



GROVE HILL – P.S. 157X

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 07X157
ADDRESS: 757 CAULDWELL AVENUE, BRONX, NEW YORK 10456
TELEPHONE: 718-292-5255
FAX: 718-292-5258

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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Ramona A. Duran

UFT CHAPTER LEADER: Marysol DeLaCruz

PARENTS' ASSOCIATION PRESIDENT: Ana Berroa

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 07 **CHILDREN FIRST NETWORK (CFN):** 94N, 402

NETWORK LEADER: Jacqueline Gonzalez

SUPERINTENDENT: Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ramona A. Duran	*Principal or Designee	
Marysol DeLaCruz	*UFT Chapter Chairperson or Designee	
Ana Berroa	*PA/PTA President or Designated Co-President	
Reina Lopez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Eva Cielo	Member/	
Yvette Medina	Member/	
Jennifer Satterfield	Member/	
Joanna Nowakowski	Member/Kindergarten and First	
Juana Feliciano	Member/Special Education	
Veronica Ayala	Member/Grade 3 and 4	

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

The school houses two (2) full day pre-kindergarten classes, four (4) monolingual kindergarten classes, one Pre-Kindergarten/Kindergarten class and one 1/2 bridge Special Education class for hearing and language impaired students, four (4) monolingual first grade classes, five (5) monolingual second grade classes, four (4) monolingual third grade classes (including 1 single-gender boys class and one single-gender girls class), one (1) 3/4/5 bridge Special Education class for students with mental retardation and/or Down's Syndrome and one Special Education class for grade 3 students, one (1) 1/2/3 bridge class for students with emotional and behavioral problems, four (4) monolingual fourth grade classes with one Special Education class for 4/5 grade students and four (4) monolingual fifth grade classes and one (1) special education grade 4/5 class. We house approximately 55 students in special education. We have no bilingual classes at all due to the change in population in the community. There is a free-standing ESL program in place for students in grades K – 5. This program serves students who are ELLs. We have approximately 100 ELLs. The number of students in our classes average from 20 in the early childhood grades (Pre-K – 2) up to 25 in the upper grades (3 – 5). Students are grouped heterogeneously within each grade.

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

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 157 Grove Hill								
District:	7	DBN:	07X157	School BEDS Code:	320700010157				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	36	36		90.7	91.2	TBD		
Kindergarten	77	77	72	Student Stability - % of Enrollment:					
Grade 1	96	108	95	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	109	92	97		89.0	91.1	TBD		
Grade 3	85	113	87	Poverty Rate - % of Enrollment:					
Grade 4	92	85	116	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	83	99	82		83.0	85.5	93.6		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		19	47	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	3	5		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	3	8	8	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	581	618	593		3	3	5		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	38	48	45	Principal Suspensions	2	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	6	7	TBD		
Number all others	45	58	49	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Number of Teachers	56	55	TBD		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	78	81	79						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	3	26	Number of Administrators and Other Professionals	16	19	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	51.8	52.7	TBD
				% more than 5 years teaching anywhere	39.3	40.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	66.0	58.0	TBD
American Indian or Alaska Native	0.5	0.6	1.0		91.9	86.5	TBD
Black or African American	31.7	30.6	29.3				
Hispanic or Latino	67.1	64.7	66.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.5	0.5				
White	0.2	0.2	0.2				
Male	51.5	51.3	51.3				
Female	48.5	48.7	48.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	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	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	79.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: (Comprises 15% of the Overall Score)	10.1			Quality Statement 2: Plan and Set Goals			
School Performance: (Comprises 25% of the Overall Score)	17.9			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: (Comprises 60% of the Overall Score)	48.5			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	3			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?
-

1. Performance Trends:

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

2. Greatest accomplishments over the last couple of years:

Our greatest accomplishments over the last couple of years are tied to both student performance and student progress. As a result of both student performance and student progress, we were rated an "A" the first year the Progress Reports were given, a "B" the following year and now we are currently rated an "A". We have definitely shown "consistency" in our accountability/evaluation. We are very pleased with the student performance and student progress that has taken place. We are also very pleased with the fact that it has continued that steady upward rise. In addition to the above accomplishments we were given a "Well Developed" in our Quality Review. We have implemented/integrated a program of technology by the introduction of Smart Boards into each classroom which, coupled with staff development on its use, has allowed the teachers the opportunity to integrate technology into daily instruction/learning. We have gone school-wide with the Inquiry Process and are also focusing on differentiation in teaching and learning. In addition, we have been able to maintain more stability in teacher turn-over so that this coming school year we will not have very many new teachers (possibly 3).

3. Most significant aids or barriers to the school's continuous improvement:

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

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.

Instructional Goals:

1. To further support and improve the educational growth of boys and girls by providing options and alternatives for improving academic performance and for creating classrooms that are more boy and girl-friendly.

Measurable Goal(1) : By June, 2011 we will have implemented a program of single gender classrooms (one boys' class and one girls' class) in grade three(3). Monitoring will consist of collecting data and analyzing data that demonstrates progress in student achievement to support the expansion of the program to the next grade. Measure of growth will be evidenced by a 10% increase in student performance coupled with an increase in the volume of reading by students which will equal to 180 books for the year.

2. To create a challenging environment for early childhood students by piloting a bridge class program of Pre-kindergarten and Kindergarten students (Pre-K/K) where the rigor, relevance, and complexity of what is being taught will be taken into account and to be done as part of the inquiry process.

Measurable Goal(2) : By June, 2011 we will have implemented a new initiative with a Pre-kindergarten/Kindergarten bridge class. The Pilot program will be monitored through the use of the Teachers College reading and Writing project assessments. As a result of this program, the Pre-Kindergarten students will, in addition to meeting grade level standards, will demonstrate mastery in concepts of print, will learn fifteen out of twenty-six letter sounds, and will identify fifty-two letters. Kindergarten students will, in addition to meeting grade level standards, learn ninety sight words from the Teachers College Reading and Writing Project.

3. To provide teachers with meaningful professional development activities which are focused on content, can be applied in an action research environment, are coherent and can be built upon.

Measurable Goal(3) : By June, 2011 all teachers will have received professional development that addresses multiple ways of presenting instructional information, identifying specific types of knowledge, clear distinction between skills and processes to be mastered, complex projects that require students to address content in unique ways, and in-class activities and homework assignments that require students to generate and test hypotheses regarding content.

4. ACTION 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):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. To further support and improve the educational growth of boys and girls by providing options and alternatives for improving academic performance and for creating classrooms that are more boy and girl-friendly.</p> <p>Measurable Goal(1) : By June, 2011 we will have implemented a program of single gender classrooms (one boys’ class and one girls’ class) in grade three(3). Monitoring will consist of collecting data and analyzing data that demonstrates progress in student achievement to support the expansion of the program to the next grade. Measure of growth will be evidenced by a 10% increase in student performance coupled with an increase in the volume of reading by students which will equal to 180 books for the year.</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>Action Plan, Continued Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All funding sources will be consolidated to ensure that all students’ needs are being met including students with disabilities; • Time will continue to be provided for teachers to engage in important professional development during common prep and other times; • All teachers who are part of this pilot/initiative program will be expected to participate in professional development geared towards the teaching of boys and girls separately; • Academic learning content will be the same as the general population but will be learned in different ways; • The curriculum will be supplemented with team-building exercises and gender-specific activities/field trips; • Opportunities for the single-gender classroom teachers to share, celebrate and plan for instruction will be provided; • Specific training for teachers on how to teach single-gender classes will be implemented; • Lesson plans will incorporate tender-specific teaching strategies; • Investigations and findings regarding single-gender classes will be shared at staff meetings and also shared/discussed during common prep periods, faculty conferences, professional development days, etc.; • Program teachers will continue to read and discuss articles regarding single-gender classrooms (which they think will be of help); • School inter-visitations will be encouraged in order to learn more about single-gender classrooms and see them in action; • All teachers will engage in high-quality professional learning; • Teachers will be encouraged to participate in professional development workshops as participants and/or presenters; • Support systems will be available to provide additional assistance as needed by teachers; Such as the Literacy Coaches and UFT Teacher Center located at P.S. 157X;

	<ul style="list-style-type: none"> • Teachers will continue to become familiar and/or refine their skills at using multiple data sources such as ARIS, Periodic Assessments, Benchmark common assessment data, State test data, etc.; • Teachers will use multiple data sources to identify specific skills and/or knowledge that students are lacking; • Teachers will use student work to analyze student learning and student needs; • Teachers will analyze data from other sources such as student interviews and surveys, etc, to verify other causes of student learning problems and whether or not the program is being successful; • Teachers will work together and test out their solutions to learning problems using data, research, knowledge and skill to improve teaching and learning in the single-gender classrooms. • Student logs will be checked to ensure that 180 books have been read by students in this pilot initiative. 				
<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><u>STAFFING: (Responsible Personnel)</u></p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Data Specialist • Data Coaches • Literacy Coaches • Mathematics Coach • Classroom teachers • Academic intervention Service personnel • Science Teacher • Social Studies/Theatre Works Teacher • Network Personnel i.e. NSSs, etc. <p><u>SCHEDULING:</u></p> <ul style="list-style-type: none"> • Preparation of schedule to provide for multiple common preparation periods to provide time for meetings, etc.; • Substitute teachers will be provided where needed for teacher coverage; • Time to be provided for school inter-visitations; • Activities to be on-going from 9/08/2010-06/30/2011. <p><u>FUNDING SOURCES : ALL FUNDING SOURCES WILL BE CONSOLIDATED</u></p> <ul style="list-style-type: none"> • School-wide Projects; • Title I, Part A (Basic); • Title I, Part A (ARRA) • Title II, Part A • Title III (when available) • Title IV (if becomes available) • Data Specialists Funding; <p>Grants (where appropriate and available)</p>				
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<table border="1"> <thead> <tr> <th data-bbox="644 1419 1084 1465"><u>Instruments of Measure</u> <u>Projected Gains</u></th> <th data-bbox="1091 1419 1474 1465"><u>Frequency/Interval of Review</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="644 1474 1084 1906"> <ul style="list-style-type: none"> • Meeting agendas; 100% of students • Teacher Surveys; in single-gender classrooms; • Student Surveys; classrooms; • ARIS • Student Interest Surveys; 100% of teachers • Parent surveys; in Pilot Program. • Formal and Informal Teacher Observations; • Teacher Lesson Plans; • Teacher work with small groups; <p>Test scores both interim and yearly State Tests;</p> </td> <td data-bbox="1091 1474 1474 1906"> <p>December, 2010 and May, 2011.</p> <p>other intervals during the year</p> </td> </tr> </tbody> </table>	<u>Instruments of Measure</u> <u>Projected Gains</u>	<u>Frequency/Interval of Review</u>	<ul style="list-style-type: none"> • Meeting agendas; 100% of students • Teacher Surveys; in single-gender classrooms; • Student Surveys; classrooms; • ARIS • Student Interest Surveys; 100% of teachers • Parent surveys; in Pilot Program. • Formal and Informal Teacher Observations; • Teacher Lesson Plans; • Teacher work with small groups; <p>Test scores both interim and yearly State Tests;</p>	<p>December, 2010 and May, 2011.</p> <p>other intervals during the year</p>
<u>Instruments of Measure</u> <u>Projected Gains</u>	<u>Frequency/Interval of Review</u>				
<ul style="list-style-type: none"> • Meeting agendas; 100% of students • Teacher Surveys; in single-gender classrooms; • Student Surveys; classrooms; • ARIS • Student Interest Surveys; 100% of teachers • Parent surveys; in Pilot Program. • Formal and Informal Teacher Observations; • Teacher Lesson Plans; • Teacher work with small groups; <p>Test scores both interim and yearly State Tests;</p>	<p>December, 2010 and May, 2011.</p> <p>other intervals during the year</p>				

ACTION VI: ACTION PLAN, CONTINUED

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. To create a challenging environment for early childhood students by piloting a bridge class program of Pre-kindergarten and Kindergarten students (Pre-K/K) where the rigor, relevance, and complexity of what is being taught will be taken into account and will be accomplished as part of the inquiry process.</p> <p>Measurable Goal(2) By June, 2011 we will have implemented a new initiative with a Pre-kindergarten/Kindergarten bridge class. The Pilot program will be monitored through the use of the Teachers College reading and Writing project assessments. As a result of this program, the Pre-Kindergarten students will, in addition to meeting grade level standards, will demonstrate mastery in concepts of print, will learn fifteen out of twenty-six letter sounds, and will identify fifty-two letters. Kindergarten students will, in addition to meeting grade level standards, learn ninety sight words from the Teachers College Reading and Writing Project.</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>	<ul style="list-style-type: none"> • All funding resources will be consolidated to ensure that the needs of all students are being met; • Administration will provide for teacher planning time, i.e. common preparation periods, coverage, etc. • Literacy Coaches/Teacher Center, Math Coach, etc., will provide teachers with professional development on an on-going basis during the 2010-2011 school year, geared towards the implementation of differentiation in planning and action. • Books and other resources on differentiation specifically with young students will be provided/made available to teachers, coaches, etc. • Teachers will find ways to build on and extend the learning of students who are already achieving, while providing basic instruction and practice for students who may show a tendency to struggle (if evident). • Teachers will be involved in planning for differentiated instruction that is rigorous, relevant, flexible and varied as well as challenging and conveying depth and breadth. • Teachers will examine how well they are providing variety and challenge in learning, identifying those best served by current plans and, modifying plans as needed to ensure more students are successful learners. • Teachers will design activities that support students’ learning preferences and strengths while providing students with tasks that encourage growth in areas of weakness. • During planning teachers will incorporate learning styles in order to provide all of their students with opportunities to use their preferred learning style. • Style and preferences among students from various cultural and ethnic groups will be taken into account. • Teachers will determine most appropriate way to organize students for learning depending on individual student needs. • Teachers will organize students for learning by using flexible grouping, pairs, teams, collaborative/cooperative grouping, etc. This will be done as an instructional strategy for various purposes. • Teachers will nurture the creative spirit in all students. • Teachers will provide students with more time, extra help, and/or modified assignments.

<p>Action Plan, Continued <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will use a variety of instructional strategies that will enable them to better address and manage the variety of learning needs in their classrooms. • Bloom's Taxonomy will be used to assess difficulty of activities used for differentiation. • Quality Criteria will be established for differentiated activities. • Families will be kept informed with progress reports, notes, etc. as appropriate. • Differentiation for students with special needs will be based on modifications based on their specific learning needs. 		
<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><u>STAFFING: (Responsible Personnel)</u></p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Data Specialist • Data Coaches • Literacy Coaches • Mathematics Coach • Classroom teachers • Mathematics Consultant • Academic intervention Service personnel • Science Teacher • Social Studies Teacher • Network Professional Development Personnel <p><u>SCHEDULING:</u></p> <ul style="list-style-type: none"> • Preparation of schedule to provide for multiple common preparation periods to provide time for meetings, etc.; • Substitute teachers will be provided where needed for teacher coverage; • Time to be provided for school inter-visitations; • Activities to be on-going from 9/08/2010-06/30/2011. <p><u>FUNDING SOURCES: ALL FUNDING SOURCES WILL BE CONSOLIDATED</u></p> <ul style="list-style-type: none"> • School-wide Projects; • Title I, Part A (Basic); • Title I, Part A (ARRA) • Title II, Part A • Title III (when available) • Title IV (if becomes available) • Data Specialists Funding; <p>Grants (where appropriate and available)</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>Instruments of Measure</u></p> <ul style="list-style-type: none"> • Formal and Informal Observations; • Attendance at Meetings and Workshops; • presentations and other student work; • Student Interest Inventory; • Student Projects, • Use of Multiple Intelligence Checklist; • Teacher Lesson Plans; <p>Student Journals and/or writing logs;</p>	<p><u>Frequency/Interval of Review</u></p> <p>2 Times; once in December, 2010 and once in May, 2011</p>	<p><u>Projected Gains</u></p> <p>100% of all students 100% by May, 2011 100% of all teachers</p>

ACTION VI: ACTION PLAN, CONTINUED

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. To provide teachers with meaningful professional development activities which are focused on content, can be applied in an action research environment, are coherent and can be built on.</p> <p>Measurable Goal(3) : By June, 2011 all teachers will have received professional development that addresses multiple ways of presenting instructional information, identifying specific types of knowledge, clear distinction between skills and processes to be mastered, complex projects that require students to address content in unique ways, and in-class activities and homework assignments that require students to generate and test hypotheses regarding content.</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>	<ul style="list-style-type: none"> • Staff development activities will address specific strategies for specific subject areas; • Teachers will have opportunities to apply the pedagogical knowledge they learn; • Staff development will be presented as a coherent, integrated whole with “staff development days” building on one another; • Beginning teachers will be monitored and will receive on-going in-service training during their stay at P.S. 157X; • Collegiality and professionalism will be consistently encouraged; • Collective knowledge gained from staff development efforts will be archived and used for others to build on; • Teachers will receive professional development on the Common Core Standards; • Common Core Standards will direct the curriculum but how they are taught will largely be part of the teacher’s creativity; • Teaching activities will require/demand higher-level thinking while reinforcing basic skills and content; • Teachers will use on-going assessment to check students’ learning through-out an instructional sequence; • Teachers will use a variety of instructional strategies i.e. simulations, role play, readings; • Teachers will nurture the “creative” spirit in all students;

<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><u>STAFFING: (Responsible Personnel)</u></p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Technology Teacher • Data Specialist • Data Coaches • Literacy Coaches • Mathematics Coach • Classroom teachers • Academic intervention Service personnel • Science Teacher • Social Studies Teacher <p><u>SCHEDULING:</u></p> <ul style="list-style-type: none"> • Preparation of schedule to provide for multiple common preparation periods to provide time for meetings and for professional development etc.; • Substitute teachers will be provided where needed for teacher coverage during professional development, meetings and/or classroom visitations; • Time to be provided for school inter-visitations; • Activities to be on-going from 9/08/2010-06/30/2011. <p><u>FUNDING SOURCES: ALL FUNDING SOURCES WILL BE CONSOLIDATED</u></p> <ul style="list-style-type: none"> • School-wide Projects; • Title I, Part A (Basic); • Title I, Part A (ARRA) • Title II, Part A • Title III (when available) • Title IV (if becomes available) • IDEA • Tax Levy (Local) • Data Specialists Funding; • Grants (where appropriate and available) 		
<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>Instruments of Measure</u></p> <ul style="list-style-type: none"> • Formal and Informal Observations; • Attendance at Meetings and Workshops; • Student projects, presentations and other student work; • Student Interest Inventory; • Use of Multiple Intelligence Checklist; • Teacher Lesson Plans; • Student Journals and/or writing logs; 	<p><u>Frequency/Interval of Review</u></p> <p>2 Times: Once in December, 2010 and once in May, 2011 Action Plan will be modified as needed.</p>	<p><u>Projected Gains</u></p> <p>100% of classroom Teachers will have received professional development by June, 2011.</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 - N/A – Not included

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) – N/A – Not included

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	65	65	N/A	N/A	5	0	6	6
1	50	50	N/A	N/A	20	0	5	3
2	75	75	N/A	N/A	10	0	5	6
3	80	80	N/A	N/A	20	0	10	7
4	55	55	95	60	20	0	9	8
5	50	50	30	95	30	0	9	2
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

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

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

NCLB/SED requirement for all schools

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

Language Allocation Policy attached at end of CEP, Pages

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).

Section I. Student and School Information

Grade Level(s) K-2 Number of Students to be Served: 30 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) Technology Teacher

School Building Instructional Program/Professional Development Overview

In order to provide supplemental instruction for our K – 2 ELL/LEP students, P.S. 157X will implement a Saturday program which will use the scientifically research- based Zip Zoom Reading Program from Scholastic which includes the Zip Zoom English Software. The Zip Zoom Reading Program will support the students in meeting the listening, speaking, reading and writing performance standards. Our Saturday Program will provide instructional opportunities other than in the regular classroom. This Language Arts Technology Based Program will assist students in reading comprehension as well as help them with phonemic awareness, and other reading skills. The Zip Zoom Program has been proven effective building English-Language Learner's early phonemic awareness, phonics and sight-word recognition skills. Scientifically based research proved that English Language Learners who use the Zip Zoom English software increase their sight-word recognition by more than twice the control group. Zip Zoom English, Scholastic's supplemental language and literacy program for English Language Learners "supports beginning ELLs in Grades K – 3 by developing critical language and literacy simultaneously through the use of technology and research-based sequential books." The program accelerates oral language, vocabulary, and sight word

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

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).

Language Instruction Program, Continued

acquisition – thus, providing young English Language Learners the ability to successfully access their basic Reading and Writing Balanced Literacy Program. This program is a strong supplement to ESL and to the regular classroom reading and writing program. The program's materials will also consist of Zip Zoom Critical-Word Readers. These readers are proven to help English-Language Learners gain reading skills at a rate that will close the achievement gap between them and their English-speaking peers. This program will also be available to those LEP students who are at-risk of being referred to Special Education and/or who are considered to be possible holdovers. All students will have scored at the Beginning and/or Intermediate Level of ESL proficiency as per the NYSESLAT and/or LAB-R. The program will have a total of 30 students. All teachers working with the ELL students will have certification K – 6 Bilingual.

The Program's components consist of the following:

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

Since NCLB requires proficiency in reading (and Math) for all students, including those whose native language is not English, the Zip Zoom English program will be able to address those needs. Funding to support the needs of ELLs is very high at the moment and Title III in particular requires states and/or districts to help ELLs gain English language proficiency and develop high levels of academic achievement. PS 157X intends to work with our younger students in order to build up the reading proficiency of these students who will then impact on the testing grades as they move up to grades 3, 4 and 5, etc. The instructional framework of this program consists of “lesson components featuring a variety of learning opportunities, including singing songs, reading online books, making take-home books,

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

Language Instruction Program, Continued

fun vocabulary and skill-building games to serve as meaningful contexts for the development of English oral language and beginning reading skills.” This model will provide extensive and varied “exposure to meaningful print with explicit and systematic instruction in phonemic awareness and letter/sound correspondence.” In addition, there is a student management system which was designed to be a critical element of the software, linking curriculum, instruction, and assessment. Close-the-loop technology is part of this program which assists teachers in collecting data and provides on-going progress reports to the teachers through the program. The data allows teachers to identify the student needs and the program materials, etc., provides the teachers with the

appropriate resources to meet those needs. The teachers will use the teacher’s guide with the scope and sequence of concepts and skills for Zip Zoom (Levels 1 through 3) which includes the Lesson Topic, concept knowledge, concept words, comprehension skills, language function and usage, academic vocabulary, concepts of language, phonemic awareness/phonics, critical words, literacy events, concepts of print and writing. Each lesson reviews content vocabulary and/or prior vocabulary, expands content knowledge building on what students already know, works on teaching language function, has language goals as well as content goals, support for the student in their native language/language transfer, differentiated practice, enrichment language and content, buddy buzz, communication of ideas, language exchange where the students use the pictures from their word and picture book to create/write a story together. In addition to teacher directed instruction, the students will also have independent practice and self assessments on the computer.

The program will run as follows:

- ✓ The program will be implemented on 22 consecutive Saturdays and will begin in December 4th , 2010 and end on the 7th of May, 2011;
- ✓ The Program will run from 9:00 a.m. until 12:00 a.m. each Saturday; for a total of 3 hours each Saturday;
- ✓ There will be two classes; one for the Beginning students and one for the Intermediate students;
- ✓ Teachers will work with students using the Zip Zoom Reading Program which combines the “power of technology with groundbreaking sequential books to develop critical language and reading skills in English Language Learners.”
- ✓ Two Saturdays will be used for teacher staff development on the Zip Zoom Reading Program and the next 11 alternating Saturdays will be used for a teacher study group on the book “Balancing Reading and Language Learning: A Resource for Teaching English Language Learners K-5” by Mary Cappellini
- ✓ A culminating event will take place where the students and the parents take a trip to El Museo del Barrio in order to make connections with their Language roots in the Arts since our school offers students many opportunities for involvement in the Arts, i.e. dancing, keyboard, violins, recorders, chorus, etc.

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

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

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

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

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

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

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

Section III. Title III Budget (This is last year's funding numbers - Pending this year's funding)

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

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) - Per session - Per diem	\$6,072.00 \$3,036.00 \$462.00 \$368.00 \$3,036.00	2 Tchrs. X 3 hrs. X 22 days X \$46.00 = \$6,072.00 (Tchr. Per-session) 1 Supervisor x 3 hrs. X 22 days X \$46.00 = \$3,036.00 (Supvr. Per-session) Staff Development Trainee Rate 2 tchrs. X 4 hrs. x \$46.00 Instructional Staff Development 1 x 3hrs.x 22 days. x 46.00 Staff Developer (Tech Teacher)
Purchased services - High quality staff and curriculum development contracts.	\$200.00	Entrance fee for parents and students @ El Museo Del Barrio
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,126.00	Copy paper, student notebooks, pencils, construction paper, chart tablets, crayons, etc.
Educational Software (Object Code 199)	N/A	School already has materials for this program.
Travel	\$700.00	Bus for travel to El Museo Del Barrio
Other	N/A	
TOTAL	\$15,000.00	(Pending Funding)

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.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

- 1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.**

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

- 2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.**

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

3. Part B: Strategies and Activities, Continued

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$530,116.00	\$209,321.00	\$739,437.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,301.00	\$2,094.00	\$7,395.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,505.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$65,550.85	*	

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.

**SEE ATTACHMENTS PAGES 40-44
FOR SCHOOL PARENTAL INVOLVEMENT POLICY**

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.

**SEE ATTACHMENTS PAGES 45-48
FOR SCHOOL PARENT COMPACT**

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.**

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

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

2. Schoolwide reform strategies that:

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

Schoolwide reform strategies, Continued

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

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

3. Instruction by highly qualified staff.

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

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

School-wide reform strategies, Continued

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

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

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

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

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

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

School-wide reform strategies, Continued

- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

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

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

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

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.

Section II: “Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP), Continued

Explanation/Background, Continued:

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. 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	✓			\$530,116.00	✓	9,11,12,14,15,17,18,24,33,35
Title I, Part A (ARRA)	Federal	✓			\$209,321.00	✓	9,11,12,14,15,17,18,24,33,35
Title II, Part A	Federal	✓			\$419,111.00	✓	9,11,12,14,15,17,18,24,33,35
Title III, Part A	Federal	✓			Pending Allocation	✓	9,11,12,14,15, 17,18,24,33,35
Title IV	Federal	✓			Pending Allocation	✓	9,11,12,14,15,17,18,24,33,35
IDEA	Federal	✓				✓	9,11,12,14,15,17,18,24,33,35
Tax Levy	Local	✓				✓	9,11,12,14,15,17,18,24,33,35

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

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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/TitlePartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently the number of Students in Temporary Housing registered at PS 157X is sixteen (16).

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

Services provided to the STH population are the following:

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

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 Parental Involvement Policy:

I. General Expectations

Grove Hill – P.S. 157X agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

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

2. Grove Hill – P.S. 157X, will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - As part of the School Leadership Team parent members will take part in discussions and will help make decisions regarding school review and improvements to be made under section 1116 of the ESEA;
 - Training for members of the School Leadership Team will be provided by the Region/District to ensure parent understanding of procedures/process for School Leadership Team parent members;
 - As a team, Administrators, Coaches, Staff Developers and/or Lead Teachers will do walkthroughs with parents at least twice a year to review school programs and make decisions regarding needed improvement and/or expansion of current programs.

3. Grove Hill – P.S. 17X, will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - In order to implement effective parent involvement at the school and to improve student academic achievement and school performance P.S. 157X, will build a good strong home/school connection/partnership in regard to child development, family literacy and services provided to students by offering the following workshops:
 1. Parenting Skills;
 2. Mathematics and Literacy Workshops for Parents;
 3. How To Help Your Child at Home With Homework, etc.;
 4. Chicago Math and How It Works;
 5. Available School Resources/Outside/Community Resources.
 - We will also encourage parents to network with each other and to communicate with the school staff as well as District/Region Office staff;
 - Parent representatives will be sent to district level committees and/or regional level committees including parent leaders in the School Leadership Team and other school-based committees;
 - Workshops on the use of Technology including training for parents.
 - Parents will be kept informed through telephone calls, letters, flyers, etc. of upcoming meetings i.e. Curriculum Night, Parent-Teacher Meetings, etc.,
 - All information to parents will be translated in from English into Spanish and also into Chinese (two students).

4. Grove Hill – P.S. 157X, will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
 - Through our Universal Pre-Kindergarten Program we will integrate Title I parental involvement strategies such as: Parent Library, Parent Tuesdays in the Classroom, Parent Trips with their children and without, Parent Luncheons, Parent Workshops, i.e. Natural Plants, Nutrition, School Curriculum, Your Child and Pre-Kindergarten, Working with Parent Leaders to assist parents in becoming “documented” parent volunteers assisting, Outreach and training for Non-English Speaking parents, Workshops dealing with the
 - Standards, A parent room where parents can come and visit and where activities for parental involvement can take place, The maintenance of, etc.

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

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

5. Grove Hill – P.S. 157X, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

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

6. Grove Hill – P.S. 157X will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below: The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Parent workshops will consists of such topics as: How to Help your Child at Home; Working with your child's teacher to improve achievement; What your child needs to know at the end of each grade; The Reading Curriculum: How You Can Help; The Math Curriculum: How You Can Help; The value of assessments; Learning Difficulties; Resources in the school and community;
 - In addition, on Saturdays we will offer a program of ESL Classes for Parents;
 - All materials will be supplied for the ESL classes including books, notebooks, writing materials, etc.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

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

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

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

- a. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - Workshops/staff development for teachers and school support staff on how to reach out to parents, communication with parents, using parent volunteers in the classroom, nurturing good parent/school relationships, attending parent meetings,
- b. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - Whenever possible PS 157X will coordinate programs such as our Universal Pre-Kindergarten Program, our Parent as Leaders Program, as well as our Parent Library program in Pre-Kindergarten and Kindergarten, our Parent Spa Day, Parent Luncheon Day and our Parent Tuesdays in the Classroom Day in order to encourage and support parents in getting them to participate to a greater extent in their children's educational experiences.
 - Providing child care and/or stipend for expenses and/or transportation expenses for parents where needed to ensure parental attendance at school meetings and workshops.
 - Opportunities for parents to volunteer and involve themselves in school activities;
 - Parents will be involved in decision making as part of the School Leadership Team activities, etc.
- c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
 - All letters, flyers, calendars and invitations for parents will be translated into Spanish and Chinese to meet the needs of our student population;
 - Interpreters will be available to interpret for parents/guardians when needed.
 - When necessary the Unit/Department of Interpretation and Translation will be used when we are unable to translate and/or interpret information, etc. for parents. This will be done in a timely fashion to ensure compliance.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent meeting attendance sheet. This policy was adopted by the Grove Hill School – P.S. 157X on May 21st, 2010 and will be in effect for the period of one year (May 21st, 2011). The school will distribute this policy to all parents of participating Title I, Part A children on or before June 28th, 2010.

Part B: School-Parent Compact

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

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

Required School-Parent Compact Provisions

School Responsibilities

Grove Hill – P.S. 157X will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 - PS 157X serves students in grades Pre-Kindergarten through grade 5. All students take part in the general curriculum which is Balanced Literacy and Chicago Mathematics, as well as Social Studies, Science, Reading and Writing Workshop (Teachers College), Technology, Performing Arts, etc.
 - Constant assessment is done by the Region/District and by the school/teacher to assess student progress and to inform instruction;
 - Students who need more support or who are found to not be making adequate progress will receive supplemental Academic Intervention Services in Reading and/or Mathematics;
 - Out of the classroom support teachers will work collaboratively with the classroom teacher to assess students needs and to design an instructional support approach;
 - Academic Intervention Services will be provided both in and out of the classroom;
 - At all times students will be challenged to reach their highest learning potential through the use of assessment-driven instruction and best practices.
 - We will explore the use of materials and different techniques in order to help students learn.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

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

Required School-Parent Compact Provisions
School Responsibilities

Grove Hill – P.S. 157X will:

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

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

Required School-Parent Compact Provisions

School Responsibilities

Grove Hill – P.S. 157X will:

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - All parents will be invited to all meetings to be held at the school and specifically the meeting and/or meetings to be held to review, plan and improve the school's parental involvement policy.
 - Letter and/or flyers or both will go home informing parents of these meetings;
 - Information concerning the time and date of the meetings will be sent home in a timely manner to ensure that parents are given every opportunity to attend the meetings;
 - Where possible child care/babysitting service will be offered to parents to ensure their attendance at meetings.
 - Furthermore, all information will be sent home in the languages of need i.e. English, Spanish and Chinese.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

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

Required School-Parent Compact Provisions, Continued

Parent Responsibilities, Continued

- Structure and limit their children’s television viewing time;
- Become a part of (whenever possible) the School Leadership Team and other school organizations and/or groups;

Optional Additional Provisions

Student Responsibilities (revised as appropriate to grade level)

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

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

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 157 Grove Hill					
District:	7	DBN:	07X157	School		320700010157

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	36	36	46		90.7	91.2	90.2
Kindergarten	77	72	82				
Grade 1	108	95	84	Student Stability - % of Enrollment:			
Grade 2	92	97	86	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	113	87	93		89.0	91.1	91.7
Grade 4	85	116	98				
Grade 5	99	82	105	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		83.0	93.6	93.6
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		19	47	38
Grade 12	0	0	0				
Ungraded	8	8	10	Recent Immigrants - Total Number:			
Total	618	593	604	(As of October 31)	2007-08	2008-09	2009-10
					3	3	5

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	48	45	61	Principal Suspensions	2	1	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	6	7	14
Number all others	58	49	43				

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	0	0	TBD	Number of Teachers	56	55	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	19	11
# receiving ESL services only	81	79	TBD				
# ELLs with IEPs	3	26	TBD				

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

Number of Educational Paraprofessionals	2	2	10
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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	98.2
				% more than 2 years teaching in this school	51.8	52.7	61.9
				% more than 5 years teaching anywhere	39.3	40.0	39.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	66.0	58.0	69.8
American Indian or Alaska Native	0.6	1.0	0.3	% core classes taught by "highly qualified" teachers	91.9	86.5	95.9
Black or African American	30.6	29.3	30.3				
Hispanic or Latino	64.7	66.1	68.2				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.8				
White	0.2	0.2	0.3				
Male	51.3	51.3	50.7				
Female	48.7	48.7	49.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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:	B	Overall Evaluation:				NR	
Overall Score:	56	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

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 CFN 402	District 07	School Number 157	School Name Grove Hill
Principal Ramona Duran		Assistant Principal D'Ann St. Paul	
Coach Mary Melito		Coach Melissa Herzbrun	
Teacher/Subject Area Elizabeth Morris/ ESL		Guidance Counselor	
Teacher/Subject Area Jane Carlson/ESL		Parent	
Teacher/Subject Area		Parent Coordinator Ana Miranda	
Related Service Provider Piedad Roldan		Other	
Network Leader Jaqueline Gonzales		Other	

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	2	Number of Certified Bilingual Teachers	0	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	616	Total Number of ELLs	89	ELLs as Share of Total Student Population (%)	14.45%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial 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. Students are screened at the time of first enrollment at PS 157 by the Pre-Kindergarten teachers. For students who enter in grades K through 5, each parent fills out a Home Language Information Survey (HLIS) at the time of enrollment. The pupil accounting secretary notifies the parent coordinator, Ana Miranda, and a pedagogue who has been trained in the intake process to assist the parent if it is indicated that a language other than English is spoken in the home. These pedagogues include Ms. Elizabeth Morris (ESL certified, common-branch certified), Ms. Jane Carlson (ESL certified), Ms. Piedad Roldan (AIS, Academic Intervention Services teacher and bilingual education certified pedagogue), and Ms. Mary Melito (testing coordinator, common-branch certified pedagogue). Most often it is the ESL teachers that are notified and at first available to assist the parent in this process. This initial determination of home language is an integral part of the intake process as it determines whether or not a child may require ELL services. If the HLIS indicates that a language other than English is spoken in the home, then the certified English as a Second Language (ESL) teachers will conduct an informal interview with the student to determine if the student speaks little to no English. The ESL teachers are Elizabeth Morris and Jane Carlson. Ms. Morris is available to conduct the informal interview in English and Spanish. Ms. Carlson is available to conduct the informal interview in English and French to gather as much information from the student as possible to make a professional determination of the home language. If it is then determined that the child speaks little to no English, the LAB-R is administered by one of the two ESL teachers, either Ms. Morris or Ms. Carlson. If the home language is indicated as Spanish and the student scores below the cut scores for English language proficiency, the student is tested with the Spanish LAB by the ESL teacher, Ms. Morris or the bilingual academic support services teacher, Ms. Piedad Roldan. If it is determined that the student scores at the beginning, intermediate, or advanced level of English language proficiency, then the student is placed in the appropriate level of our freestanding ESL pull-out program once the parent views the 'Parent Orientation DVD'. The processing of the HLIS, the informal interview, administration of the LAB and LAB-R and viewing of the Parent Orientation DVD takes place within 10 days of enrollment for each student for whom it is indicated that a language other than English is spoken at home. Every spring, all ELLs (English Language Learners) take the NYSESLAT. The assessment is administered to students in small groups based on their grade level. This assessment is not timed. ESL teachers are called by the parent coordinator at the time of enrollment of potential ELLs. ESL teachers also run an RLER report on ATS weekly to make sure that potential ELLs are identified and tested within 10 days of enrollment. ESL teachers also run RLAT reports regularly to make sure that transfer students are receiving services as soon as they are enrolled and parent contact can be established. To administer the NYSESLAT, ELL students are placed in small groups by grade level. Students are pulled out of their classes and tested in room 415 in groups that are no larger than 10 students. ELLs are tested individually for the speaking portion of the NYSESLAT and placed in these small groups for the listening, reading, and writing sections. Students are tested with one section at a time. Whenever possible, students are not tested in two sections in the same day to eliminate testing fatigue and optimize testing conditions. Classroom teachers are given a testing schedule by the ESL teachers, Ms. Morris and Ms. Carlson, two to three weeks prior to testing. Classroom teachers can express potential conflicts with the testing schedule with the ESL teachers and changes can be made to accommodate individual conflicts. The last week of the NYSESLAT testing window is dedicated to make up tests for absent ELLs. All ELLs are tested yearly with the NYSESLAT at PS 157x.

2. Parent orientations are conducted twice at the beginning of the year for parents of newly enrolled ELLs to provide them with information about ESL program offerings. Present at the parent orientation meetings are ESL teachers, Ms. Morris and Ms. Carlson, and the parent coordinator, Ana Miranda. At the orientation, parents have a chance to watch the 'Parent Orientation DVD for Newly Enrolled ELLs' (in the language of their choice) explaining the three choices available to their children in New York City. Parents then have the opportunity to speak to the ESL teachers and parent coordinator about the best choice for their child. Parents are also given information on how to contact the Bronx Borough Office, as well as the process for transferring or requesting the appropriate program choice. These two orientations are completed by October 31st of each school year. Appointments are made by the parent coordinator and ESL teachers, Ms. Morris and Ms. Carlson to meet with parents of newly enrolled ELLs on an individual basis who are enrolled later in the year at which point they are informed of the three choices available for their child in the NYC school system. Parents then fill out the parent selection form indicating their first, second, and third choice of program for their child. This paperwork is kept in the individual students' cumulative record folders. A copy is kept on file in the ESL room (415), and finally, a copy is scanned to a school flash drive labeled ESL and organized by grade level and student name. Records are kept on file of the parents who attend these orientations on the ESL flash drive. The parent coordinator also keeps a record of parent attendance in a notebook. She also keeps a log of parents who are called and when this call takes place of newly enrolled ELLs. Parents who attend are asked to sign an attendance sheet. Parents who are invited, but choose not to attend are listed as well and follow-up calls are made by the parent coordinator and/or ESL teachers.

3. After running RLAT reports to cross-check lists of currently enrolled, newly enrolled, and transferred ELLs in September and October, entitlement letters (for entitlement, continued entitlement, non-entitlement, NYSESLAT proficiency, and placement), found on the DOE website, are typed on school letterhead and are given to classroom teachers to distribute to students by Ms. Morris and Ms. Carlson. Classroom

teachers are asked to hand the document directly to parents at dismissal when possible. Teachers are also informed that questions can be directed to the ESL staff and parent coordinator as necessary, whose contact information is clearly indicated on these letters. Parent survey and selection forms are distributed along with a letter inviting parents to the orientation sessions for newly enrolled ELLs. The parent coordinator calls the parents of newly enrolled ELLs who do not return a completed survey to school as well as those parents who choose not to attend the parent orientation sessions. ESL teachers, Ms. Morris and Ms. Carlson, and the students' classroom teachers also reach out to the parents of newly enrolled ELLs if this paperwork is not returned to school. Second and third notices are sent out as necessary until parent contact is established. As stated above, records are kept on file of the parents who attend the orientations on the ESL flash drive. The parent coordinator also keeps a record of parent attendance in a notebook. She keeps a log of parents who are called and when this call takes place of newly enrolled ELLs. Parents who attend are asked to sign an attendance sheet. Parents who are invited, but choose not to attend or contact the school, are listed as well and follow-up calls are made by the parent coordinator and/or ESL teachers. Parent selection forms of newly enrolled ELLs are filled out in the presence of ESL teachers, Ms. Morris and Ms. Carlson, and parent coordinator. Parent selection forms are sent home to parents of ELLs who choose not to attend either meeting and do not contact the school in response. As stated earlier, second and third notices are sent out until parent contact is established.

4. The criteria used to place students in the appropriate level of freestanding ESL support is first the HLIS, then the LAB and LAB-R. Scores of students for whom it is indicated that a language other than English is spoken in the home are recorded and processed immediately. Students are placed right away according to their score if they score in the beginning, intermediate, or advanced level of English language proficiency. Documents are brought to the Bronx Borough Office to be scanned by the testing center on designated days. These documents are hand delivered by the ESL teachers. ESL teachers, Ms. Morris and Ms. Carlson, the parent coordinator, and bilingual teachers are available to speak to parents of newly enrolled ELLs to describe and list the choices available for instruction of their child in either English, Spanish, or French. All ELLs are placed in the appropriate level of freestanding ESL groups at PS 157. If a parent chooses to place his or her child in a bilingual or dual language program, steps are taken to transfer the child to a school in which their program of choice is offered. In 2009, a third grade student was transferred to a bilingual school. All other parents of currently enrolled ELLs at PS 157 have indicated ESL is their first choice. This paperwork is on file in student cumulative record files and in room 415. Ana Miranda, the parent coordinator is available to translate program offerings and information for parents into Spanish. Ms. Morris, the ESL teacher, can explain programs and offerings in English and Spanish. Ms. Carlson, the ESL teacher, can explain programs and offerings in English and French for parents of newly enrolled ELLs.

5. After reviewing the parent survey and program selection forms that are returned to school by the parents of newly enrolled ELLs, and in speaking to ELL parents, we can see that ELL parents in our area choose freestanding ESL as the program of their choice. This year, the 2010/2011 school year, 3 parents of 2 kindergarteners, 1 third grader, and 1 fifth grade new admit indicated that they were interested in bilingual education after viewing the DVD. This is not a significant enough number of students with Spanish as their first language to justify the implementation of a bilingual program in our school as it is only a total of 4 newcomers in 3 grade levels as opposed to the required 15 across two consecutive grade levels. These individual parents looked into transferring their children to neighboring schools with bilingual programs, but were told by the schools that they could not enroll because their enrollment was maxed to capacity. After a second meeting with these parents, they indicated that they would prefer to have their children at PS 157 in our freestanding ESL program rather than pursue the search for openings in a bilingual school. This is indicated on the students' parent selection forms. These forms are kept in student cumulative record folders. A copy is kept in a binder in room 415 and scanned and saved to a flash drive labeled ESL in room 415. To align our program with parent requests, we regularly employ the use of native language support for newcomers. We do not have a bilingual program at PS 157 because we do not have the numbers and parent requests to support it. However, to accommodate the needs of newcomers, there is an extensive Native language support library in the ESL room (room 415) which contains fiction and nonfiction books in Spanish, bilingual books, content area books in Spanish as well as multilingual charts for student reference. One parent of a fifth grader indicated that ESL is now his first choice, but asked to be notified of the possibility of a bilingual program. We will accommodate this request. ESL teachers review parent selection forms of currently enrolled ELLs on a yearly basis.

6. As stated above, after reviewing the parent survey and program selection forms that are returned to school by the parents of newly enrolled ELLs, we notice that most parents choose our freestanding ESL program as the program of their choice. This year, 3 parents of 2 kindergarteners, 1 third grader, and 1 fifth grade new admit indicated that bilingual education was their first choice after viewing the DVD. Parents took the necessary steps to transfer the children to neighboring schools but were told by the schools that they could not enroll because their enrollment was maxed to capacity. After a second meeting with these parents, they indicated that they would prefer to have their children at PS 157 in our freestanding ESL program rather than continue to pursue the search for an available bilingual school. The parents' main concern was that their child would fall behind without native language support. The ESL teachers and parent coordinator showed the parents resources that are used to support students. We explained the program models that we use, showed the parents student schedules including push-in and pull-out times for newcomer students. We also explained how we use native language support in the way of translation for students and through the use of bilingual books and books in the student's native language. After explaining to parents that we support students' English language development with support from their native language, parents expressed that they were comfortable with this model. Parents indicated on their parent selection forms that ESL was their first choice and expressed that they were happy with this school, PS 157x, and the way their child would be supported. This meeting was conducted by the ESL teachers, Ms. Morris

and Ms. Carlson and translated into Spanish by our Parent Coordinator, Ana Miranda. Parent selection forms for all ELLs (English Language Learners) can be found in student cumulative record folders. A copy of each is kept on file in room 415 as well as scanned to a school flash drive. One parent of a fifth grader indicated ESL as his first choice for his son, however he asked to be notified if bilingual education becomes available at our school. We can accommodate this request. This student is enrolled in our Saturday program and afterschool program for added support. A copy of each ELLs parent selection form is kept on file until the student graduates or is discharged from the school. Each ELL student has the original copy in his or her cumulative record file. In closing, ESL teachers utilize the Parent Orientation "How-To" Guide from the EPIC (ELL Parent Information Case) to direct parent communication and flow of information.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1		1	1									4
Total	1	1	0	1	1	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	64	Special Education	13
SIFE		ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	

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											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0

ESL	64			25			0				89
Total	64	0	0	25	0	0	0	0	0	0	89
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>											

C. Home Language Breakdown and ELL Programs

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

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

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
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	11	14	10	13	20	11								79
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	2	1	3									9
TOTAL	13	15	12	14	24	11	0	0	0	0	0	0	0	89

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. The primary materials used in our freestanding ESL program are chosen by the certified ESL teachers, Ms. Morris and Ms. Carlson, correspondingly to each grade's curriculum and students' needs. Instruction is based on theme units that address the basics of content areas such as social studies, math, science, and English language arts. The units consist of lessons which involve the development of the four modalities. For example big books are used for read alouds while fiction and non-fiction texts are used for independent and guided reading. The ESL teacher also applies relevant components of the Balanced Literacy model with students by using mini-lessons, guided practice, independent practice, and share time elements of instruction. Students also actively engage in partner (turn and talk, think-pair-share) and group work where they have opportunities to develop their listening and speaking skills. We use a literacy program from Pearson Longman called, "CORNERSTONE" as the primary form of materials for English Language Literacy development. Cornerstone is an English Language literacy program that utilizes textbooks with grade appropriate (ability, interest, and content area) independent stories. The Cornerstone program is inquiry based utilizing a big question at the start of each of the six units and guiding questions throughout each reading. Cornerstone books on all levels utilize high levels of picture support in a mixture of fiction and non-fiction readers. ESL teachers give ELLs an opportunity to listen, speak, read, and write in English on a daily basis of ESL instruction with this literacy program. These independent readers and practice books are supplemented by ESL teachers with alphabet charts, other books, activity sheets, graphic organizers, content area textbooks, and internet resources to integrate the content areas. The method of instruction is differentiated to meet the needs of individual students through native language support and the creation of class charts for student reference, and small group instruction and support. The school as a whole utilizes the Teacher's College Reading and Writing Project (TCRWP) as the primary form of literacy instruction for all students, including ELLs in general education classes. TC coaches will come to the school 17 days this year to support general and special education teachers in literacy instruction of their students.

a. ESL instruction is delivered using the pull-out and push-in model of instruction where students are pulled out of their regular class to work in small groups in the ESL classroom. We currently have some push-in instruction occurring in kindergarten, and grades 1, 2, 3 and 4. The ESL teacher for grades K, 1, and 2, Ms. Morris, pushes into a first grade class daily during their writing block to support ELLs in writing. She pushes-in to a kindergarten class three times/week during centers to support kindergarten ELLs in oral academic and social progress. She also pushes into a kindergarten class during their "open classroom" time. This is when parents of all kindergarten students come to the school to watch how the classroom and ESL teachers model activities for children and prompt for student responses. Parents have an opportunity to work with their child and talk to the classroom and primary grade ESL teachers. The ESL teacher for grades 3, 4, and 5, Ms. Carlson, pushes into a fourth grade class daily during their writing block to support ELLs in writing.

b. Pull-out groups are created by the ESL teachers based on grade and proficiency level. There is one ESL teacher, Ms. Morris, responsible for instruction of ELLs in grades K, 1, and 2. Another ESL teacher, Ms. Carlson, is responsible for instruction of ELLs in grades 3, 4, and 5. In general, students are grouped homogeneously according to grade and proficiency level except in the case of push-in blocks where mixed level ability ELLs are supported in literacy development in their general education class. ELLs are placed in general education classes of students in either one of several classes on each grade level in September of each school year or immediately at the time of enrollment. This is to say that all ELLs will not necessarily be in one class together, therefore groups of ELLs from one grade level are a mix of students from several classes. In the past, ESL teachers have mixed students of differing proficiency levels to accommodate student schedules and behavioral concerns. In one case, a second grade ELL in a self-contained special education class is in a group with first graders to accommodate the student's lunch schedule and ability level. Ms. Carlson has a mixed grade level group of students from grades

3, 4, and 5 who are newcomers with similar ability levels of English proficiency.

2. Classroom teachers are encouraged to communicate with ESL staff in the creation and maintenance of the ESL pull-out schedule.

a. ESL teachers create a schedule for their students as to when they will be pulled out of their classes. The schedule is created using a model of 60 minute blocks. Advanced level students are pulled out for 3 blocks/week (totaling 180 minutes). Beginning and intermediate level students are pulled out for small group ESL instruction for 6 blocks/week (totaling 360 minutes). This schedule is approved by administrative staff and distributed to classroom teachers. Some students receive instruction primarily with push-in support or a mix of push-in and pull out support. In either case, ELL students receive 360 minutes per week of ESL support from ESL certified staff if they are in the beginning or intermediate levels of English language proficiency. ELL students receive 180 minutes per week of ESL support from ESL certified staff if they are in the advanced level of English language proficiency. These levels are determined with the LAB-R for kindergarteners and newcomers, and the NYSESLAT for currently enrolled ELLs. The ESL teachers have access to ATS records in order to look at NYSESLAT scores in the beginning of the school year and as new ELLs are transferred or enrolled in our school. ESL staff members also have schoolwide access on ARIS in order to examine test scores and grade level progress of ELLs. This aids in the forming of ESL groups and for the purpose of driving instruction.

3. ESL pull-out instruction is based heavily in English Language literacy development with integration of appropriate grade level content areas of social studies and science. Instruction is delivered in English with 25% Native Language Support in the way of teacher translation, student to student translation and native language support, and literacy tools such as books, picture dictionaries, translation dictionaries are available for student use. This year we created a Native Language Support Center Library in the ESL classroom. This library includes books in English and Spanish as well as some bilingual books. ELLs and EP students can access this library at any time. These books are used for instructional purposes and students are able to regularly check books out of the library to read at home with parents or anyone at home who can offer literacy support. These supports enrich content and make it comprehensible. Students are generally pulled out for ESL instruction and support during designated literacy periods. Push-in support is provided to teachers with a significant number of ELLs during writing blocks and second literacy blocks. In terms of content area instruction, ELLs receive at least four academic periods of social studies and science instruction by certified personnel in those areas with their classes. Content area teachers and classroom teachers are encouraged to communicate with ESL staff for information regarding the best practices for ELLs. In room 415 there is a binder labeled "TESOL Best Practices" which includes the latest news and strategies for working with ELLs. This binder is available to any interested staff member who is responsible for the instruction of ELLs. Included here are checklists to guide instruction for ELLs and benchmarks for instruction. Also available is information on the 6 methods of scaffolding instruction which are; modeling, bridging, schema-building, contextualization, text representation, and metacognitive development. Also included are checklists for programming that meet the needs of ELLs and model activities for language learners. ESL teachers routinely encourage classroom and content area teachers to support ELLs by using graphic representations of objects and concepts wherever possible as well as gestures and movements. Finally, classroom and content area teachers are invited to attend yearly summer institute trainings and faculty conference days led by ESL staff to aid in their understanding of English language development in ELLs and ideas for how to enrich their language experience. For example, ELLs are given an opportunity to speak in group discussions in ESL daily with questions and topics of high interest and prompted with background knowledge. Classroom and content area staff are asked to monitor the participation of ELLs in verbal discussions in their classes. In addition to receiving appropriate instruction in the mandated content areas, students also receive instruction in the arts with keyboards and violin. ELLs also receive instruction in technology and have regular weekly access to the computer lab and school library with their class and by appointment with the technology teacher and librarian.

4. Differentiation of instruction for ELL subgroups is explained in detail below.

a. Although at this time we do not have any SIFE (Students with Interrupted Formal Education) students enrolled in our school, we are prepared to work with SIFE students. In the past we had two SIFE students in the fourth grade who were pulled out for an extra academic period per week for ESL instruction in a small group of three students. SIFE students can be provided with regular progress communication home through the ESL teacher or parent coordinator. Special accommodations are made for any SIFE students in increased adult support for all tasks, one on one support where it is possible, translation for all classroom tasks, extra time to complete work, and regular access to resources such as bilingual dictionaries and picture dictionaries in our Native Language Support Library. We rely heavily on the explicit instruction of routines to help this student adjust to school social, behavioral, and academic norms. In the past, SIFE students worked one on one with a bilingual parent volunteer two days per week in literacy development. In addition, SIFE students get in-class Tier 1 support from teachers and other service providers who can work with students at risk. The teacher works to lower students' anxiety and affective filter that can have negative effects on students' learning and achievement. Appropriate mixed ability grouping is used for SIFE students in order for SIFE students to be exposed to strategies used by more advanced students. Also, they can look at their peers as models of language and behavior.

b. Newcomers are placed in smaller groups whenever possible for more supported instruction in ESL and literacy development. Readings are specifically chosen to tap into students' prior knowledge and interest level with high levels of picture support. For newcomers, lessons are focused on oral language development. As with SIFE students, mixed ability grouping is sometimes implemented for newcomers. However, it is conducted carefully based on the newcomers' proficiency levels. Because students are required to take the ELA after one year, students in this category in grades 3-5 are given opportunities for test preparation in their classes to expose them to test taking

strategies and the layout and expectations for the test. Whenever possible, scheduling is done to allow the student to remain in his or her class for their regular literacy block, and only pulled out for small group ESL instruction during a second literacy period for individualized support and strategy work.

c. ELLs receiving services for 4-6 years are instructed by using a variety of visual aids and carefully modeled step-by-step instruction. In addition, the four language modalities of listening, speaking, reading, and writing are implemented as well as the integration of the content areas. Groups are created carefully to reflect students' grade levels and English Language proficiency and are grouped homogeneously where possible and appropriate. Readings and teaching tools are selected to reflect the appropriate grade level social studies and science content as well as student interest. A variety of strategies are implemented in the ESL classroom such as scaffolding, building background knowledge, introduction strategies, and modeling. The inquiry model, using questions geared towards a particular subject to tap into a student's background knowledge, is an integral part of instruction for ELLs receiving services for 4-6 years. Class charts are created for student reference regularly and student work is displayed to demonstrate progress and show models of proficiency around the ESL room.

d. Although at this time we do not have any long term ELLs who have required services for more than 6 years, we are prepared to work with these students. For long term ELLs, the ESL and classroom teachers assess whether ESL service is in fact imperative. Other programs to aid the students' academic growth might be suggested, discussed, or offered in addition to ESL pull-out or push-in services. If not, the teacher assesses the students' weaknesses and focuses on improving them accordingly. These students are similarly placed in pull-out or push-in groups reflecting their grade and proficiency level. Wherever possible, long-term ELLs are given an increased amount of one-on-one adult support in grade level tasks. Communication is maintained between the teachers, parent coordinator, and parents of the student in order to support student progress. These students are granted resources to use at home and are invited to participate in Title III afterschool and Saturday programs as they are available to support their academic goals and English Language acquisition.

e. In the case of ELLs with special needs, the ESL and classroom teachers review a student's IEP and make sure they are entitled for ESL services. Continuous consulting with special education teachers regarding students' needs and progress is essential. Additionally, the teacher takes students according to the IEP mandates. If ESL is not his or her issue, a Type 3 evaluation will be discussed and considered to release the student from ESL services. For students who are identified as entitled to ESL pull-out services, teachers carefully place the student in a group which matches the student's social and academic needs. In the past, both ESL teachers co-taught a small group of special needs ELLs in order to maximize the amount of professional academic support to this group. At this time, this scheduling is not possible, but it is an idea that will be revisited as the year goes on and as student needs arise. A curriculum is created for groups of students which contain ELLs with special needs, including daily scaffolded minilessons and daily writing activities. This curriculum also relies heavily on direct explicit instruction, careful modeling, and extended practice with learned literacy strategies.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
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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. There is extensive targeted intervention for ELLs in all academic areas. As stated above, the ESL curriculum is heavily grounded in building the students' English language literacy development and proficiency. It is focused on direct instruction of English language norms in speaking, listening, reading and writing. Teachers deliver direct instruction daily in grammar, talk moves, spelling, punctuation, and vocabulary development. This is all done with integration of the content areas in the way of carefully selected fiction and nonfiction readings of grade level social studies and science stories and narratives. Sometimes these texts are pulled directly from our CORNERSTONE curriculum. Other times, texts are chosen from the ESL library, school library, or Teacher Center with the support of classroom teachers and Teacher Center

representatives. Students are encouraged to explore and discuss these topics with one another in daily group discussions. This helps the teacher to assess prior knowledge and interest level in the content area. Many interventions are a result of open lines of communication and articulation throughout the school building between ESL teachers, classroom teachers, and content area teachers. Where it is necessary, appropriate, and possible, an ESL teacher will push-in with a class during science or social studies instruction. Additionally, the K,1,2 ESL teacher pulls out one fourth grade newcomer, two third grade newcomers, and two fifth grade newcomers for targeted translation instruction once a week. A high interest book is read to the students as a read aloud in Spanish first (the students' native language) and then in English to aid in students' comprehension of learned literacy skills and strategies. Students in this group receive additional one-on-one adult support and guided practice with literacy development. Articulation of ELL needs is also communicated to additional support staffers in the building. Additional staff members working with ELLs include one monolingual and one bilingual AIS teacher, a bilingual and a monolingual speech therapist, and a bilingual Supplemental Education (SETTS) teacher. Student needs and available services are regularly discussed with support staff and classroom teachers on an individual or small group level. Instruction in all content areas is discussed and targeted to individual student needs and aligned with grade level and ESL standards.

6. There is a plan in place at PS 157 for continuing transitional support for ELLs reaching proficiency on the NYSESLAT. Teachers are made aware of the presence of these students in their classes. They are held to the same expectations as their monolingual peers in their classes. Additionally, extra materials are given to the students' teachers, extra communication is established with the parent, and if determined by the teacher and ESL teachers, the students are pulled out for extra help for continuing transitional support. These students are granted the same accommodations as present ELLs on state exams as per mandated NYC testing accommodations for two years following their gaining a proficient score on the NYSESLAT.

7. Every year at PS 157, current ESL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. After speaking to parents at the parent orientation meetings and parent/teacher conferences, ESL teachers assess the parents' articulated feelings in regards to the education of their ELL child. It has been found that parents overwhelmingly prefer the current freestanding ESL program that is in place. Also, parents often articulate a desire for additional afterschool and Saturday programs for their child. These are always considered as part of the ESL yearly review based on budgetary availability of funds to support additional programs. In the past, a dual language program was considered in the school for the 2006/2007 school year, however the number of ELLs along with parent support was not sufficient to support this type of program. In addition, we would like to continue to offer an afterschool program for parents hoping to learn English and gain English Language proficiency in the modalities of listening, speaking, reading and writing. Again, this is considered as budgetary opportunities arise. In general, as an ESL staff devoted to the social and academic growth of our ELL population, we hope to expand the offerings of afterschool and supplemental programs for ELLs. We are pleased to report that as of Wednesday 11/17/10, PS 157x has been approved for a Title III afterschool program for ELLs in grades 3, 4, and 5. This will be in addition to a Saturday program also available to ELLs in grades 1 and 2. The afterschool and Saturday programs will be literacy programs designed for newcomers and struggling ELLs with a reading and writing component incorporating the content area of Social Studies. Teachers will also reinforce vocabulary development in this program through direct vocabulary instruction daily. The program will be taught by appropriately certified ESL staff or Bilingual education pedagogues. Afterschool instructional materials also include leveled readers from Scholastic and grammar books called WRITE! from Curriculum Associates. These grammar books are available in levels A-E for students for the purpose of appropriate differentiation of grammar skills. Students for the programs will be chosen based on need. ESL teachers will review the data collected from NYSESLAT scores to include the students with the lowest total scores. ESL teachers will look at LAB-R scores for those students who are new to the country and do not have a NYSESLAT score. For the afterschool program, any student with a LAB-R score of 0 will be encouraged to attend the program. All 3rd, 4th, and 5th grade ELLs with a NYSESLAT score of beginning will be invited and encouraged to attend the afterschool program. All 1st and 2nd grade ELLs with a NYSESLAT score of beginning will be encouraged to attend the Saturday program. After these students are chosen, all students with a NYSESLAT score of intermediate will be invited to attend and so on as the allotted number of 30 student participants is reached for each program. Teachers plan to use native language support with bilingual resources such as translated student books, student to student translation, and teacher to student translation in 25% of bilingual instruction to accommodate a newcomer's need for native language support. Teachers will regularly encourage parent involvement through an informative parent meeting when the program starts and ongoing conferences with parents as the program progresses through the course of the school year. As parents have expressed the desire for afterschool programs to the ESL teachers already, we anticipate a generous amount of parental involvement and support for this program.

8. There are no programs or services specifically for ELLs that will be discontinued this year. In the past we had also been able to offer basketball, chess, mighty milers, and chorus to our entire student body depending on grade level (obviously with accessibility to ELLs as well according to their grade level). We are hoping to expand the services and supplementary programs available as monies become available. At this time, due to budgetary constraints, our school is not offering supplemental programs of basketball, chess, mighty milers, and chorus to any students afterschool.

9. ELLs are afforded the same access to all school enrichment programs as their monolingual peers, depending on the students' academic grade level. They are invited to participate and given an equal opportunity of participation to whatever programs are available for students in their respective grade levels. These activities include, but are not limited to; orchestra, dance, and keyboards. In the past we had been able to offer mad-hot ballroom, chorus, chess, basketball, and mighty milers (running and exercise) afterschool programs to our ELLs. Unfortunately,

due to budgetary constraints we are not able to offer these programs at this time. We hope to be able to reintroduce them in the future. At this time for the 2010/2011 school year we are preparing for a Saturday school program for ELLs to begin on December 2, 2010.

10. ELLs have equal access as their monolingual peers to instructional materials. In addition, first and second grade ELLs enrolled in the Saturday program are granted extra access to computer technology and instruction through instruction in the computer lab with the technology teacher. ELLs have access to software specifically designed for language and vocabulary development including Rosetta Stone language learning software, Zip Zoom technology, and Visual Language English as a Second Language software from ARC Media, Longman Cornerstone multimedia books on audio CD and language development videos connected to regular ESL content and literacy lessons. ELL students also learn how to use word processing programs and the internet in regularly scheduled technology classes. Other instructional materials afforded specifically to ELLs are visual aids, graphic organizers, Longman Cornerstone ELL textbooks, consumable workbooks, and content area vocabulary cards, Language learning games, puzzles and manipulatives. We also use overhead projectors and transparencies for language support. In ESL, teachers regularly employ the use of class made charts and graphs posted for regular student reference. These instructional materials are used to support ELLs in all subgroups. In general education, special education, and content area classrooms there are intelliboards, laptops, and projectors for teacher and student use to aid in language development. All classrooms are immersed in print and wherever possible provide picture support and graphic representation of learned concepts.

11. Native Language Support is delivered 25% of the time in our freestanding ESL program in the way of teacher translation, student to student translation and native language support, and literacy tools such as books, picture dictionaries, and translation dictionaries are available for student use to enrich content and make it comprehensible. As stated earlier, this year we created a Native Language Support Center Library in the ESL classroom. This library includes books in English and Spanish as well as some bilingual books. ELLs and EP students can access this library at any time. These books are used for instructional purposes and students are able to regularly check books out of the library to read at home with parents or anyone at home who can offer literacy support. Other content area teachers, the parent coordinator, and administrative staff are available to translate or deliver instruction where appropriate and as necessary.

12. All required services and resources correspond to ELLs' grade levels. Resources and instruction are then differentiated or modified to match the students' needs and level of background knowledge to meet grade level expectations.

13. When newly enrolled ELLs are identified prior to the beginning of the school year, they are given an opportunity to meet the classroom teacher beforehand. Also, ELLs and their parents have an opportunity to speak with administrative staff, ESL staff, and the parent coordinator about the school, program offerings, curriculum, and grade level expectations. Newly enrolled newcomer ELLs are paired up with one or two "buddy" students with the same native language who can help them through translation and social development and transitions. In most cases, however, newly enrolled ELLs arrive on the first day of school with other newly admitted students or at some point throughout the school year making any summer bridge transition techniques difficult to implement.

14. At this time we do not offer a foreign language program in our K-5 elementary school. ELL students are offered English as a Second Language instruction.

C. Schools with Dual Language Programs

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

N/A Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. ESL teachers are regularly invited to attend district and region wide training sessions specifically directed toward the effective instruction of ELLs. These trainings may include topics related to compliance issues for the school, ELLs, or ESL instruction, literacy and content area instructional practices for ELLs, assessment analysis for ELLs, and best school wide practices for ELLs based on the ESL standards. ESL teachers are routinely encouraged to attend trainings by the administration and are given an opportunity to turnkey relevant information to classroom

teachers and support staff in common prep meetings or during regular staff interaction. The bilingual Academic Intervention Services staff member regularly attends training sessions targeted for the development of English Language skills for ELLs. ELL training for staff is provided by the ESL teachers and administration. Several hours are provided to staff during the school's Summer Institute program. This will be scheduled for the first week of July of 2011 for all staff members attending the Summer Institute program. Last year, ESL teachers and AIS staff directed a training for general education staff members in the areas of ELL intake and of incorporating technology for ELLs in April. ESL staff is tentatively scheduled to run another training on ELLs for all staff members this year in April of 2011. In attendance at this monthly faculty meeting will be the entire staff including; assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, speech therapists, and bilingual service providers. ESL teachers are invited to attend common prep meetings with common branch teachers and administration on a monthly basis to discuss issues pertaining to ELLs. ESL staff members have joined the inquiry teams on grades K and 5 to provide support and insight on ELLs included on the respective target populations.

2. In the past, support for ELLs transitioning from elementary to middle schools is provided by the school's bilingual guidance counselor. This year, this support is provided by the school's bilingual social worker and monolingual social worker. They routinely discusses middle school choices with all transitioning students including ELLs and those with special needs. Fifth grade students have already made a middle school visit this year. We hope to incorporate more visits throughout the school year. Parents seeking information can contact our parent coordinator and social workers for information. ESL staff is regularly available to speak with common branch fifth grade teachers of ELLs to discuss appropriate middle school choices for graduating ELLs. For example, ESL teachers also attended a middle school orientation which took place at PS 157 in November of 2010 from a local middle school with an extensive dual language program. We hope to attend more of these orientations to gather as much information as possible about the best middle school choices for our ELL population. Common branch teachers regularly attend all middle school orientations and visits at local middle schools with the guidance counselors and graduating students.

3. ELL training for staff is provided by the ESL teachers and administration. Several hours are provided to staff during the school's Summer Institute program. Last year, ESL teachers and AIS staff directed a training for general education staff members in the areas of ELL intake and of incorporating technology for ELLs. ESL teachers will be invited to lead a training regarding ELLs later this school year at a monthly faculty meeting tentatively scheduled for April of 2011. Opportunities for additional hours of staff training are provided during monthly faculty conference days, professional development calendar days, and common prep meetings.

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. Regular parent involvement at PS 157 includes, but is not limited to participation in monthly PTA meetings. Parents are notified of meetings via a monthly newsletter which is published in both English and Spanish and is distributed monthly. As stated earlier, parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child's progress in school and more specifically in ESL. Contact and communication with parents is also established through our bilingual parent coordinator who reaches out and talks extensively with the parents of ELLs. All parents of students in Pre-kindergarten and kindergarten are invited to school on a weekly basis as part of our "open-classroom" program which seeks to educate parents as to the best practices to help their children learn and work effectively, as well as to establish and maintain positive relationships between students, parents, and teachers as the children progress through the grade levels. The ESL teacher pushes in with Kindergarten during this open-classroom time to facilitate parents' understanding of best practices for ELL students. This is also an opportunity for parents to ask questions of the classroom and ESL teacher. Communication is attempted with 100% of ELL parents at our parent/teacher conference days. Parents who are unable to attend this date are asked to set up an additional meeting time with their child's teacher to specifically discuss the child's progress. Parents are also encouraged to attend seasonal concerts, showcases, and activities at the school. Parents are consistently thanked for their participation, support and encouragement of school related activities and the academic, social, and emotional development of their child. In addition, all parents, including parents of ELLs are encouraged to participate in individual classroom events such as celebrations and field trips.

2. Specific information regarding outside agencies and Community Based Organizations can be regularly obtained by parents through our parent coordinator as needs arise. The school has partnerships and established relationships with many community organizations including the National Dyslexia Association and FRIENDS through the Visiting Nurse Services of New York. These agencies aim to support, educate, and advocate for children with special needs and their families. They specifically seek to work with students who are deemed at-risk and offer referrals and evaluations for regular counseling services. In the past, nutrition classes and services were offered for parents through Cornell University and are delivered in both English and Spanish to meet the needs of our monolingual and bilingual parent population. This year, we have recently established contact with the Welcome Center for parents at PS 9, and hope to use their services for parents more often in the future.

3. Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff,

administration, and the parent coordinator on parent/teacher conference days, PTA meetings, and open classroom days in the primary grades. These are days and times dedicated to parents however parents of ELLs are encouraged to contact the school, parent coordinator, and ESL staff at any time. ESL teachers make themselves available on parent/teacher conference days to speak with parents in the ESL classroom. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff including common branch teachers, ESL teachers, administration, or the parent coordinator. In addition, the parents of ELLs specifically are encouraged to fill out a survey following the receipt of information at our parent orientation meetings. This is used to evaluate whether parents understand the academic choices available to ELLs and whether or not they feel comfortable with the choice they have made. Also, many steps are taken to ensure that parents fill out the school survey distributed by the Department of Education, the results of which are published and made accessible to school staff. Parents are encouraged to visit the school's computer lab on parent/teacher conference days to log on to the ARIS parent link as well as to fill out the DOE surveys. The technology teacher is available to assist with this. Parents are also given handouts with links to the ELL section of the DOE website. Parents can access the computers in the ESL room or technology lab at our school. ESL teachers attend parent teacher conferences with the classroom teachers by request. At conferences, ESL staff members discuss appropriate materials, texts for students, student progress in the areas of academic and social development, and any other unforeseen parent concerns specifically pertaining to ELLs that may come up.

4. In the past, parents have expressed a desire to help their child more effectively with regards to literacy development. Parents readily express this concern with the student's classroom teacher as well. Our "open classroom" program in the younger grades demonstrates techniques for parents such as modeling, guided practice and scaffolding. Here, parents also have an opportunity to engage in a dialogue about best practices with the child's teacher as well as other parents. This year, the ESL teacher is scheduled to push-in with kindergarten at this time to be available to parents. In the past, parents of ELLs were offered an afterschool class to learn English or work on perfecting their English language skills. We are hoping to offer this program again in the future as the budget allows. For the time being, information regarding outside agencies and Community Based Organizations can be obtained through our parent coordinator. Additionally, the ESL staff regularly lends out books and supplies to students and parents who express an interest in working on their language skills at home. Our Native Language Support Center Library is also available to students and parents as access to more native language literacy aids.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	6	3	6	3	2								24
Intermediate(I)	0	8	3	6	5	7								29
Advanced (A)	7	2	5	3	14	5								36
Total	11	16	11	15	22	14	0	0	0	0	0	0	0	89

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		1	0	1	0	0							
	I		2	2	0	1	1							
	A		8	8	5	5	3							
	P		4	4	7	16	11							
READING/WRI TING	B		2	3	5	1	0							
	I		9	3	6	8	7							

	A		3	2	2	9	4							
	P		1	6	0	4	2							
New York State Regents Exam														
Number of ELLs Taking Test							Number of ELLs Passing Test							
		English			Native Language		English			Native Language				
	Grade		Level 1		Level 2		Level 3		Level 4		Total			
3	Math													0
4	Math		3		10		5		0					18
5	Biology		3		7		0		0					10
6	Chemistry													0
6	Earth Science													0
7	Living Environment													0
8	Physics													0
	Global History and Geography									1				1
	NYSAA Bilingual Spe Ed													
	US History and Government													
NYS Math														
		Level 1			Level 2		Level 3		Level 4		Total			
	Grade	English	NL	English	NL	English	NL	English	NL	English	NL			
3	NYSAA ELA													0
4	NYSAA Mathematics	5		7		5			1					18
5	NYSAA Social Studies	2		7		2			0					11
6	NYSAA Science													0
7														0
Native Language Tests														
		# of ELLs scoring at each quartile (based on percentiles)					# of EPs (dual lang only) scoring at each quartile (based on percentiles)							
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4					
		1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile					
		NYS Science												
	ELE (Spanish Reading Test)	Level 1		Level 2		Level 3		Level 4						
	Chinese Reading Test	NL	English	NL	English									
4		2		6		3								11
8														0
	NYSAA Bilingual Spe Ed													0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

1. The school regularly uses the Teacher's College Reading and Writing Project to assess the needs of all general education students including our population of ELLs. This TCRWP provides insight into what strategies students use or don't use in their independent reading. It also helps teachers to assess the types of errors in reading students make including errors of meaning, syntax, and visualization. From this we can effectively assess a new student's prior literacy development. We can also use this as a starting point for literacy development of our ELLs. Knowing a student's independent reading level can allow us to match a student's abilities with his or her interests and help them to effectively become better readers and writers and active participants in their own academic development. We have found through assessing our young ELLs (kindergarten and first graders) with the TCRWP assessment that newcomers often use picture support in reading grade level text. Also, we notice that young ELLs can notice and repeat a pattern when it is given in a story with one line of text. ELLs understand concepts of print which suggests emergent literacy comprehension in the native language. For this reason, our instruction of primary grade ELLs is grounded in accessing background or prior knowledge with a basis in picture support for building literacy skills. In addition, ESL teachers keep regular anecdotal notes and conference notes on the daily work and progress of ELLs. For students with special needs, the student's IEP is regularly used as an assessment tool and starting point for instruction. Students are assessed through teacher observation and teacher made tests based on the needs and goals expressed in their IEP. ESL teachers also directly assess students' progress in specific shared readings with diagnostic pre and post reading comprehension assessments from Longman Cornerstone, a program developed by Pearson Education specifically designed to meet the needs of ELLs. Additionally, NYSESLAT results are examined and assessed yearly to determine the ELL's priority of needs in terms of listening, speaking, reading, or writing in English Language acquisition. Teachers are given the ELL student's NYSESLAT proficiency level, along with an explanation of the scores to aid in their teaching and reaching of ELLs. ESL teachers have schoolwide access on ARIS, allowing them to look at trends and assess the needs of ELLs in all areas with state exam results and assessments that are entered.

2. Data patterns can be expressed across grade levels and proficiency levels in examining the NYSESLAT. It has been noticed that ELLs consistently perform better in the areas of speaking and listening than in the areas of reading and writing. For this reason, ESL teachers use this information to guide their curricular choices and daily lesson planning. ESL activities are centered around literacy development specifically in these areas with integrated content area support for student interest as well as in support of the existing curriculum goals for our general education classes.

3. As stated earlier, ESL curricular choices are governed by the need for students to make further improvements in their reading and writing development as demonstrated in yearly NYSESLAT scores indicating that students perform below English Proficient consistently in these two areas.

4. Our school has a freestanding ESL pull-out and push-in program only with 25 % of instruction employing native language support.

a. Since some ELLs are exempted from the ELA exam, discrepancies are inevitable. The ELE test, which assesses students' native language skills only breaks into percentage and raw scores. When taking the New York State Math, Social Studies, and Science Exams translated booklets are available for students who need them and where they are available. Their test scores show that some ESL students have slightly higher scores when native language translations are in fact available. During the 2008-2009 academic year, French and Arabic translators were hired to translate state exams for newcomers from Guinea and Yemen. Other tests were given in English and Spanish translations were provided for ELLs whose native language is Spanish. Students who arrive in the U.S. as late as third, fourth, and fifth grade will receive content area tests in their native language and English. Where a translated version is not available, a translator will be hired for the exams. This year, ESL teachers, administration and classroom teachers at PS 157 will consider hiring a Fulani translator (for the NYS Math Exam) for newcomers from Guinea as their needs are assessed to promote the most positive test-taking environment for the students as well as to ensure that their mathematic skills are actually being assessed instead of their math and English skills combined as English Language acquisition is assessed through various other means. This translator was hired last year. It has not yet been determined if this translator will be necessary again this year, 2011.

b. ELL needs are communicated and articulated regularly between ESL staff, the testing coordinator, and classroom teachers. All staff working with ELLs are cognizant of the fact that ELLs need further development, support, time, and practice with English Language literacy skills.

c. Based on ELL progress on Periodic Assessments, it can be seen that ELLs struggle most with English Language acquisition in the modality of reading and writing. ELLs at our school test English Proficient in the areas of speaking and listening. This is to say that their Basic Interpersonal Communicative Skills (BICS) are developed before their skills in Cognitive Academic Language Proficiency (CALP). This is a predictable finding in accordance with learned theories on English Language Development for second language learners. This finding is shared amongst all staff members working with ELLs. We can also see that Native Language support is an integral part of our instruction in bridging the transfer between the native language and the target language of English. This also justifies our creation of the Native Language Library available in the ESL classroom.

5. For dual language programs, answer the following: N/A

6. Assessments for ELLs are examined regularly to make sure that ELLs demonstrate improvement in English Acquisition and proficiency. ESL teachers are reflective about their curriculum and instructional style on a daily basis. At professional development trainings, teachers are encouraged to share out and learn about new best practices for the instruction of different subgroups of ELLs. Where no progress is evident throughout the year, or year to year, ESL teachers, classroom teachers, coaches, and support staff will look at data in regards to individual students to identify their areas of need and where the curriculum or practice can be improved upon. Communication with the school's data

specialist and testing coordinator is pivotal in the analysis of data gathered from periodic assessments. Communication between these staff members and staff working directly with ELLs is established and maintained regularly. Assessments are examined on a regular basis in order to ensure that ELLs are making some measurable 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		11/9/10
	Assistant Principal		11/9/10
	Parent Coordinator		11/9/10
	ESL Teacher		11/9/10
	Parent		
	Teacher/Subject Area		11/9/10
	Teacher/Subject Area		
	Coach		11/9/10

	Coach		11/9/10
	Guidance Counselor		
	Network Leader		
	Other		