

Our language allocation policy in our Spanish Transitional Bilingual Education Program is to provide fifty percent (50%) of the instruction in Spanish and fifty percent (50%) in English. Our Spanish/English TBE is designed to help students learn English in order to move into monolingual classes in a timely fashion while maintaining academic rigor in the native language.

4a. The results of the students taking the ELE (Spanish Native Language Arts) tests indicate that it is a very useful test. The students are able to learn essential reading skills in their native language, as they acquire the English language, resulting in an easier transition to the ELA. Our bilingual teachers, along with the student determine when the student is ready to take content area tests in English. It is determined according to which language they are more proficient in. We do feel that due to the Newcomers taking content area tests in Spanish, they are able to keep up with the curriculum, and do very well when they are ready to take their tests in English. All of our ELLs have continued to make AYP on all tests (ELA, Math, Science, Social Studies, and NYSESLAT). The pattern has been that most of our ELLs pass the NYSESLAT in three years. Those that don't test out in three years are given additional A.I.S. services. If we suspect that the child is having additional academic problems he/she is referred to the PPT (Pupil Personnel Team) for additional intervention strategies, and the possibility of needing an evaluation. The student's progress is then monitored monthly. If the evaluation indicates that the child needs Resource Room, or a self-contained class, then this service is provided.

b.-c The school leadership and teachers are using the results of the ELL Periodic Assessments to pinpoint areas in which the students need remediation lessons, and then they plan their lessons accordingly. The student is able to see their own strengths and weaknesses. The teacher then devises differentiated lessons or guided lessons with groups of students needing the same remediation.

5. Dual Language: Not Applicable

6. We evaluate our programs for ELLs through the use of School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, nyStart, as well as results of Inquiry Team action research, surveys, and school-based assessments. Upon careful evaluation of P.S. 257's 2009-2010 New York City Department of Education (NYCDOE) School Progress Report, our school received an "A" rating in the School Environment category which includes academic expectations, communication, engagement, safety and respect, as well as attendance. In the category of Student Performance in the content areas of English Language Arts and Mathematics, our school received an "A" rating. In the 2008 NYCDOE Quality Review report, the following comments by the Lead Reviewer, Ms. Louise Kapner were noted: 1) The Principal and Assistant Principal provide strong leadership creating a nurturing school environment highly focused on improving student outcomes gathering, analyzing, and using data to inform instruction . 2) Teachers and members of the Data Inquiry Team collect and use data to inform instruction holding themselves to a high level of accountability ensuring instruction meets the needs of all students. 3) Teaching is engaging and supports students well through academic programs that are broad, engaging, and well matched to their needs. 4) The school effectively uses its resources and develops successful partnerships to create programs that further the educational goals of the school. 5) Parents are welcomed and highly engaged in supporting the school. Our school administration and faculty continue to improve the process of inquiry by utilizing the Achievement, Reporting, and Innovation (ARIS) System to navigate and access student and class level data that is analyzed during grade conferences and meetings in order to monitor and improve school-wide student achievement. Throughout the course of the academic school year, school-customized Student Individual Plans (S.I.P) assessment forms are utilized to set interim and long-term goals to monitor students' progress. The formative and summative data provides teachers with an

overview of student academic weaknesses and strengths which allows for the adjustment of instruction, curriculum, academic intervention services, professional development, parent involvement, as well as resources and operations. Our school will continue to develop and engage in meaningful planning using data to meet its goal of continuing to close the achievement gap and increase student progress.

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		