



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: GROVE HILL – P.S. 157X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X157

PRINCIPAL: RAMONA A. DURAN **EMAIL:** RDURAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ramona A. Duran	*Principal or Designee	
Sierra Jorgensen	*UFT Chapter Leader or Designee	
Ana Berroa	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Joanna Nowakowski	Member/ Early Childhood	
Veronica Ayala	Member/ Grades 3 - 5	
Juana Feliciano	Member/ Special Education	
Rosa Alonzo	Member/ Parent Grade 3 - 5	
Percida Santos	Member/ Title I Representative	
Nancy Rodriguez	Member/ Parent - Pre K - 3	
Zuheily Cortez	Member/ Parent - Grade 1 - 2	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- **Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.**

The basis for the needs assessment is based on our most current Quality Review held in March, 2011. As per the **Quality Review's Page 5** which states: "Ensure that the curricula emphasize rigorous key standards and that student tasks consistently hone in on higher order skills that meet the academic needs of a variety of learners." We are intensely focused on zoning in on having the curricula emphasize rigorous standards in order to ensure that all students are engaging in challenging and higher order tasks.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- **Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.**

To adopt an organizing framework such as the Depth of Knowledge that all teachers will use in order to create a culture of higher learning expectations including honing in on higher order skills that will meet the needs of the students.

MEASURABLE OBJECTIVE:

By June, 2013 100% of the teachers will have adopted an organizing framework such as the Depth of Knowledge in order to create a culture of higher learning expectations as measured by the use of the framework as seen through formal and informal observations reflecting rigorous planning and instruction which includes higher order tasks, meaningful feedback to students and differentiated instruction with systems in place, such as benchmarks, to monitor student progress.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

*Understanding Webb's Depth of Knowledge (DOK) provides teachers with another tool as they plan instruction and assessments with a **focus on rigor and relevance.***

Teachers need to examine if their required student work and activities are keeping students engaged in activity or engaged in learning. Not all activities help students learn.

a. strategies/activities that encompass the needs of identified student subgroups:

- ✓ Teachers will be given information to build background knowledge about Webb's Depth of Knowledge (DOK)
- ✓ Teachers will implement high level of rigor and relevance in the classroom
- ✓ Teachers will raise the rigor and/or relevance of student work
- ✓ Teachers will implement ways that help students discover knowledge, rather than the teacher covering knowledge
- ✓ Teachers will plan and deliver instruction that cultivates 21st century skills
- ✓ Teachers will evaluate and select appropriate strategies, materials, and resources
- ✓ Teachers will Develop and use appropriate assessments that reflect depth of knowledge, rigor, and relevance
- ✓ Teachers will Look at student work and student behaviors in the classroom that cultivate 21st century skills

1. Principal will ensure that the school schedule reflects mandated professional development periods for all teachers in all grades;

2. Principal will ensure that teachers have more than one period per week when they can meet as a grade and/or across grades for discussion and planning.

Instructional strategies/activities, Continued

a) key personnel and other resources used to implement these strategies/activities:

- ✓ Teachers;
- ✓ Literacy Coaches;
- ✓ Math Coaches;
- ✓ Data Specialist;
- ✓ Assistant Principals;
- ✓ Principal
- ✓ Scheduled formal and informal observations;
- ✓ Pre and Post Assessments;
- ✓ Books and materials with explicit teaching;
- ✓ Extended Day;
- ✓ Saturday Academy;
- ✓ After-School Sessions

b) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- ✓ Questioning students during classroom discussions to check their understanding of the material being taught
- ✓ Circulating around the classroom during seatwork and engaging in one-to-one contacts with students about their work
- ✓ Assigning, collecting, and correcting homework; recording completion and grades
- ✓ Conducting periodic reviews with students to confirm their grasp of learning material and identify gaps in their knowledge and understanding
- ✓ Administering and correcting tests; recording scores
- ✓ Reviewing student performance data collected and recorded and using these data to make needed adjustments in instruction
- ✓ The system of progress monitoring across content (reading, writing, math) areas will be implemented;
- ✓ Assessments will be given at least every three weeks or more frequently (weekly or twice a week, if needed); chart and evaluate results
- ✓ Students will be Identified for diagnostic testing or for secondary intervention
- ✓ Provide aggregate data of classroom results to principal
- ✓ Student progress results will be reported to parents
- ✓ Teachers will collaborate in selecting/creating progress-monitoring tools

c) timeline for implementation.

All activities and strategies will be done during the day once a week per grade and to include those topics as stated in "Instructional strategies and activities" letter (a) above. Activities and professional development will build upon each other. Research has shown that "sustained, systematic professional development programs that unfold as *processes* over time are generally superior to individual workshops and seminars, which are one-time events".

Budget and resource alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:

Focus school money

Budget and resource alignment, continued

Service and program coordination

- ✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ALL FUNDING SOURCES WILL BE CONSOLIDATED IN ORDER TO ENSURE FINANCIAL EQUITY IN THE IMPLEMENTATION OF ALL PROGRAMS INCLUDING THOSE UNDER NCLB (i.e. services for Students in Temporary Housing (STH), Violence Prevention Programs, Nutrition Programs, Housing programs, etc.)

- 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;
- Grants (where appropriate and available)
- **FOCUS(Not Consolidated) school monies:** (Please see Service and Program Coordination for Tenet #4, Goal #3 for detailed use of FOCUS funds for after-school, Saturday and Preparation period Academic Intervention Programs, including Response to Intervention Services)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- **Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.**

The basis for the needs assessment is based on our most current Quality Review held in March, 2011. The **Quality Review's Page 5** states that the school needs to: "Build differentiated instruction and promote greater consistency across classrooms to ensure that all students' needs are met at multiple entry points." their goals.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- **Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.**

____ 3.2 Enacted curriculum

X 3.4 Teacher collaboration

____ 3.3 Units and lesson plans

____ 3.5 Use of data and action planning

Annual Goal #2: (Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.) ***To expand Professional Learning Communities (PLCs) to enhance academic rigor of classroom instruction which will lead to differentiated instruction and more consistency across the grades.***

Measurable Objective:

By June, 2013 100% of the teachers will have attended a minimum of 30 mandated professional learning communities meetings held at the school as part of the new direction the school is taking in reference to teacher effectiveness and student learning. Evaluation of effectiveness of PLCs will focus on teachers' acquisition of new knowledge and skills, the effect of the learning on teaching as well as the effect on student learning.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

Professional development is the key to achieving rigorous and relevant learning in the classroom.

- a) **strategies/activities that encompass the needs of identified student subgroups,**

In order to ensure that teachers are understanding the need to plan at higher levels and to have high expectations for students the following topics and/or activities will be addressed during teacher professional development during our Professional Learning Communities period which happen once a week for each grade:

1. Using the Depth of Knowledge Framework
3. Selecting Instructional Strategies
5. Cooperative Learning/Differentiation
7. Guided Practice
9. Instructional Technology
11. Presentations/Exhibitions
13. Project Design
16. Simulation/Role-playing
18. Formulating High Level Tasks

2. Instructional Planning
4. Brainstorming
6. Demonstration
8. Inquiry
10. Lecture
12. Problem-based Learning
14. Use of Research
17. Questioning

Instructional strategies/activities, Continued

b) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Because this goal deals mainly with the professional development of teachers in order to ensure that they are imparting quality instruction, effectiveness and impact of the strategies and activities will be mainly teacher oriented and will take into account how teachers implement their learning of instructional strategies and other teaching and learning strategies and their ultimate impact on student learning. Implementation will be measured through formal and informal observations, lesson plans, attendance at workshops, one-on-one meetings with teacher and coaches/Assistant Principals, Principal. Impact on student learning will be evaluated through improvement in tests, active participation by students in projects, completion of work by students based on content specific rubrics, etc.

- ✓ *Principal will ensure that the school schedule reflects mandated professional development periods for all teachers in all grades;*
- ✓ *Principal will ensure that teachers have more than one period per week when they can meet as a grade and/or across grades for discussion and planning.*

c) timeline for implementation.

All activities and strategies will be done during the day once a week per grade and to include those topics as stated in "Instructional strategies and activities" letter (a) above. Activities and professional development will build upon each other. Research has shown that "sustained, systematic professional development programs that unfold as processes over time are generally superior to individual workshops and seminars, which are one-time events". Start date will be September, 2012 through June, 2013.

Budget and resource alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **Focus school money**

Service and program coordination

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Description of Programs for Academic Intervention Funded with FOCUS money, etc:

In order to ensure that we are reaching our at-risk students specifically the Students With Disabilities we have put in place the following programs using FOCUS Monies:

1.AFTER-SCHOOL ACADEMIC INTERVENTION: Serving at-risk students from grades 3, 4 and 5. Students work one day on ELA skills and strategies and one day on Math concepts and strategies. The program is held for 2 hours two times a week (Tuesdays and Wednesdays). Pre-assessments drive instruction and Post-assessments drive smaller/one-on-one instruction.

EXPECTED OUTCOME(S): Improvement of academic skills leading to students meeting Adequate Yearly Progress.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks – 1 School Supervisor to monitor and supervise and 1 School Aide to assist with student snack time and dismissal

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): from December 4th, 2013 – June 19th, 2013.

NUMBER OF STUDENTS: Serving approximately 150 students in grades 3, 4 and 5.

MATERIALS USED: Common Core Edition of Ready New York CCLS Instruction in ELA and in Mathematics from Curriculum Associates: Paid with school budget monies(**Non-FOCUS money**)

2.SATURDAY ACADEMY ACADEMIC INTERVENTION PROGRAM: The Saturday Academy will work with all at-risk students in grades 3, 4 and 5 including students with disabilities, etc. The program will have 2 hours of ELA comprehension skills and strategies and 2 hours of Mathematics concepts including problem solving and numeration.

EXPECTED OUTCOME(S): Improvement of academic skills in Literacy and Mathematics leading to meeting Adequate Yearly Progress.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks –

1 School Supervisor to monitor and supervise and 2 School Aides to assist with student arrival, lunch time and dismissal (**School Budget NOT FOCUS money**)

2.SATURDAY ACADEMY ACADEMIC INTERVENTION PROGRAM, Continued

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): December 8th, 2012 – June, 15th, 2013.

NUMBER OF STUDENTS: Serving approximately 150 students in grades 3, 4 and 5.

MATERIALS USED: Common Core Edition of Ready New York CCLS Instruction in ELA and in Mathematics from Curriculum Associates: Paid with school budget monies(**Non-FOCUS money**)

3.ACADEMIC INTERVENTION PROGRAM FOR GRADES K – 1: Designed to assist and support K – 2 students who are at-risk of failing academically and being held-over this year. Explicit teaching of comprehension skills and strategies. Pre-assessments drive instruction and Post assessments drive small group/one on one instruction as well as re-teaching.

EXPECTED OUTCOME(S): Improvement of academic Literacy and Mathematics skills leading to student progress as measured by teacher made assessments, Fountas and Pinnell, Reading Levels and Running Records.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks –tentative 12/4/12 – 06/19/13

1 School Supervisor to monitor and supervise and 1 School Aide to assist with student snack time and dismissal(**School Budget NOT FOCUS money**)

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): from December 4th, 2013 – June 19th, 2013.

NUMBER OF STUDENTS: Serving approximately 50 students in grades K, 1 and 2.

MATERIALS USED: Foundations, Words Their Way, Research based strategies for phonemic awareness, other Phonics Instruction.

4.ACADEMIC INTERVENTION PROGRAM (Modeled after Response To Intervention's Tier III): the program will address the more foundational skills of decoding and intensive work on phonics.

Clearly, there is differentiation based on the nature of the instructional program, which is to directly match instruction to the student's level of identified risk.

EXPECTED OUTCOME(S): Improvement of academic Literacy and Mathematics skills leading to student progress as measured by teacher made assessments, Fountas and Pinnell, Reading Levels and Running Records and other foundational assessments.

STAFF: 6 teachers working during their preparation periods at least 3 times a week (Monday, Wednesday and Friday), with students one-on-one and/or with small group no larger than 2 students with the same identified needs.

1 Supervisor (With School Budget NOT FOCUS money)

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): December 4th, 2012 – June 19th, 2013. (Tentative)

NUMBER OF STUDENTS: Serving approximately 12 students in grades K, 1 and 2. Two students per grade level.

MATERIALS USED: Foundations, Reading Recovery

ALL FUNDING SOURCES WILL BE CONSOLIDATED(except for FOCUS School monies) IN ORDER TO ENSURE FINANCIAL EQUITY IN THE IMPLEMENTATION OF ALL PROGRAMS INCLUDING THOSE UNDER NCLB (i.e. services for Students in Temporary Housing (STH), Violence Prevention Programs, Nutrition Programs, Housing programs, etc.)

- 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;
- Grants (where appropriate and available)
- **FOCUS(Not Consolidated) school monies**: (Please see Service and Program Coordination for Tenet #4, Goal #3 for detailed use of FOCUS funds for after-school, Saturday and Preparation period Academic Intervention Programs, including Response to Intervention Services)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- **Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.**

The basis for the needs assessment is based on our most current New York State School Report Card(2010-11). As per the New York State School Report Card(2010-11) pages 11 – 12, the subgroup population Students with Disabilities, did not make AYP (Adequate Yearly Progress). The data shows that in ELA Students with Disabilities' test performance index was at 84 and in order to make AYP the performance index needed to be above or at the effective AMO which was 110 and/or at Safe Harbor's 95/96 (2010-11 and 2011-12) neither of which was met. In Mathematics, the Students with Disabilities' performance index was 116 which again was below the effective AMO of 125 and/or Safe Harbor's 122/124 (2010-11 and 2011-12).

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Goal #3: *To identify at-risk target students within subgroups as per the School Report Card, specifically students with disabilities and English Language Learners, to ensure they meet AYP for the 2012-2013 school year.*

Measurable Objective: *By June, 2013 100% of all at-risk target students within subgroups (especially students with disabilities/special needs and ESL) will have been identified and will have been given targeted instruction to ensure that they meet AYP in the 2012-2013 school year as measured by the results/data in the School Report Card showing a percentage increase in student subgroup performance that will make AYP for the 2012-2013 school year and moving forward.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) **strategies/activities that encompass the needs of identified student subgroups:**

The following research based activities and instructional strategies will be used by the teachers during instruction with all students but specifically with those students that have been identified as at-risk as well as the students in the subgroup that did not meet AYP specifically students with disabilities:

- ✓ Begin lessons with a short review of prior learning;
- ✓ Common planning time will be used to instructionally develop plans focused on higher-order thinking and moving from compliance to a high level of engagement;
- ✓ Present new material in small steps with student practice after each step;
- ✓ Ask questions and check responses of all students;
- ✓ Employ rubrics, questioning techniques to elicit higher order thinking skills and increase key cognitive strategies to improve student achievement;
- ✓ Provide models;
- ✓ Guide student practice;
- ✓ Check for understanding;
- ✓ Allow students to experience a high level of success;
- ✓ Provide scaffolds for difficult tasks;
- ✓ Require and monitor independent practice;
- ✓ Engage students in weekly and monthly reviews;
- ✓ Extended learning time program that is aligned to student needs and achievement;
- ✓ Develop high order skills tasks and activities as part of collaboratively developed comprehensive curriculum aligned to the CCLS;
- ✓ Group flexibly for differentiation;
- ✓ Use of the Danielson Framework to support teachers in their instructional practice;
- ✓ After-school and Saturday Academy Academic Programs for all at-risk students including those identified within the subgroups of Special Needs and ESL.

b) **key personnel and other resources used to implement these strategies/activities:**

- ✓ Teachers,
- ✓ Literacy Coaches;
- ✓ Math Coaches;
- ✓ Data Specialist;
- ✓ Assistant Principals;
- ✓ Principal

strategies/activities, Continued

key personnel and other resources used to implement these strategies/activities:, Continued:

- ✓ Scheduled formal and informal observations;
- ✓ Pre and Post Assessments;
- ✓ Books and materials to be used for explicit teaching;
- ✓ Extended Day; - Targeted academic intervention
- ✓ **Saturday Academy; FOCUS Money**
- ✓ **After-School Sessions – FOCUS Money**

b. identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Reading and Mathematics assessment will be done on a 6 week basis and results will be used to guide instruction including groups in Saturday Academy, Extended day and, the After-School Programs. ESL students will be provided with the acquisition of the English Language and reading strategies during the Title III Saturday Program for students in Kindergarten through grade 3. We will ensure that a systemic process is in place for consistent measuring of student progress towards their targeted interim goals (i.e. Pre and Post assessments, Benchmarks, etc.).

In addition, the Danielson Framework will be used to support teachers in their instructional practice.

c. timeline for implementation: All activities regarding the meeting of this goal will be on-going and will be monitored and checked for possible restructure if needed. Start date will be September, 2012 through June, 2013.

Budget and resource alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **FOCUS school money**

Service and program coordination (Goal #3 – Tenet #4)

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Description of Programs for Academic Intervention Funded with FOCUS money, etc:

In order to ensure that we are reaching our at-risk students specifically the Students With Disabilities we have put in place the following programs using FOCUS Monies:

1.AFTER-SCHOOL ACADEMIC INTERVENTION: Serving at-risk students from grades 3, 4 and 5. Students work one day on ELA skills and strategies and one day on Math concepts and strategies. The program is held for 2 hours two times a week (Tuesdays and Wednesdays). Pre-assessments drive instruction and Post-assessments drive smaller/one-on-one instruction.

EXPECTED OUTCOME(S): Improvement of academic skills leading to students meeting Adequate Yearly Progress.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks – 1 School Supervisor to monitor and supervise and 1 School Aide to assist with student snack time and dismissal

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): from December 4th, 2013 – June 19th, 2013.

NUMBER OF STUDENTS: Serving approximately 150 students in grades 3, 4 and 5.

MATERIALS USED: Common Core Edition of Ready New York CCLS Instruction in ELA and in Mathematics from Curriculum Associates: Paid with school budget monies(**Non-FOCUS money**)

2.SATURDAY ACADEMY ACADEMIC INTERVENTION PROGRAM: The Saturday Academy will work with all at-risk students in grades 3, 4 and 5 including students with disabilities, etc. The program will have 2 hours of ELA comprehension skills and strategies and 2 hours of Mathematics concepts including problem solving and numeration.

EXPECTED OUTCOME(S): Improvement of academic skills in Literacy and Mathematics leading to meeting Adequate Yearly Progress.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks –

1 School Supervisor to monitor and supervise and 2 School Aides to assist with student arrival, lunch time and dismissal (**School Budget NOT FOCUS money**)

Service and program coordination(Goal #3 – Tenet #4), continued

2.SATURDAY ACADEMY ACADEMIC INTERVENTION PROGRAM, Continued

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): December 8th, 2012 – June, 15th, 2013.

NUMBER OF STUDENTS: Serving approximately 150 students in grades 3, 4 and 5.

MATERIALS USED: Common Core Edition of Ready New York CCLS Instruction in ELA and in Mathematics from Curriculum Associates: Paid with school budget monies(**Non-FOCUS money**)

3.ACADEMIC INTERVENTION PROGRAM FOR GRADES K – 1: Designed to assist and support K – 2 students who are at-risk of failing academically and being held-over this year. Explicit teaching of comprehension skills and strategies. Pre-assessments drive instruction and Post assessments drive small group/one on one instruction as well as re-teaching.

EXPECTED OUTCOME(S): Improvement of academic Literacy and Mathematics skills leading to student progress as measured by teacher made assessments, Fountas and Pinnell, Reading Levels and Running Records.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks –tentative 12/4/12 – 06/19/13

1 School Supervisor to monitor and supervise and 1 School Aide to assist with student snack time and dismissal(**School Budget NOT FOCUS money**)

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): from December 4th, 2013 – June 19th, 2013.

NUMBER OF STUDENTS: Serving approximately 50 students in grades K, 1 and 2.

MATERIALS USED: Foundations, Words Their Way, Research based strategies for phonemic awareness, other Phonics Instruction.

4.ACADEMIC INTERVENTION PROGRAM (Modeled after Response To Intervention's Tier III): the program will address the more foundational skills of decoding and intensive work on phonics.

Clearly, there is differentiation based on the nature of the instructional program, which is to directly match instruction to the student's level of identified risk.

EXPECTED OUTCOME(S): Improvement of academic Literacy and Mathematics skills leading to student progress as measured by teacher made assessments, Fountas and Pinnell, Reading Levels and Running Records and other foundational assessments.

STAFF: 6 teachers working during their preparation periods at least 3 times a week (Monday, Wednesday and Friday), with students one-on-one and/or with small group no larger than 2 students with the same identified needs.

1 Supervisor (With School Budget NOT FOCUS money)

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): December 4th, 2012 – June 19th, 2013. (Tentative)

NUMBER OF STUDENTS: Serving approximately 12 students in grades K, 1 and 2. Two students per grade level.

MATERIALS USED: Foundations, Reading Recovery

ALL OTHER FUNDING SOURCES WILL BE CONSOLIDATED IN ORDER TO ENSURE FINANCIAL EQUITY IN THE IMPLEMENTATION OF ALL PROGRAMS INCLUDING THOSE UNDER NCLB (i.e. services for Students in Temporary Housing (STH), Violence Prevention Programs, Nutrition Programs, Housing programs, etc.)

- 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;
- Grants (where appropriate and available)
- **FOCUS(Not Consolidated) school monies**: (Please see Service and Program Coordination for Tenet #4, Goal #3 for detailed use of FOCUS funds for after-school, Saturday and Preparation period Academic Intervention Programs, including Response to Intervention Services)



GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- **Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.**

The basis for the needs assessment is based on our Environment Survey for 2011-2012 which shows a discrepancy between parent results and teacher results in all the areas including Academic Expectations, Communication, Engagement and Safety and Respect on Pages 4 – 14. We want to put in several actions that will help us to show a marked improvement between the results of teachers and that of parents and by extension in the way the school reality is captured in the Environment Survey.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Goal #4: To develop supports to build adult capacity that will provide students with the behavioral, social, and emotional supports they need to succeed in school and in life.

Measurable Objective: By June, 2013 100% of teachers will have received staff development that builds adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a. **strategies/activities that encompass the needs of identified student subgroups: The research-based strategies will take into account strategies that help foster effective classroom management, strategies that provide professional development and support for teachers and other school staff, strategies that create trusting and caring relationships that promote open communication among school personnel, parents, students and community, etc.**
 - ✓ Professional development that aim to support educators being active and positive role models for students;
 - ✓ Teachers will learn how rules/regulations are communicated and enforced;
 - ✓ Teachers will continue to use data the school's code of conduct/school-wide discipline program representing school norms, values and rules designed to promote more even more positive social relationships among students, i.e. School-wide Rewards Program for conduct which reflects what is recognized and honored;
 - ✓ Teachers will use various techniques that engage all students in discussion regarding students' sense of connectedness to school;
 - ✓ Teachers will assign students developmentally appropriate levels of responsibility for classroom decision-making and management;
 - ✓ The school will provide opportunities for parents to increase their own skills to better manage their children's behavior by providing workshops that deal with setting expectations for behaviors, appropriate praise, teaching children about self-restraint and problem solving;
 - ✓ The school/teachers will communicate to parents, through newsletters, parent-teacher-conferences, etc., the school's behavioral and academic expectations and encourage them to reinforce those expectations at home;
 - ✓ The school /teachers will encourage parents to create a supportive learning environment in the home which includes but is not limited to providing homework guidance, ensuring adequate space for homework and other school activities, etc;
 - ✓ Teachers will communicate clear expectations for learning and behavior ensuring that expectations are developmentally appropriate and that all students are held to the same expectations;
 - ✓ Teachers will use a variety of teaching methods such as discussion questions, extra readings, and group projects to foster critical and reflective thinking, problem-solving skills, and the capacity to work effectively with others;
 - ✓ Engage students in appropriate leadership positions in the classroom and provide avenues for their voices and opinions to be heard, i.e. including students in the decision-making process for setting classroom rules and consequences for breaking the rules;
 - ✓ Continue to ensure that school staff members as well as students have an expert, e.g. school counselor, school psychologist, they can consult/turn to about student issues and/or feelings.
 - ✓ Guidance counselor will provide a counseling program that is preventative in nature, developmentally appropriate, and comprehensive.
 - ✓ The school counselor will provide support in an effort to maximize student achievement.
 - ✓ In addition, the school counselor will serve as an advocate for all children.

(Tenet 5) Instructional strategies/activities, Continued

b. key personnel and other resources used to implement these strategies/activities:

- ✓ Classroom Teachers,
- ✓ Literacy Coaches;
- ✓ Math Coaches;
- ✓ Data Specialist;
- ✓ Assistant Principals;
- ✓ Principal
- ✓ Cluster Content Area Teachers;
- ✓ School Guidance Counselor;
- ✓ School Psychologist;
- ✓ School Social Worker

c. identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:

Administrators as well as coaches will monitor and facilitate the progress and effectiveness of strategies and activities through walkthroughs, formal and informal observations, one-on-one meetings, common planning time, PLCs(Professional Learning Communities). In addition, we will do the following:

- ✓ Interviews with the student;
- ✓ Student Survey;
- ✓ Observations of his/her interactions with other students.
- ✓ Records/data of referrals for evaluations, detention, suspensions/removals and/or in-house SAVE Room suspensions made.

- d. **timeline for implementation.** All activities regarding the meeting of this goal will be on-going and will be monitored and checked for possible restructure if needed. Start date will be September, 2012 through June, 2013.

Budget and resource alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: FOCUS school money

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Description of Programs for Academic Intervention Funded with FOCUS money, etc:

In order to ensure that we are reaching our at-risk students specifically the Students With Disabilities we have put in place the following programs using FOCUS Monies:

1.AFTER-SCHOOL ACADEMIC INTERVENTION: Serving at-risk students from grades 3, 4 and 5. Students work one day on ELA skills and strategies and one day on Math concepts and strategies. The program is held for 2 hours two times a week (Tuesdays and Wednesdays). Pre-assessments drive instruction and Post-assessments drive smaller/one-on-one instruction.

EXPECTED OUTCOME(S): Improvement of academic skills leading to students meeting Adequate Yearly Progress.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks –

1 School Supervisor to monitor and supervise and 1 School Aide to assist with student snack time and dismissal

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): from December 4th, 2013 – June 19th, 2013.

NUMBER OF STUDENTS: Serving approximately 150 students in grades 3, 4 and 5.

MATERIALS USED: Common Core Edition of Ready New York CCLS Instruction in ELA and in Mathematics from Curriculum Associates: Paid with school budget monies(**Non-FOCUS money**)

2.SATURDAY ACADEMY ACADEMIC INTERVENTION PROGRAM: The Saturday Academy will work with all at-risk students in grades 3, 4 and 5 including students with disabilities, etc. The program will have 2 hours of ELA comprehension skills and strategies and 2 hours of Mathematics concepts including problem solving and numeration.

EXPECTED OUTCOME(S): Improvement of academic skills in Literacy and Mathematics leading to meeting Adequate Yearly Progress.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks –

1 School Supervisor to monitor and supervise and 2 School Aides to assist with student arrival, lunch time and dismissal (**School Budget NOT FOCUS money**)

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): December 8th, 2012 – June, 15th, 2013.

NUMBER OF STUDENTS: Serving approximately 150 students in grades 3, 4 and 5.

MATERIALS USED: Common Core Edition of Ready New York CCLS Instruction in ELA and in Mathematics from Curriculum Associates: Paid with school budget monies(**Non-FOCUS money**)

3.ACADEMIC INTERVENTION PROGRAM FOR GRADES K – 1: Designed to assist and support K – 2 students who are at-risk of failing academically and being held-over this year. Explicit teaching of comprehension skills and strategies. Pre-assessments drive instruction and Post assessments drive small group/one on one instruction as well as re-teaching.

EXPECTED OUTCOME(S): Improvement of academic Literacy and Mathematics skills leading to student progress as measured by teacher made assessments, Fountas and Pinnell, Reading Levels and Running Records.

STAFF: The program will consist of 6 teachers working 2 days per week for 2 hours on each day for approximately 27 weeks –tentative 12/4/12 – 06/19/13

1 School Supervisor to monitor and supervise and 1 School Aide to assist with student snack time and dismissal(**School Budget NOT FOCUS money**)

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): from December 4th, 2013 – June 19th, 2013.

NUMBER OF STUDENTS: Serving approximately 50 students in grades K, 1 and 2.

MATERIALS USED: Foundations, Words Their Way, Research based strategies for phonemic awareness, other Phonics Instruction.

4.ACADEMIC INTERVENTION PROGRAM (Modeled after Response To Intervention's Tier III): the program will address the more foundational skills of decoding and intensive work on phonics. Clearly, there is differentiation based on the nature of the instructional program, which is to directly match instruction to the student's level of identified risk.

EXPECTED OUTCOME(S): Improvement of academic Literacy and Mathematics skills leading to student progress as measured by teacher made assessments, Fountas and Pinnell, Reading Levels and Running Records and other foundational assessments.

STAFF: 6 teachers working during their preparation periods at least 3 times a week (Monday, Wednesday and Friday), with students one-on-one and/or with small group no larger than 2 students with the same identified needs.

1 Supervisor (With School Budget NOT FOCUS money)

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): December 4th, 2012 – June 19th, 2013. (Tentative)

NUMBER OF STUDENTS: Serving approximately 12 students in grades K, 1 and 2. Two students per grade level.

MATERIALS USED: Foundations, Reading Recovery

ALL FUNDING SOURCES WILL BE CONSOLIDATED IN ORDER TO ENSURE FINANCIAL EQUITY IN THE IMPLEMENTATION OF ALL PROGRAMS INCLUDING THOSE UNDER NCLB (i.e. services for Students in Temporary Housing (STH), Violence Prevention Programs, Nutrition Programs, Housing programs, etc.)

- 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;
- Grants (where appropriate and available)
- **FOCUS(Not Consolidated) school monies:** (Please see Service and Program Coordination for Tenet #4, Goal #3 for detailed use of FOCUS funds for after-school, Saturday and Preparation period Academic Intervention Programs, including Response to Intervention Services)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- **Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.:**

The biggest single dilemma in education is how to keep parental involvement consistently high in the schools. PS 157X is no exception and as such is always looking for ways to increase parental involvement. A review of our parent sign-in sheets/attendance at school meetings shows an alarmingly low percentage of parents who are actually involved with the school and their child's education. Meetings are held in the morning and in the evening, but unless we have children performing parents are quite apathetic about attending these meetings. The same can be said for our data gathered during school held parent workshops.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Goal #5: To provide educators with knowledge and skills to involve families and other stakeholders appropriately in the educational process as partners between the school, the home, and the community which will help to increase parental involvement.

Measurable Objective: By June, 2013 various ways of meaningful involvement with families and community members will have been explored and partnerships will have been established with families and caregivers of students as well as engagement of the community in ways that sustains collaborative work between the school, the home and the community as measured by a 15% increase in parental involvement.

Strategies to increase parental involvement and engagement

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 22 through 24 in this SCEP. (Has been attached separately as well as the Parent Compact pages 25 through 26)

The school will ensure that there is an open door policy

Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) **strategies/activities that encompass the needs of identified student subgroups:**

- ✓ After-school academic program for all identified students with disabilities, ESL as well as general education students at-risk of failing;
- ✓ Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- ✓ Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- ✓ Translate all critical school documents and provide interpretation during meetings and events as needed;
- ✓ Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- ✓ Encouraging more parents to become trained school volunteers
- ✓ Hosting the annual October Curriculum Night for all parents
- ✓ All communications will be sent home in both English and Spanish

Strategies to increase parental involvement and engagement, Continued

b) staff and other resources used to implement these strategies/activities

Principal
Assistant Principals
Parent Coordinator
Teaching Staff
Community Based Organizations
Arts Partners
Nutrition and Health Partners

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- ✓ Teachers will collaborate in selecting/creating progress-monitoring tools
- ✓ Teachers will meet and decide how to use data from *summative* assessments in order to summarize the learning or performance of a student or group of students in order to determine whether or not students met the criterion for mastery of that year's curriculum standards and determination of AYP of the school.
- ✓ Teachers will meet and make decisions regarding the use of *formative* assessments to help provide the most effective instruction to their students and to help them make decisions regarding how to better meet the student's needs.
- ✓ Teachers will review student information including collecting and systematically organizing information that has been collected previously about a student.

d) timeline for implementation.

All activities regarding the meeting of this goal will be on-going and will be monitored and checked for possible restructure if needed. Start date will be September, 2012 through June, 2013.

Budget and resource alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Other-describe here: **Focus School Money**

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As part of our reaching out to parents in order to increase parental involvement FOCUS money for parental involvement has been used in the following way:

Program Description:

20 weeks of parent workshops have been put in place. Workshops will address the Common Core Learning Standards, in ELA and Mathematics, Data for Parents, How to Help Your Child Achieve Success in School, Addressing Homework, RTI, College Readiness, Literacy and Mathematics PreK – 5, as well as other topics pertinent to home and school. A very small portion of the money will also be used for supplies and refreshments for the parents at these workshops.

OUTCOMES : Parents will be more willing to participate in school held activities and will be able to work at a different level and support their children in all ways.

STAFF: 3 teachers working for 2 hours per week for a total of 20 weeks

1 Supervisor **NOT funded with FOCUS money**

MATERIALS: school made workshop packets/power-points, etc. Supplies such as construction paper, pencils, glue, etc. Also incentives such as gift cards provided by PTA and Title I Programs. Refreshments when appropriate

START AND END DATE(APPROXIMATE- TENTATIVE DATES SUBJECT TO CHANGE): November 13, 2012 – June 14th, 2013

ALL FUNDING SOURCES WILL BE CONSOLIDATED(except FOCUS School Monies) IN ORDER TO ENSURE FINANCIAL EQUITY IN THE IMPLEMENTATION OF ALL PROGRAMS INCLUDING THOSE UNDER NCLB (i.e. services for Students in Temporary Housing (STH), Violence Prevention Programs, Nutrition Programs, Housing programs, etc.)

- 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;
- Grants (where appropriate and available)
- **Parental Involvement Focus Money(See above Service and Program Coordination in reference to Tenet #6, Goal #5)**
- **FOCUS(Not Consolidated) school monies:** Please see Service and Program Coordination part of Tenet #4 Goal #3: For detailed explanation of after-school, Saturday and Preparation period Academic Intervention Programs, including Response to Intervention Services.)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Foundations; Zip Zoom; Text Talk; Literacy by Design	Small group	During school day in special education classes,
Mathematics	Focus on word problems and numeracy	One to one or two to one during preparation period instruction, push-in, small groups	During Extended Day; AIS period
Science	Students work on Science projects and use science manipulatives. Science is integrated into other content areas.	On an individual student basis.	In classrooms and in Science Room.
Social Studies	Students learn and apply social studies concepts and skills to group projects including literacy, mathematics and other content areas.	In small groups; Preparation period instruction; push-in	In classrooms and in Social Studies/Art Room.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	A comprehensive guidance curriculum is a key component to any school setting and as such the guidance counselor will provide a counseling program that is preventative in nature, developmentally appropriate, and comprehensive. The school counselor will provide support in an effort to maximize student achievement. In addition, the school counselor will serve as an advocate for all children.	Small Group Counseling, Classroom Guidance, Individual Counseling	Scheduled as needed.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At P.S. 157X we maintain and attractive, quiet building that reflects our focus on academics and the performing arts. 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.

In addition, mentors are assigned to support struggling and where necessary un-qualified teachers. Un-qualified teachers will work closely with the pupil personnel secretary and the Network HR individual to ensure proper documentation/assessment deadlines/requirements.

New Teachers are also given and buddy teachers who help them become adjusted to the building and to the curriculum itself.

Professional development in Literacy, Math, Science, Social Studies and Classroom Management is provided by both the UFT teacher center in our building and by the Literacy Coaches and Math Coach as well as the Assistant Principals and Principal.

A mandated period of staff development has been built into every grades schedule so that all teachers receive staff development once a week. The staff development is often based on formal and informal teacher observations, teacher surveys of perceived needs and Department of Education mandates.

Where needed, after formal and informal observations, staff development plans of action are attached to the feedback so that we can address the needs of all teachers on an individual basis.

In addition to in-house training/staff development teachers are often sent to outside sources provided by the Department of Education and/or the Network for other staff development in content areas including mathematics, science, social studies and of course, literacy.

Professional Learning Communities within the school allows each and every teacher to be

SCEP 2012-2013: PS 157X Grove Hill School

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational
-

PS 157X(GROVE HILL SCHOOL)
PARENT INVOLVEMENT POLICY (PIP), CONTINUED

- Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 157X(GROVE HILL SCHOOL)
PARENT INVOLVEMENT POLICY (PIP), CONTINUED

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS 157X – GROVE HILL SCHOOL
SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Marge Struk/Dr. Anita Batisti	District 07	Borough Bronx	School Number 157
School Name Grove Hill			

B. Language Allocation Policy Team Composition [?](#)

Principal Ramona A. Duran	Assistant Principal Carolyn Heredia
Coach Melissa Herzbrun	Coach Mary Melito
ESL Teacher Jane Carlson	Guidance Counselor Venessia Jones
Teacher/Subject Area Elizabeth Morris/ESL	Parent Rosa Alonso
Teacher/Subject Area Veronica Curtis/Science	Parent Coordinator Ana Miranda
Related Service Provider Piedad Roldan	Other
Network Leader Marge Struk	Other

C. 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 education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	612	Total Number of ELLs	85	ELLs as share of total student population (%)	13.89%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. 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, SETSS teacher and bilingual education certified pedagogue), and Ms. Mary Melito (testing coordinator, math coach, and 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 and that a second language is in fact spoken in the home. 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' which has been updated by the DOE and is now available to view online. 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. In addition, there is a bulletin board on the fourth floor labeled INTAKE which clearly indicates the ELL intake process at PS 157 for teacher reference. ESL teachers are called by the parent coordinator at the time of enrollment of potential ELLs. This year, we are able to input this information in the ELPC screen of ATS. 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. This information found on ATS is cross-referenced with information obtained on ARIS through the DOE website to make sure that information pertaining to ELLs is up to date. 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. This test is not timed. ELLs are granted their testing accommodations for the NYSESLAT as per their IEP or 504 plan. ESL teachers can cross reference this information by viewing an RSPE report in ATS. Students in the same grade with the same testing modification are grouped together. In the case of students who receive scribe services, those students are tested individually and granted scribe services from either ESL teacher and a coach who acts as the testing proctor. Students are tested in 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. An ELL must continue to take the NYSESLAT on a yearly basis until he or she tests at a level of proficient. ESL teachers Ms. Morris and Ms. Carlson grade the writing portion of the NYSESLAT as per the instructions and turn in all testing documents on time and according to the testing memos and instructions received via email by Sharon Cahr. All security measures are taken and documented.

2. A formal parent orientation is held at the beginning of the year for parents of newly enrolled ELLs who were not able to watch the parent orientation video at the time of enrollment, and the parents of newly enrolled ELLs who still have questions. Parents of all 12 newly enrolled ELLs were invited to attend, including those who have previously seen the parent orientation video. This orientation is designed to provide parents 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, available for viewing from the DOE website) explaining the choices available to their children in the New York City Public School system. Parents then have the opportunity to speak to the ESL teachers and parent coordinator about the best choice for their child and program offerings. Parents are also given information on how to contact the Borough Assessment Office, as well as the process for transferring or requesting the appropriate program choice. Parents of newly enrolled ELLs received an entitlement letter which included the child's name, home language, their LAB-R score, information regarding the three program choices and the date, time, and place of our orientation meeting. The importance of this invitation and information was expressed to classroom teachers via the ESL staff and teachers agreed to personally hand these documents to the parents of newly enrolled ELLs. In addition, the parent coordinator called each parent of a newly enrolled ELL the day before the meeting as a reminder. Parents who did not attend the meeting were called after the meeting, and a second invitation was sent out the following day along with a parent selection form for a second parent orientation meeting to take place the next day. Parents who did not attend either meeting were called a third time by the parent coordinator. Parents also received a note with a link to the parent orientation video to watch at home if they were unable or unwilling to attend the designated meeting or chose not to make another appointment with staff members. Some parents express that they cannot come to the school for a meeting. We provide a note with a link to the parent orientation video, a letter explaining the three choices (in English and Spanish) and a blank parent selection form to these parents. We will not stop trying to establish contact with all parents of newly enrolled ELLs until we receive a parent selection form or contact is made. All parents of newly enrolled ELLs are provided an opportunity to watch the parent orientation video. Appointments are made with parents of newly enrolled ELLs who enroll later in the year on an individual basis to view the parent orientation video and receive information regarding the three program choices. We make every attempt to show the parent the parent orientation video at the time of enrollment however, when this is not possible, parents are sent information in English and their native language, and encouraged to make an appointment to meet with the ESL teachers to discuss their child's educational choices. In all cases, ESL staff, along with the parent coordinator, attempt to collect a parent selection form for parents of all ELLs throughout the year. Once parents fill out the parent selection form indicating their first, second, and third choice of program for their ELL child, this paperwork is kept in the individual students' cumulative record folders. A copy is made and 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 and on paper kept in a binder in the ESL classroom. 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. Once a child is identified as an ELL, the parent has been notified, and viewed the Parent Orientation Video, designated ESL staff members enter the parent option information into the ELPC function of ATS. ESL staff members designated to enter this information and keep records include Elizabeth Morris and Jane Carlson.

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 and often times available in the students' home language, are typed on school letterhead and handed out 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. In addition, the State Education Department and Questar provides our school with a DVD containing INDIVIDUAL STUDENT PARENT REPORTS pertaining to the previous year's NYSESLAT. This information is printed at the school and distributed to parents of returning ELLs along with the entitlement letters containing contact information for the ESL teachers and Parent Coordinator. This document contains information on a student's NYSESLAT score and how to interpret the data.

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 for parents who were not able to view the video at the time of enrollment.

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 Borough Assessment Office to be scanned by the testing center on designated days notification of which is received by the ESL teachers through Sharon Cahr. These documents are hand delivered by the ESL teachers, Ms. Morris and Ms. Carlson. 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. The reason for this is that we do not have a sufficient number of unreturned forms to constitute opening a bilingual program at PS 157. This year, one parent expressed an interest in Dual Language for her first grade son. We provided her with a list of Dual Language schools in the area. After watching the video, she decided to choose "freestanding ESL" as the program of her choice. Her interest in Dual Language will be kept on file in the student's record as well as in the ESL room and with the parent coordinator. Last year, parents of three newcomers chose "Transitional Bilingual Education" as the program of their choice. They took all the necessary steps to transfer their children, but were told at the neighborhood schools that they could not enroll because they were too full. The parents returned to PS 157 and decided that they would prefer freestanding ESL and indicated this on their selection forms. These parents' interest in bilingual education is kept on file in the ESL room and with the parent coordinator. 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, in room 415, and scanned to the ESL flashdrive. 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. The Parent Orientation Video is available for parents to view in 13 different languages.

5. As stated earlier, this year, one parent expressed an interest in Dual Language for her first grade son. We provided her with a list of Dual Language schools in the area. After watching the video, she decided to choose "freestanding ESL" as the program of her choice. Her interest in Dual Language will be kept on file in the student's record as well as in the ESL room and with the parent coordinator. Last year, parents of three newcomers chose "Transitional Bilingual Education" as the program of their choice. They took all the necessary steps to transfer their children, but were told at the neighborhood schools that they could not enroll because they were too full. The parents returned to PS 157 and decided that they would prefer freestanding ESL and indicated this on their selection forms. These parents' interest in bilingual education is kept on file in the ESL room and with the parent coordinator in case more parents express an interest in this type of program. 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, in room 415, and scanned to the ESL flashdrive. 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. 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 157x 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. Original copies of his HLIS and

parent selection forms indicating bilingual education as the parent's first choice are available in the student's cumulative record folder. ESL teachers review parent selection forms of currently enrolled and newly enrolled ELLs on a monthly basis to ensure that this document is on file for each enrolled ELL as well as to ensure that our program fits with parent choice.

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 freestanding ESL as the program of their choice. As stated above, this year, one parent expressed an interest in Dual Language for her first grade son. We provided her with a list of Dual Language schools in the area. After watching the video, she decided to choose “freestanding ESL” as the program of her choice. Her interest in Dual Language will be kept on file in the student’s record as well as in the ESL room and with the parent coordinator. Last year, parents of three newcomers chose “Transitional Bilingual Education” as the program of their choice. They took all the necessary steps to transfer their children, but were told at the neighborhood schools that they could not enroll because they were too full. The parents returned to PS 157 and decided that they would prefer freestanding ESL and indicated this on their selection forms. These parents’ interest in bilingual education is kept on file in the ESL room and with the parent coordinator in case more parents express an interest in this type of program. 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, in room 415, and scanned to the ESL flashdrive. 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. Parents who expressed an interest in transitional bilingual education stated that their 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 to address these concerns. 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 they 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. These students are enrolled in Saturday academies or afterschool programs as funds become available. A copy of each ELLs' parent selection form is kept on file until three years after 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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	2

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	59	1	6	24	0	7	2	0	1	85
Total	59	1	6	24	0	7	2	0	1	85

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	10	12	10	13	17								73
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic			1	1										2
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	2	2	1								8
TOTAL	11	12	15	13	15	19	0	85						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The primary materials used in our freestanding ESL program are chosen by the certified ESL teachers, Ms. Morris and Ms. Carlson, which correspond 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

A. Programming and Scheduling Information

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. Last year, TC coaches came to the school for 17 visits to support general and special education teachers in literacy instruction of their students. In addition, as a result of the Common Core Learning Standards, ESL instruction will focus more heavily on the use of non-fiction texts to guide ELLs in literacy progress.

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 grades 3 and 5. Ms. Morris pushes into a third grade self-contained special education class daily during their writing block to support ELLs with special needs in writing. Ms. Carlson pushes into a fifth grade class during their second period writing block to support intermediate and advanced level ELLs in writing development.

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, 2, and some 3rd grade ELLs with special needs. 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 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. Also, some first grade ELLs who receive speech services are picked up separately from other first grade ELLs of the same proficiency level so that they may remain in a smaller group for more one on one support, and so as not to conflict with the speech pull-out schedule.

2. Classroom teachers, speech providers, and academic support providers 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) as per CR-154 regulations. Beginning and intermediate level students are pulled out for small group ESL instruction for 6 blocks/week (totaling 360 minutes) as per CR-154 regulations. 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 and ARIS 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. ESL teachers regularly cross-reference information regarding ELLs between ATS and ARIS. This ensures that all ELLs are identified accurately and are receiving mandated ESL services throughout the year.

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

A. Programming and Scheduling Information

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. Last 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 as long as ESL teachers are present in the classroom. These books are used for instructional purposes where appropriate 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 to newcomers. We will continue the use of a Native Language Support Center in the ESL classroom again this year. 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. In September, ESL teachers distribute information to classroom teachers regarding the ELLs' NYSESLAT scores from the previous spring. This helps the classroom teacher to identify their ELLs, plan differentiation activities in their lessons, and form groups immediately at the onset of the school year. 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 have access to the computer lab with their classes and by appointment with the technology teacher and librarian.

4. As stated above, newly enrolled students whose home language is indicated as Spanish are tested first with the LAB-R to determine their English proficiency and then tested with the Spanish LAB to determine their native language proficiency (if the home language is Spanish and the student tests below the cut scores for the LAB-R). Sometimes ESL staff will informally use the Spanish LAB to assess a student's native language skills. Students who speak Arabic are asked to read resources (an Arabic alphabet chart and teacher made classroom chart written in Arabic) found or created from the internet to assess their native language skills. We also have an Arabic speaking paraprofessional who can help assess the native language skills of these students. He is able to assess their speaking and writing skills. Also available in the ESL classroom are resources in French. In the case of older French-speaking students, Ms. Carlson was able to assess their grammar skills through the use of Grammaire raisonnee, a grammar book containing excersizes in French. Younger French speaking students are asked to read alphabet charts or other teacher created materials from the internet or picture dictionaries (which we have available in Spanish, French, and Arabic). Finally, we also have picture charts posted in the ESL classroom containing words and pictures in Arabic, French, Spanish, Chinese, and English for students to refer to or for the purpose of assessing native language skills. In the upper-grades we have some Everyday Math work and homework books available in Spanish. For other languages that we did not anticipate, there is a wealth of information and resources to be found on the internet. One resource that we use regularly is google translate, which has the option of reading translated words and phrases aloud from the computer.

5. Differentiation of instruction for ELL subgroups are explained in detail below.

a. We recently received two students from Yemen whose home language is Arabic and who speak little to no English. One student is a second grader and cannot be considered SIFE (because of her young age) although she has never attended school. The other student is a third grader who has moved between Yemen and the United States quite often and did not attend school while in Yemen. We are prepared to work with these students, and have begun to adjust instruction to meet their needs. Both students receive ESL instruction in small groups for an extra academic period than peers in their same proficiency level. Both students receive a lot of one on one support in the classroom and in ESL in all tasks. ESL teachers have met with the parents of both SIFE students to explain and guide parents in the process of enrollment and expectations. 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

A. Programming and Scheduling Information

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. To do this, each SIFE student is paired with a 'buddy' in his or her class who also attends ESL classes. In the past, SIFE students worked one on one with a bilingual parent volunteer two days per week in literacy development. We will consider this arrangement again this year as volunteers become available. 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. Instruction for Newcomers in the primary grades has a heavy focus on speech development. Students are encouraged to participate verbally with engaging poems and songs as well as heavily patterned high-interest text.

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. These students also work on test preparation for the ELA, Math test, NYSESLAT, and Science exam (in the case of fourth graders) to help lower any testing anxiety or confusion associated with standardized exams so that the student may work to his or her potential. ESL teachers rely on direct instruction of English grammar and usage in addition to high interest content area books to drive instruction for this group. Minilessons are chosen based on collaboration with the classroom teacher to target this student's needs. At the beginning of the year, these students' NYSESLAT scores are analyzed for their areas of strength and weakness, so that is the area that can be focused on in ESL instruction. For example, a student with a proficient speaking score, but beginning level writer, needs to develop his or her writing skills in order to be considered English Proficient. Finally, ESL teachers will use more non-fiction text this year to guide instruction as this more closely resembles the expectations of state tests (including the NYSESLAT) as well as real-life expectations for these students. Nonfiction units of study in literacy in ESL will revolve around a social studies or science units corresponding to students' grade level curricular needs.

d. We are prepared to work with students with over 6 years of ESL services. In addition to the mandated ESL instructional minutes, other academic supports are explored. 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. Other available programs include SETTS and AIS. Students in this category are looked at on an individual basis and a determination of what supports to use are planned in collaboration with the Administration, ESL teachers, classroom teachers, IEP team, and support staff. These students are also granted time for test preparation for the NYSESLAT, ELA, Math and Science tests (as fourth graders) to help address testing anxiety and confusion related to the test in order to receive an accurate snapshot of the child's progress at the time of the test.

A. Programming and Scheduling Information

e. In the case of ELLs with special needs, the ESL and classroom teachers review a student's IEP and makes sure they are entitled for ESL services. Continuous consulting with special education teachers, IEP teachers, the IEP team, and regular monitoring of IEPs on SESIS is essential. Additionally, the ESL teacher takes students according to the IEP mandates and attendance in SESIS is recorded accordingly. For students who are identified as entitled to ESL pull-out services and for whom the IEP indicates "ESL only", teachers carefully place the student in a group which matches the student's social and academic needs. This year, ESL staff will push-in with self-contained special education teachers who have ELLs in their classes who are entitled to services. 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 to accommodate a co-teaching ELL with special needs group, but it is an idea that will be revisited next year or throughout the year based on the number of ELLs in this category. 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, and reinforcing what the students' needs are according to his or her IEP and needs in the classroom.

6. For instructional strategies appropriate for ELL-SWDs, ESL teachers regularly consult with self-contained special education teachers. Teachers also read the student's goals on the IEP to make sure that direct instruction is aligned with the specific student's needs. For example, ELL-SWDs who need support in retelling will be exposed to the same text many times to support development in this area as well as language acquisition. As is the case with most ELLs, ELL-SWDs struggle most with reading and writing. Therefore ESL teachers will provide daily opportunities for ELL-SWDs to engage in reading and writing activities to strengthen these skills. As with all ELLs, instruction should be scaffolded, specifically through careful modeling, with plenty of time for student practice. Instructional strategies include; modeling, bridging, schema-building, contextualization, text representation, and metacognitive development for ELL-SWDs. Materials will be grade level texts, the students' own writing narratives, nonfiction decodable texts, nonfiction read alouds, and plenty of picture support in all areas.

7. Our schools uses curricular, instructional, and scheduling flexibility to meet the needs of ELL-SWDs. First, the student's IEP clearly states the differentiated curricular goals for each ELL-SWD. These IEPs can be viewed by all staff members work with the student in the new SESIS system. Through the use of SESIS, all teachers who work with a student have the ability to work toward the same goals with that student. ESL teachers regularly confer with classroom teachers and related service providers (speech, AIS, SETSS) for scheduling concerns regarding ELL-SWDs. One concern is scheduling. Whenever possible, ESL teachers push-in with ELL-SWDs in their classroom with the classroom teacher. Otherwise, the ESL teacher will pull-out this student during the second literacy block or social studies block (as long as social studies content is being taught in the ESL room). As stated earlier, instruction for ELL-SWDs is flexible to accommodate the individual student's needs in the way of modeling, bridging, schema-building, contextualization, text representation, and metacognitive development. To meet each ELL-SWDs' needs, ESL teachers regularly look at test results in ARIS and ATS, as well as regular review of a student's IEP in SESIS. In order for ELL-SWDs to interact with their non-disabled peers, flexible programming is encouraged. For example, ELL-SWDs in grade 2 are placed in a group of non-disabled first and second graders for pull-out ESL instruction. This group meets once daily with the ESL teacher allowing those students to interact with their non-disabled peers every day. Some ELL-SWDs in grades 3, 4, and 5 are enrolled in our extended day program in a group of non-disabled peers. This group meets three times/week. Classroom teachers of SWDs attempt to integrate students with a corresponding general education class for some portion of the day depending on their skill level in a particular subject. For example, one fifth grade ELL-SWD joins a general education fifth grade class for the literacy block. Finally, for grade level events like field days, field trips, assemblies, and contests, SWD classes (including those classes with ELL-SWD0s) join their general education non-disabled peers for the duration of the event.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

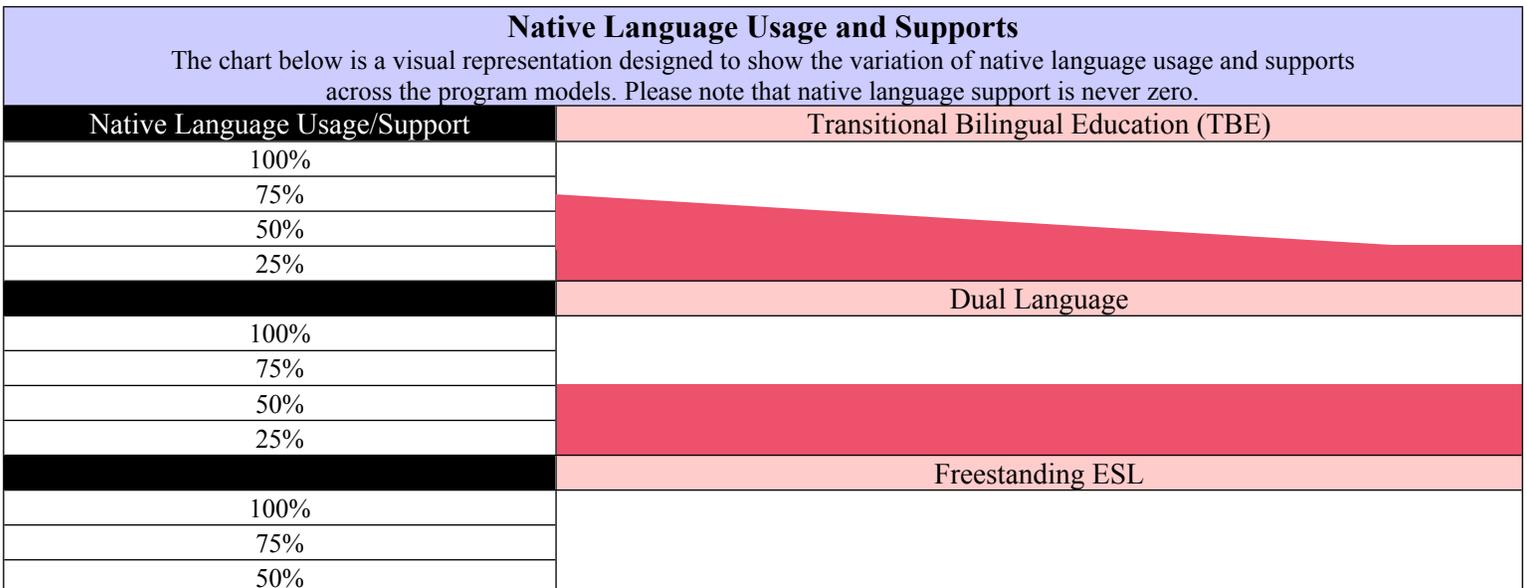
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
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Native Language Arts	N/A
Social Studies:	N/A
Math:	N/A
Science:	N/A

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. 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 or coaches. 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, social studies, or math instruction. In the past, the K,1,2 ESL teacher was able to pull-out a group of third, fourth, and fifth grade newcomers for targeted translation instruction once a week. A high interest book was 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 received additional one-on-one adult support and guided practice with literacy development. This added support will be considered this year as scheduling allows and student needs dictate. Currently these students have been integrated into ESL pull-out groups according to their proficiency level and CR-154 mandates. Articulation of ELL needs is also communicated to additional support staffers in the building. Additional staff members working with ELLs include one bilingual AIS and SETSS teacher, a bilingual speech therapist, and a monolingual speech therapist. 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 Common Core Learning Standards. For math instruction, the ESL teachers work very closely with the math coach to develop strategies for ELLs and their general education teachers. We have a limited number of math textbooks and homework books in Spanish that can be provided to students whose home language is Spanish. This way parents can assist their child with the homework. Also, new teachers have scheduled meeting times with the math coach to discuss instructional practices (including the best practices for ELLs). Veteran teachers are invited to meet with the math coach at any time. Our math coach also regularly runs or attends common prep meetings throughout the year to instruct teachers in the best practices for ELLs or to answer questions or provide extra resources. Best practices for ELLs in math include, but are not limited to: providing extra time for tasks, heterogeneous group and partner work (ELLs have an opportunity to work with monolingual peers as models), additional teacher or adult support for instruction and tasks, student or teacher translation, translated resources, instructions and questions repeated.

9. 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. These accommodations include extra time (time and 1/2) and the use of a translated version of the test (excluding the ELA).

10. 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 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. As Title III funds become available we will be happy to begin an afterschool and Saturday program for ELLs. 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 title III program. In addition, this year we are hoping to partner with Fan 4 Kids, an organization that will support students' physical development in grades k-3. We are also hoping to launch an anti-obesity committee with the purpose of supporting students in physical development, health and nutrition. These programs will be open to ELLs according to their grade levels. Finally, this year we will begin our yearly learning garden program for students in the primary grades. Students have the opportunity to work with a gardener in the local park adjacent to the school to learn about the life cycle, planting, gardening, and nutrition.

11. 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.

12. 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 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.

13. ELLs have equal access as their monolingual peers to instructional materials. In addition, first and second grade ELLs who were 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 had 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. We are hoping to offer this again this year in a Saturday program as funds have just become available. 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. ELLs will have access to these programs with their general education classes.

14. 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. Also available for primary grade ELLs are emergent storybooks in Spanish that the ESL teacher uses for instruction of Spanish-speaking ELLs in grades K and 1 who are emergent readers.

15. 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. Teachers use the Common Core Learning Standards to drive instruction.

16. 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.

17. 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. We are hoping to offer students a Spanish elective program and French elective program in cycle 2 of our extended day program.

C. Schools with Dual Language Programs

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

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. At the beginning of each school year, the ESL teachers meet with the school secretaries and parent coordinator to review paperwork for currently enrolled ELLs and to review intake procedures for potential ELLs. 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. This year there will be a particular focus on examining student work during our fourth period of extended day time each week on Thursdays. During this time, ESL teachers can lead teachers in the learning protocol and specifically request to look at the work of ELLs whenever possible. Also, ESL teachers are currently working with the Assistant Principal to design a PD for primary grade staff members on the instruction of Spanish-speaking emergent readers. The bilingual Academic Intervention Services staff member regularly attends training sessions targeted for the development of English Language skills for ELLs as well. ELL training for staff including teachers, psychologists, occupational/physical therapists, secretaries, and the parent coordinator is provided by the ESL teachers and administration. Although a school based summer institute program is not available at PS 157x this year as a result of budget concerns, this has been a great forum in the past for ESL teachers to turnkey information and best practices for the education of ELLs. In 2010, 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. The staff was given a copy of the power point used complete with hyperlinks and great resources for the instruction of ELLs. In attendance at this monthly faculty meeting was the entire staff including; assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, speech therapists, psychologists, occupational/physical 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. Last year, ESL staff members joined the inquiry teams on grades K and 5 to provide support and insight on ELLs included on the respective target populations. We are looking forward to more time to examine student work this year and opportunities to attend and lead grade level meetings and faculty meetings.

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/guidance counselor. They routinely discuss middle school choices with all transitioning students including ELLs and those with special needs. Fifth grade students (including ELLs) will make several middle school visits this year with their classes. We hope to incorporate more visits throughout the school year to and from local middle schools. Our school guidance counselor has called and emailed five local middle schools to set up presentations at our school or visits for the fifth grade classes. She will follow up with middle school representatives as necessary. Also, there was a middle school orientation in September which all parents of fifth graders (including ELLs) were invited to and encouraged to attend. The guidance counselor also visits middle schools in the area throughout the year. She obtains information for staff and parents in both English and Spanish. For example, on October 29 there will be a recruiting session at MS 298, The Academy of Public Relations. She distributed fliers and information for this event to teachers, students, and parents in both English and Spanish. Parents seeking middle school information can contact our parent coordinator, social workers, and guidance counselor 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 attended a middle school orientation which took place at PS 157x in November of 2010 from local middle school MS 223, a school with a 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 counselor, social workers, and graduating students. In addition, parents of fifth grade students were invited to attend a middle school information session hosted by our school guidance counselor during parent/teacher conferences in the fall.

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 when the budget allows this type of forum. 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. Opportunities for additional hours of staff training are provided during monthly faculty conference days, professional development calendar days, and common prep meetings. Currently ESL teachers are designing a PD with the Assistant Principal designed to help support common branch primary grade teachers

with the education of spanish-speaking emergent readers. ESL staff will also conduct a yearly intake PD with designated staff. ESL staff members have established contact with our new PSO ELL support person, Lourdes Carmona, and look forward to meeting regularly with members of PSO 551. ESL teachers keep a binder in the ESL classroom with records of all PDs that are given and attended by ESL staff members. Dates of each PD are written down and certificates of completion are kept on hand in this binder and folder.

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. ESL staff members then enter parent choice information into the ELPC function of ATS once parents have had an opportunity to meet with ESL pedagogues and watch the parent orientation video. 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. In the past, the ESL teacher was able to push-in with Kindergarten during this open-classroom time to facilitate parents' understanding of best practices for ELL students. This is not possible this school year as kindergarten ELLs are spread out into four different classes, creating a scheduling conflict. Push-in blocks will be considered in Kindergarten during the open-classroom time as scheduling and opportunities arise throughout the year. This has been 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. 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. We also offer Parent Workshops at PS 157. In October and November we were able to offer 2 afterschool parent workshops per month to address how parents can help their child in specific areas. Topics addressed were; homework, math algorithms, nutrition, and reading with your child. We plan to continue to offer at least two parent workshops per month.

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)	1	7	2	3	3	3								19
Intermediate(I)	0	4	4	3	3	7								21
Advanced (A)	10	1	9	7	9	9								45
Total	11	12	15	13	15	19	0	0	0	0	0	0	0	85

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	3	6	3	0	12
5	6	9	1	0	16
6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	0	0	0	0	1
4	3	0	7	2	3	0	0	0	15
5	1	0	9	2	5	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	11	1	3	0	0	0	17
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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 as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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 documented 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. 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. Last year, PS 157x hired a Fulani translator (for the NYS Math Exam) for newcomers from Guinea. This was to ensure that their mathematic skills were actually being assessed instead of their math and English skills combined as English Language acquisition is assessed through various other means.

b. ELL needs are communicated and articulated regularly between ESL staff, the testing coordinator, and classroom teachers. All staff working with ELLs are cognizant of the fact that ELLs need further development, support, 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 sometimes 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. This year, we will also more closely examine student work to make sure that our outcomes match what is being taught or the skill the student is working on. 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

School Name: Grove Hill

School DBN: 07x157

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ramona A. Duran	Principal		10/21/11
Carolyn Heredia	Assistant Principal		10/21/11
Ana Miranda	Parent Coordinator		10/21/11
Jane Carlson	ESL Teacher		10/21/11
Rosa Alonso	Parent		10/21/11
Elizabeth Morris	Teacher/Subject Area		10/21/11
Piedad Roldan	Teacher/Subject Area		10/21/11
Melissa Herzbrun	Coach		10/21/11
Mary Melito	Coach		10/21/11
Venessia Jones	Guidance Counselor		10/21/11
Marge Struk	Network Leader		10/21/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X157 **School Name:** Grove Hill School

Cluster: _____ **Network:** PSO / FORDHAM 551

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 SAVE Room teacher 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. 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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Grove Hill	DBN: 07X157
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 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. We have been using Zip Zoom for several years and it works very well. This year we will have to order at least one new set. Our Saturday Program will provide instructional opportunities other than in the regular classroom. This Language Arts Technology Based Program will assist students in reading comprehension as well as help them with phonemic awareness, and other reading skills. The Zip Zoom Program has been proven effective building English-Language Learner’s early phonemic awareness, phonics and sight-word recognition skills. Scientifically based research proved that English Language Learners who use the Zip Zoom English software increase their sight-word recognition by more than twice the control group. Zip Zoom English, Scholastic’s supplemental language and literacy program for English Language Learners “supports beginning ELLs in Grades K – 3 by developing critical language and literacy simultaneously through the use of technology and research-based sequential books.” The program accelerates oral language, vocabulary, and sight word acquisition – thus, providing young English Language Learners the ability to successfully access their basic Reading and Writing Balanced Literacy Program. This program is a strong supplement to ESL and to the regular classroom reading and writing program. The program’s materials will also consist of Zip Zoom Critical-Word Readers. These readers are proven to help English-Language Learners gain reading skills at a rate that will close the achievement gap between them and their English-speaking peers. This program will also be available to those LEP students who are at-risk of being referred to Special Education and/or who are considered to be possible holdovers. All students will have scored at the Beginning and/or Intermediate Level of ESL proficiency as per the NYSESLAT and/or LAB-R. The program will have a total of 30 students. All teachers working with the ELL students will have certification K – 6 Bilingual.

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;

Part B: Direct Instruction Supplemental Program Information

- ☐ 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. Title III 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. The instructional framework of this program consists of “lesson components featuring a variety of learning opportunities, including singing songs, reading online books, making take-home books, fun vocabulary and skill-building games to serve as meaningful contexts for the development of English oral language and beginning reading skills.” This model will provide extensive and varied “exposure to meaningful print with explicit and systematic instruction in phonemic awareness and letter/sound correspondence.” In addition, there is a student management system which was designed to be a critical element of the software, linking curriculum, instruction, and assessment. Close-the-loop technology is part of this program which assists teachers in collecting data and provides on-going progress reports to the teachers through the program. The data allows teachers to identify the student needs and the program materials, etc., provides the teachers with the appropriate resources to meet those needs. The teachers will use the teacher’s guide with the scope and sequence of concepts and skills for Zip Zoom (Levels 1 through 3) which includes the Lesson Topic, concept knowledge, concept words, comprehension skills, language function and usage, academic vocabulary, concepts of language, phonemic awareness/phonics, critical words, literacy events, concepts of print and writing. Each lesson reviews content vocabulary and/or prior vocabulary, expands content knowledge building on what students already know, works on teaching language function, has language goals as well as content goals, support for the student in their native language/language transfer, differentiated practice, enrichment language and content, buddy buzz, communication of ideas, language exchange where the students use the pictures from their word and picture book to create/write a story together. In addition to teacher directed instruction, the students will also have independent practice and self assessments on the computer.

The program will run as follows:

- ☐ The program will be implemented on 10 consecutive Saturdays and will begin on November 3rd, 2012 and end on the 26th of January, 2013;
- ☐ The Program will run from 9:00 a.m. until 12:00 p.m. each Saturday; for a total of 3 hours each Saturday;

There will be staff development on-going for the teachers for 5 sessions through-out the course of the program (every other Saturday) from 12:00 - 1:00 pm at trainee rate. The staff developer will receive

Part B: Direct Instruction Supplemental Program Information

per-session for each extra hour (10 hours total).

☐ 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.”

☐ Five Saturdays (every other Saturday) from 12:00 - 1:00 will be used for teacher staff development on the Zip Zoom Reading Program. This will be on-going for 10 Saturdays (the length of the program). 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, 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 services, will be provided by Certified Bilingual and ESL teachers. Additionally, the program will be very much attuned to the DOE/Federal government 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.”

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The professional development activities for staff participating in this Saturday Academy, will take place during 5 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

Part C: Professional Development

Resource CDs. The teachers will meet for 10 Saturdays to view and discuss the 15 videos and to also take part in a study group(5 Saturdays each). 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 Network for support with 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 be part of the 5 staff development 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.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here:

RATIONALE:

Decades of research show that when parents are involved in their children's education they have: Higher grades, test scores, and graduation rates; Better school attendance; Increased motivation, better self-esteem; Lower rates of suspension; Decreased use of drugs and alcohol and Fewer instances of violent behavior.

- * Parents will be informed of parent activities as well as the requirements of the program and of their rights to be involved (through meetings, letters, newsletters, conferences, radio, newspaper, phone calls, online, or other means);
- * Materials and training to help parents work with their child to improve achievement in ESL;
- * Use of parent volunteers;
- * Parents will be involved in the preparation for the trip and will accompany the students;
- * Saturday workshops on ESL activities that will support their children in school will be given;
- * Workshops for parents will be held for 1 hour each and will take place during 5 sessions every other Saturday during the program.
- * Topics to be covered but not limited to, will be: Reading with your child, Homework help, Technology in ESL;
- * Provider: Mr. Martin, Technology Teacher and ESL Teachers

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		