



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** GROVE HILL –  
**DBN (i.e. 01M001):** 07X157  
**Principal:** RAMONA A. DURAN  
**Principal Email:** RDURAN@SCHOOLS.NYC.GOV  
**Superintendent:** YOLANDA TORRES  
**Network Leader:** MARGARET STRUK

## 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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/ Teacher – PreK-2	
Juana Feliciano	Member/ Teacher PreK-5 SPEDS	
Veronica Ayala	Member/ Teacher – Grade 3-5	
Zuheily Cortez	Member/ Parent/ grade K - 2	
Percida Santos	Member/ Parent 3 – 5 SPEDS	
Milagros Rodriguez Nancy Rodriguez	Member/ Parent PreK – 3) Member Parent /grade 2-4	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 07X157**

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	664	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	70	# SETSS	N/A	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.9%	% Attendance Rate			90.3%
% Free Lunch	91.0%	% Reduced Lunch			4.7%
% Limited English Proficient	10.1%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American			33.6%
% Hispanic or Latino	65.8%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	0.1%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	12.34	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.4%	% Teaching Out of Certification			9.6%
% Teaching with Fewer Than 3 Years of Experience	25.4%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	12.1%	Mathematics Performance at levels 3 & 4			15.5%
Science Performance at levels 3 & 4 (4th Grade)	78.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
<i>The school's 12-13 SCEP strengths lay in the fact that all of the goals were well thought out and focused on areas that needed improvement as per the March, 2011 QR and as per the School Report Card. The goals were extremely explicit and followed a theory of action that helped to both initiate the goals and finally to meet those goals. The school's culture is such that all teachers work in partnerships within and across grades on a regular basis targeting what is taught, why it is taught and how well the students are learning. All the school share holders including parents can articulate a shared understanding of how skills and behaviors demonstrate social and developmental health and how such skills and behaviors are intertwined with and lead to academic success or failure. The Professional Learning Communities have taken hold and all teachers participate in and contribute to the professional development activities that are areas of focus and development.</i>			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
<i>The areas for improvement in the school's 12-13 SCEP were:</i>			
<i>(1) Zoning in on having the curricula emphasize rigorous standards in order to ensure that all students are engaging in challenging and higher order tasks,</i>			
<i>(2) Building differentiated instruction and promoting greater consistency across classrooms to ensure that all students' needs are met at multiple entry points,</i>			
<i>(3) 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),</i>			
<i>(4) The Environment Survey for 2011-2012 showed 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's reality is captured in the Environment Survey,</i>			
<i>(5) 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.</i>			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
<i>Most of the barriers and challenges encountered during the development and implementation of the school's 12-13 SCEP were around leaving the curriculum(Teacher's College) that we had been following for 7 years and coming to grips with doing more explicit teaching which dealt more with skills and strategies that would advance student comprehension and writing. In addition, we also encountered challenges in adapting our previous Mathematics Program to the Common Core Learning Standards. New curriculum was written by the teachers and coaches and that was implemented. There are always challenges when we have to increase awareness of the need for change within the school community and parents. In addition, building capacity, sharing responsibility, developing and/or finding material resources, developing the policy that would guide our current and next steps and ensuring that our creative, innovative and risk-taking climate continued even as we strived to become "better".</i>			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
<i>All of our goals were met to certain degrees. Our implementation of the goal to create PLCs was extremely well met and proved to be extremely successful. We also showed enough improvement within our Students With Disabilities population to be one of only two schools in the District that showed student progress within that sub-group...enough progress to begin looking at leaving the designation of FOCUS school soon.</i>			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			X
			<b>Yes</b>
			<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
N/A			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			X
			<b>Yes</b>
			<b>No</b>

### Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
<i>This year's development of the 13-14 SCEP will present special barriers and challenges directly connected to the implementation of the new City-wide Reading and Mathematics Curriculum. The barriers will deal mostly with:</i>			

1. The expeditious delivery of the new materials;
2. The quantity of such materials;
3. The amount of staff development available for teachers in order to learn how to teach the new curriculum;
4. Time management;
5. Learning the new curriculum and being able to implement its components both in Reading and Mathematics;
6. Decisions regarding how much of the curriculum needs to be implemented in order to ensure student progress because the curriculum is a hodge-podge of objectives and activities, therefore finding what fits our students best will be of top priority; ;
7. Developing and brainstorming ideas in regard to the direction that the professional development should take and what is to be developed keeping in mind the new curriculum as well as the new teacher evaluation system;
8. Ensuring that all constituents are involved including Administrators, Coaches, Teachers;
9. Linking instruction to our FOCUS need for improvement, i.e. Students With Disabilities;
10. Ensuring we have financial and material resources i.e. budget is sufficient, materials have been bought and/or can be bought based on the amount of monies available in the budget for supplies/materials;

**List the 13-14 student academic achievement targets for the identified sub-groups.**

Our identified sub-group continues to be Students With Disabilities, however, since we have made enough progress to be considered no longer being a FOCUS school, we will continue to target these students for Academic Intervention Services, Response to Intervention (RTI), and other at-risk student interventions in both Reading and Mathematics. The student academic target for this identified sub-group is: **6% increase in ELA Performance at Levels 3 & 4 from the current 3.4% to 9.4% and from 6.7% in Mathematics to 12.7%.** In order to support the students we will be:

1. Putting in place a Tier III Intervention Program during teacher's preparation periods;
2. Putting in place a Saturday Academy to work specifically with Tier III students in need of extra intervention;
3. Putting in place an After-School Program to work with all Level 1 and Low Level 2 students who were designated as having passed the test but who in reality did not meet the passing criteria/test;
4. Ensuring that all of these students continue to perform on grade level in ELA and Math;
5. Meeting Common Core Standards for all students but specifically for our sub-group(s);
6. Continued use of Professional Learning Communities to ensure that teachers are receiving the most up to date professional development designed to help them impart quality instruction to ALL students.

**Describe how the school leader(s) will communicate with school staff and the community.**

We will communicate with school staff and the community during Faculty Meetings, events, newsletters, websites (if possible), and other electronic forms of communication. We will be available to meet when needed to provide support or to address concerns. We will include academic components in all PTA meetings that are held, during SLT meetings and during special events such as Special Assemblies, etc.

**Describe your theory of action at the core of your school's SCEP.**

**IF** teachers meet collaboratively and discuss their work and the work that the students produce, **THEN**, teachers will be able to share their work and results through inter-classroom visitations as well as Inquiry meetings. **IF** teachers share their work and results through inter-classroom visitations, **THEN** this will in effect allow and give the teachers an opportunity to learn from each other and incorporate successful strategies that they have learned from the discussions and inter-visitations and use them in their practice. **IF** the teachers learn from each other and incorporate the successful strategies they have learned into their teaching/instruction, **THEN**, this by extension will impact student learning and will result in an increase in student academic progress

**Describe the strategy for executing your theory of action in your school's SCEP.**

. Our Theory of Action will:

1. Continue to include vertical and horizontal collaboration along with classroom inter-visitations;
2. Guide/Direct Professional Development Communities providing professional development in new curriculum and best practices;
3. Review Teacher Surveys to inform staff development;
4. Focus on student strengths and weaknesses;
5. Assist us in developing Higher Order Thinking Skills, questioning strategies;
6. Provide continued support of teachers, students and community through visibility, collaboration and increased communication;
7. Focus on looking at student work through Inquiry;
8. Facilitate formal and informal observations of teacher practices as per ADVANCE Teacher Evaluation System.

**List the key elements and other unique characteristics of your school's SCEP.**

We will establish a clear path toward the goal of impacting student learning. Following our Theory of Action above stated as **IF and THEN** statements we will set in place **IF and THEN** Theory of Action for each of the above which will have a set of checkpoints to ensure that at each step along the way we are realizing our outcomes and that we are also taking the time to suggest important interventions if we are not in fact realizing our expected outcomes. We will:

1. continue to work together as a team,
2. provide a curriculum that is effective and balanced,
3. look at providing different entry points for all abilities,
4. promote enthusiasm for the work being done as well as curiosity for learning,
5. promote logical and creative thinking coupled with:
6. encouraging respect for ALL and developing self-esteem.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

We will take action on this plan effective September, 2013 and continue through June, 2014. All information will be shared with

all constituents during staff meetings, PLCs, PTA Meetings as well as during other opportunities that offer time for collaboration. Since barriers at this time revolve around the new curriculum in both Reading and Mathematics we will continue to use our PLCs and Teacher Surveys to inform staff development for the year. Time and plenty of support for administrators, teachers and students will be needed in order to ensure success for each student.

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
The basis for the needs assessment is based on our most current Quality Review held in March, 2013. As per the <b>Quality Review’s Page 5</b> which states: That “The school plans are data driven and include an action plan that that calls for explicit teaching. There is ongoing data gathering and analysis to implement goal setting and action planning that improves teacher practice in efforts to close the achievement gap. <b>However</b> , the school does not yet share clear short-term and long-term analysis and monitoring systems for goals, resulting in limited understanding by all stakeholders and hindering school-wide success” QR 3.1							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-20135	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	E

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) 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.			
	<b>2.2 School leader’s vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader’s use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
<b>Goal:</b>	To implement a structure of communication such as an information board and/or newsletter, that will help us to share short-term and long-term analysis as well as the monitoring system for goals which will result in more understanding by all stakeholders and provide more opportunities for school improvement.
<b>Measureable Goal:</b>	By June, 2014 100% of all staff, students and parents will be aware of our long term and short term goals through written and oral information and, will as well know and understand our system for monitoring goals and how we use data and analysis to arrive at school goals.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>	<ol style="list-style-type: none"> <li>1. Continued use of Professional Learning Communities to present teachers with information regarding the goals and monitoring of said goals during professional development time;</li> <li>2. Parent Meetings/workshops after-school and in the morning regarding the school goals, through information board and/or newsletter;</li> <li>3. Analyze and share data with staff and with parents during meetings and faculty conferences as well as posting on information board and/or through newsletter;</li> <li>4. Communicate the information through multiple means and provide access through newsletters, monthly calendars, websites, etc</li> </ol>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>	<ol style="list-style-type: none"> <li>1. All PLCs are mandated and will be given by the Literacy Coaches and the Mathematics Coach and will impact during said time on school goals, data analysis and monitoring of said goals;</li> <li>2. Administrators/Teachers/Parent Coordinator will present information related to the goals at staff development days, parent meetings, Faculty Staff Meetings, etc.</li> <li>3. Assistant Principals will work hand-in-hand with Literacy and Math Coaches/Data Specialist to ensure quality professional development is being imparted and shared;</li> <li>4. Parent Coordinator, Teachers and Administrators will ensure that all communication is sent out in a timely fashion and in multiple languages to meet the needs of parents;</li> </ol>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	<ol style="list-style-type: none"> <li>1. Teachers will self-reflect regarding their experience and the impact of their PLCs professional development on student learning and achievement;</li> <li>2. Attendance by parents and staff at all meetings including analyzing the results of a staff/parent survey regarding their knowledge of school goals;</li> <li>3. All data will be analyzed, distributed and explained to staff and parents during workshops, faculty conferences and other meetings as applicable;</li> <li>4. All data and information concerning goals and monitoring of goals will be sent out by the Parent Coordinator in English, Spanish and French at least once every other month and where possible included in newsletters and calendars;</li> </ol>
<b>4. Timeline for implementation and completion including start and end dates</b>	<ol style="list-style-type: none"> <li>1. All Professional Learning Communities staff development workshops will be held daily for each grade during the entire year (from September, 2013 through June, 2014)</li> <li>2. Parent Meetings and Workshops will be organized and spearheaded by the Parent Coordinator, the Teachers, the Assistant Principals, etc. These will take place from October, 2013 through June, 2014.</li> <li>3. Data will be analyzed at least 3 times during the year at the beginning in September, 2013, at midpoint in January, 2014 and at the end of the year, June, 2014;</li> <li>4. Information will be distributed a minimum of once a month between October 2013 and June, 2014.</li> </ol>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	

1. Teachers have been given an additional prep weekly in order to attend mandated Workshops/PLCs which take place weekly for each grade;
2. Teachers have been given surveys asking for their input in terms of what they feel are their professional development needs;
3. Time has been allocated for collaboration between teachers using common preparation period time, and other creative scheduling;
4. Time for inter-visitations within the school building has been scheduled, as well as involvement by the UFT Teacher Center Personnel in the school;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
All funding is consolidated therefore other funding sources may be used, as available, to support the instructional goal(s) such as SWP, Title I, etc.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>			<b>X</b>	<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
<b>Rationale for this Goal:</b> The introduction of the Common Core Learning Standards, new more difficult assessments along with a new curriculum in both Reading and Mathematics poses barriers to teaching and learning and by addressing what we know to be one of those barriers, understanding the new curriculum and how it affects teaching and learning, we hope to affect the academic progress of students in a positive way. Teachers were involved in the decision making through meetings, observations both formal and informal and through spoken needs.							
<b>Review Type:</b>	School Data Teacher Needs	<b>Year:</b>	2013-14	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.			
<b>X</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
<b>X</b>	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
To continue expanding our use of Professional Learning Communities (PLCs) in order to give teachers the opportunity to become more familiar with the new City-wide Reading and Mathematics Curriculum instruction which will build more consistency across all grades.	
<b>Measurable Objective:</b>	
By June, 2014 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 in reference to the new reading and mathematics curriculum, the effect of the learning on teaching, as well as the effect on student learning.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
<ol style="list-style-type: none"> <li>1. Formatting and Using the New ReadyGen Reading and Go Math Curriculum</li> <li>2. Instructional Planning correlated to the new curriculum</li> <li>3. Selecting Instructional Strategies and concepts from the new curriculum</li> <li>4. Brainstorming how best to present the material, modeling of lessons , classroom inter-visitations</li> </ol>	

<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
<ol style="list-style-type: none"> <li>Literacy Coaches/Principal and Assistant Principals</li> <li>Principal/Literacy and Math Coaches/Assistant Principals</li> <li>Literacy Coaches/Math Coach</li> <li>Mathematics Coach/Literacy Coaches</li> </ol>	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
<ol style="list-style-type: none"> <li>Teacher attendance sign-in sheets at PLCs;</li> <li>Informal Observations;</li> <li>Formal Observations;</li> <li>Professional Discussions;</li> </ol>	
<b>D. Timeline for implementation and completion including start and end dates</b>	
<ol style="list-style-type: none"> <li>All activities and strategies will be done during the day once a week per grade and will include those topics as stated in "Instructional strategies and activities" 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".</li> <li>Start date will be September, 2013 through June, 2014.</li> </ol>	
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	
<ol style="list-style-type: none"> <li>Mandated professional development period scheduled into the day's activities with no extra cost associated with the activity;</li> <li>Use of Per-diem teachers to cover classroom</li> <li>Common preparation periods more than once a week will allow for inter-visitations, modeling and other demonstrations of lessons</li> <li>No cost associated with this activity</li> </ol>	

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>		<b>X</b>		<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
We continue our work to have our Students With Disabilities and our ESL students meet AYP for the upcoming year so that we can continue to meet the various needs of our subgroups. The basis for the needs assessment, therefore, 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).			
<b>Review Type:</b>	State Report Card	<b>Year:</b>	2010-11
<b>Page Number:</b>	11-12	<b>HEDI Rating:</b>	N/A

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.	
<b>X</b>	<b>4.2 Instructional practices and strategies</b>
<b>X</b>	<b>4.3 Comprehensive plans for teaching</b>

**Annual Goal #3**

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

*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, 2014 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 during After-school program and/or during the AIS Saturday Academy, to ensure that they meet AYP in the 2013-2014 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 2013-2014 school year and moving forward.*

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified 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:

1. Begin lessons with a short review of prior learning;
2. 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;
3. Present new material in small steps with student practice after each step;
4. Ask questions and check responses of all students while Employing rubrics, questioning techniques to elicit higher order thinking skills and increase key cognitive strategies to improve student achievement;

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers,
2. Literacy Coaches; Assistant Principals; Principal
3. Math Coaches;
4. Data Specialist

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Reading and Mathematics assessment as per the new curriculum in both Reading and Mathematics 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.
2. *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.*
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.)*
4. *In addition, the Danielson Framework will be used to support teachers in their instructional practice along with the new Advance System for Teacher Effectiveness and Evaluation.*

**D. Timeline for implementation and completion including start and end dates**

1. Program for Saturday AIS will start November 16<sup>th</sup>, 2013 and end June 14<sup>th</sup>, 2014
2. Program for Tuesday and Wednesday After-School AIS will begin November 19<sup>th</sup>, 2013 and continue until the second Wednesday in June, 2014.
3. Pre and Post assessments/Benchmarks Assessments will be given at the beginning of the year in September, 2013; at mid-point in January, 2014 and at the end of the year in June, 2014.
4. A calendar of dates for observations and feedback is in place and will be reviewed monthly to ensure that we are proceeding in a timely fashion.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity****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 November 16<sup>th</sup>, 2013 – June 14<sup>h</sup>, 2014.

**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 and materials from Sadlers: 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.

3. There will be no programmatic changes other than those stated above for either the After-School Program and/or the Saturday Academy;

4. No further monetary resources are needed in order to implement above at-risk programs.

**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)**

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>	<b>X</b>	<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

## 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The basis for this recommendation is our need to define the social and emotional learning as it happens in our school and to recognize it as the process through which children and adults acquire the knowledge, attitudes, and skills to be able to know and manage their emotions, set and achieve goals that are positive in nature, show caring and concern for others, make and keep positive relationships, make position decisions and be able to handle inter-personal situations in an effective manner. Our referrals are also very high and we expect to see a fewer referrals by addressing the social and emotional learning needs of our students.

<b>Review Type:</b>	School Referral Report	<b>Year:</b>	2012-2013	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A
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### **Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>	<b>X</b>	<b>5.5 Use of data and student needs</b>

### **Annual Goal #4**

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

To review our school-based indicated interventions that identify and work with students who are displaying early signs of behavioral or emotional problems  
**Measurable Objective:** By June, 2014 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, fewer student referrals and a deeper understanding of how student social and emotional health impacts on student learning.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Professional development that aims to support educators being active and positive role models for students;
2. Teachers will learn how rules/regulations are communicated and enforced;
3. 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 even more positive social relationships among students, i.e. School-wide Rewards Program for conduct which reflects what is recognized and honored;
4. All students will be engaged in discussion(s) regarding students' sense of connectedness to the school;

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Literacy Coaches will provide PD to Classroom Teachers as part of the professional learning communities implementation;
2. Literacy Coaches; Assistant Principals; Principal
3. Assistant Principal, Math Coaches; Content Area Teachers as well as Social Worker(s) and PTA;
4. Teachers, Data Specialist, others as appropriate and necessary to implementation of strategy/activity;

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Review number of referrals to see if they are the same, going higher or going down;
2. School Tone and Student Survey;
3. Observations of his/her interactions with other students, Student of the Month records, number of referrals to at-risk counseling sessions, interactions of student with adults, record of student participation in school-wide activities, i.e. Assemblies, Nutrition committee, other extra-curricular activities as implemented by school;
4. Records/data of referrals for evaluations, detention, suspensions/removals and/or in-house SAVE Room suspensions

#### **D. Timeline for implementation and completion including start and end dates**

1. Professional development will be offered once a month beginning in November, 2013, as part of the PLCs(professional learning communities) already in place for a total of 8 sessions;

2. Student Surveys will be given twice a year once at the beginning of the year and then at the end of the year for review and comparison of progress;
3. Records will be looked at and updated on a monthly basis i.e. Student of the Month Bulletin Board will be updated on a monthly basis
4. Student discussions will take place once a week during the Social Studies period of the day September, 2013 through June, 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School-wide Projects;
2. Title I, Part A (Basic);
3. Title I, Part A (ARRA)
4. Title II, Part A, other Consolidated monies

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Title I, School-Wide Programs,

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>	<b>X</b>	<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The major recommendation from our latest Quality Review (3.4), page 5 states: "That workshops are held on the Common Core Learning Standards and Citywide Instructional Expectations. Additionally, families receive feedback on student progress toward academic goals. However, the school staff gives limited attention to making the college and career connection for students and families. There is no evidence to indicate that the students and families are offered trips and presentations that include speakers that could assist them in making the college and career connections. There is no evidence of school planning activities to expose families to college and careers in order to enhance and reinforce the high expectations staff have for students and to strengthen the partnership between the school and home, hindering family support, and students from fully understanding their progress the school's expectations."

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>	<b>X</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

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 as well as expose parents and students to the opportunities available for making connections with colleges in order to become career aware.

**Measurable Objective:** By June, 2014 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 as well as provide opportunities for parents and students to investigate and hear about colleges regarding career choices.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- A. Strategies/activities that encompass the needs of identified subgroups**
1. 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; Nearby Colleges, middle school choices, Career opportunities and technology training to build parents' capacity to help their children at home;
  2. 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;
  3. Translate all critical school documents and provide interpretation during meetings and events as needed;
  4. Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year including inviting speakers from the various Colleges and middle school
  5. Student tours/trips to possible middle school and college choices;

- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal
  2. Assistant Principals , Parent Coordinator and Teaching Staff
  3. Community Based Organizations and Arts Partners
  4. Nutrition and Health Partners
  5. Administrators/Teachers/parents/and students

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Number of parents wanting more information concerning college and career readiness for their children :
  2. Attendance at Workshops and presentations;
  3. Timely return of filled out middle school choice by parents;
  4. Parent involvement in school assemblies, presentations and other activities;
  5. Attendance at trips/tours and student and parent enthusiasm

- D. Timeline for implementation and completion including start and end dates**
1. All activities regarding the meeting of this goal will be on-going
  2. Activities will be monitored and checked for possible restructure if needed.
  3. Start date will be September, 2013 through June, 2014.
  4. Assemblies and other presentations will be done on a monthly basis beginning October, 2013 through June, 2014
  5. In the Spring, 2014 as necessary as per trips/tours taken

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Use of babysitting services for parents with young children;
  2. Refreshments, raffles and other prizes will be offered for attendance at the meetings and presentations;
  3. Student performances, Presentations by Teachers and other school staff
  4. Presentations by CBOs and Workshops given by teachers and other school staff for parents on CCLS, New Curriculum, Student Homework, How Parents Can Help Their Children, etc.
  5. Use of key personnel at the different schools and colleges

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>

	<b>PF Positive Behavioral Management Programs</b>	<b>X</b>	<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>
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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Foundations; Zip Zoom; Text Talk; Literacy by Design, Voyager, Wilson,	Small group	During school day in special education classes, after-school
<b>Mathematics</b>	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, after-school
<b>Science</b>	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.
<b>Social Studies</b>	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.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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.

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed\*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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 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 able to discuss lesson plans and do lessons plans in concert with other teachers from the same grades and/or across grades.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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. In addition, the Principal has scheduled a mandatory Preparation period which is devoted to mandated professional development as part of our Professional Learning Communities. The Principal was able to schedule 6 preparation periods per week for each teacher so that one of those periods could be considered the one mandated preparation period. Additionally, most if not all of the teachers/grades have more than one day a week for common planning during which much collaboration among teachers both vertically and horizontally happens. Most professional development this year has been focused on learning how to instruct with the new City-wide Reading and Mathematics Curriculum, continuing with the Common Core Learning Standards, as well as really looking at the Danielson Framework Rubric and its significance in Teacher Effectiveness/evaluations. All Professional Development is ongoing and very sequential so that what is learned during one workshop is a result of following through what was learned in prior workshops and ensuring through frequent informal observations and walkthroughs that implementation is being monitored.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.)**

1. School-wide Projects;
2. Title I, Part A (Basic);
3. Title I, Part A (ARRA)
4. Title II, Part A
5. Title III (when available)
6. Title IV (if becomes available)
7. Data Specialists Funding;
8. Grants (where appropriate and available)
9. **Parental Involvement Focus Money(See above Service and Program Coordination in reference to Tenet #6, Goal #5)**
10. **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.)**

In addition please note the following programs using FOCUS monies:

### **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 November 16<sup>th</sup>, 2013 – June 14<sup>h</sup>, 2014.

**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 and materials from Sadlers: 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**

## SWP Schools Only

### Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our pre-school students are transitioned from early childhood programs to the elementary school program in several ways. One of those ways is through our Pre-k/Kindergarten class which has 10 prekindergarten students and 10 Kindergarten students in the class. This has shown that combining the Pre-K with the K has given all of the students involved many opportunities to learn from each other as well as from the instruction that is imparted by both teachers and paraprofessionals. There are joint professional activities and much joint planning between the Pre-Kindergarten and the Kindergarten teachers which by extension helps the students to become more aware of and deal better with the elementary school program. Parent involvement is weekly and takes place in both Pre-Kindergarten and Kindergarten. Open Houses are frequent and parents join in the learning process with their children. Early intervention services are offered to those students whose academic information and behavior information show a need for early intervention. The curriculum has been aligned to the Common Core Learning Standards and also uses Understanding by Design in Social Studies and Science to further the learning process.

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

### Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are taught how to give assessment vehicles in order to provide information that will help to improve instruction as well as give a picture of student needs. During common preparation meetings teachers will be involved in this type of professional development and also have the opportunity to discuss their students work and progress with other staff members on the same grade. Reflection on lessons planned and given will also be of great help in continuing to plan and deliver quality instruction. In addition, Professional Learning Communities professional development is also involved in giving further instruction and information to teachers concerning the how and why of assessments. This is done by administrators and by the school's Data Specialist. In addition, all teachers had input into the Measure of Student Learning assessment they would be measured on and evaluated on in terms of student progress and academic improvement.

## TA Schools Only

### Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

### TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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 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 1<sup>st</sup> 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;

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;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

## **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 1<sup>st</sup> 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 with 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;



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>07</b>	Borough <b>Bronx</b>	School Number <b>157</b>
School Name <b>Grove Hill School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Ramona A. Duran</b>	Assistant Principal <b>Carolyn Heredia</b>
Coach <b>Emily Roopchand</b>	Coach <b>Melissa Herzbrun</b>
ESL Teacher <b>Jane Carlson</b>	Guidance Counselor <b>Venessia Jones</b>
Teacher/Subject Area <b>Elizabeth Apicella/ ESL</b>	Parent <b>Ana Berroa</b>
Teacher/Subject Area	Parent Coordinator <b>Ana Miranda</b>
Related Service Provider <b>Piedad Roldan</b>	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>680</b>	Total number of ELLs	<b>62</b>	ELLs as share of total student population (%)	<b>9.12%</b>
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## Part II: 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	1	2	1	1	1								7
Push-In	1				1	1								3
<b>Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>10</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	20
SIFE		ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	48		9	14		12				62
Total	48	0	9	14	0	12	0	0	0	62

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	8	16	8	8	9								55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	0	0	2	1								6
<b>TOTAL</b>	7	10	16	8	10	11	0	0	0	0	0	0	0	62

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	3	2	0	0	2	6								13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	3	6	0	1	3								13
Advanced (A)	4	5	10	8	7	2								36
Total	7	10	16	8	10	11	0	0	0	0	0	0	0	62

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	7	2	0	0	9
5	8	2	0	0	10
6					0
7					0
8					0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	7		2						9
5	8	1	2						11
6									0
7									0
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	1	3		2				11
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We regularly use running records to assess the literacy skills of young ELLs. These assessments provide 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. 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 newcomer ELLs with the reading level assessment, that they 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 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 Pearson 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 an ELL's academic needs in terms of listening, speaking, reading, or writing in English Language acquisition. Classroom teachers are provided with the ELL student's NYSESLAT proficiency level, along with an explanation of the scores to aid in their teaching and tier I instructional choices. 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns can be expressed across grade levels and proficiency levels in examining the NYSESLAT and LAB-R. When ELLs are exposed to strong programs with great teachers, we find that from year to year, they perform in a predictable way on the NYSESLAT. Students who score eligible for ESL services with the LAB-R in kindergarten achieve a score of intermediate or higher on the NYSESLAT in the Spring. From year to year, ELLs either move up one proficiency level on the NYSESLAT or make at least 43 points gain in their raw score points on the NYSESLAT. We can see that our students are making Measurable Achievement Objectives 1 and 2 from this data. We see this with most of our ELLs with few exceptions, namely those students with a known disability. Predictably, we also find that ELLs score higher in the areas of listening and speaking than reading and writing. Listening and speaking are the modalities that a typical learner develops first.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

It has been noted (in observation and as per the NYSESLAT) that ELLs consistently perform better in the areas of speaking and listening than in the areas of reading and writing. This is a predictable outcome as far as brain research is concerned and we understand that the modalities are developed in the following logical sequence; listening, speaking, reading, and writing. 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. For these reasons, ESL teachers use this information to guide their curricular choices and daily lesson planning. ESL activities are centered around literacy development specifically in the content areas (social studies and science) for both student interest and language continuity across classes. This choice supports the existing curriculum goals for our ELLs in their general education classes. Activities begin with the students' strength, listening, and grow from there to include speaking, reading, and writing development. ELLs are expected to listen, speak, read, and write in the target language (English) across content areas every day in order to develop these skills. Our school understands Annual Measureable Achievement Objectives and how to use data generated from the NYSESLAT to see if our ELLs have made Adequate Yearly Progress. To measure AMAO we understand that an ELL must test proficient, move up one proficiency level (beginner to intermediate, intermediate to advanced) or make progress on the NYSESLAT as defined by a total of 43 raw points

higher than the previous year. The data reveals that our ELLs make Annual Measureable Achievement Objectives on the NYSESLAT. As we are unable to look at a student's raw score points because the RNMR report has not yet been populated with 2013's NYSESLAT score, we can still see from the RLAT that most our students made progress in one of two ways, scoring proficient, or moving up one proficiency level. As soon as the RNMR becomes available, we will perform a modality analysis for the Spring 2013 NYSESLAT. Note that our school has exceeded AMAO targets 1 and 2 from the 2013 NYSESLAT with 87% of our ELLs making progress and 17% of our ELLs testing proficient.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We have an ESL (Freestanding English as a Second Language) program; questions will be answered as they relate to our ESL program.

a. Students who score eligible for ESL services with the LAB-R in kindergarten achieve a score of intermediate or higher on the NYSESLAT in the Spring. From year to year, ELLs either move up one proficiency level on the NYSESLAT or make at least 43 points gain in their raw score points on the NYSESLAT. Upon registration, Spanish speaking ELLs take the Spanish LAB test after scoring below the cut score points on the LAB-R. Before intensive English instruction begins, these students often score higher on the Spanish LAB than on the LAB-R. We do not administer a Spanish assessment later in the year. At this time there is no Arabic, Fulani, Bambara, Soninke, or Twi assessment available for other ELLs so it is difficult to make a generalization in this area. For content area state assessments for which a translated version of the test is available to students, we find that most students (after one year) prefer to answer in English and use the English exam. Within one year of admission to our school, newcomer ELLs prefer to have the exam in their native language and presumably perform better with that modification in place. 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. 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. In 2010, 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. We did not administer the ELL periodic assessment in 2013. We can say that 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. We did not administer the ELL periodic assessment in 2013. The native language is used in ESL instruction to make content comprehensible for ELLs in the way of student to student translation, teacher to student translation (if the home language is French or Spanish), the use of google translate and bilingual dictionaries, and community based organizations (CBOs).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We understand that ELLs who struggle do not necessarily need special education services. For this reason, it is important to take a step-by-step approach when serving struggling ELLs. This includes; examining achievement at the classroom level, drawing on multiple sources of information, analyzing data through a language acquisition lens, and designing and implementing targeted supplemental supports. We use the RTI guide entitled "Creating an RTI Model for ELLs' Academic Success" to guide our practice when determining which ELLs are eligible for extra services (in addition to the mandated minutes of ESL instruction) and in determining appropriate supports. The foundation for the achievement of ELLs is in strong Tier 1 instruction. We specifically develop language and literacy across the curriculum by aligning ReadyGEN, Cornerstone, and the content areas in cohesive units for ELLs. We also focus on teaching complex thinking through the adoption of Webb's Depth of Knowledge classroom questioning techniques. If it is determined that an ELL needs more support than strong Tier I instruction and their mandated minutes of ESL support, the ESL teacher, literacy coach and the child's classroom teacher meet to create a plan for Tier II or III instruction for that student. A targeted plan might include native language support and instruction, support in writing development by exposing the student to many types of writing purposes, genres, and formats, using the student's present language (dictation) to support writing, constant interaction with other students in the four modalities, and employing the use of predictable, patterned or rhythmic books. A strong RtI plan will also include constant progress monitoring for all participating students. RtI tiers II and III instructional plans are

created individually according to the student and his or her needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
In ESL unit and lesson planning, ESL teachers understand that second language development can occur simultaneously with content area instruction and literacy development. ESL teachers communicate with classroom and cluster teachers to identify ELLs and suggest language goals along with content and literacy goals. The deliberate integration of language goals helps staff stay in tune with the holistic picture of academic success for ELLs. When deciding which instructional tools to use, choices are made based on what will offer language supports (such as direct instruction, photo and picture support) and aid in student understanding of the language AND content. For ELLs, teaching for cross-language connections should be done throughout the day and across the curriculum.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
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 measurable progress. We can see from examining the 2013 NYSESLAT, that a high percentage of our ELLs made Annual Measurable Achievement Objectives 1 and 2, contributing positively to our school's AYP goal. This year, we have the benefit of new curricular choices and materials with ReadyGEN for literacy, Go Math! For math, and Cornerstone (for ELLs) to engage ELLs in content area instruction with supports. ESL teachers have integrated and aligned social studies, science, Cornerstone (literacy) with ReadyGen to create a cohesive curriculum and daily lesson plans for ESL instruction.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 Apicella (ESL certified, common-branch certified), Ms. Jane Carlson (ESL certified), and Ms. Piedad Roldan (AIS, Academic Intervention Services teacher, SETSS teacher and bilingual education 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 a language other than English in the home. The ESL teachers are

Elizabeth Apicella and Jane Carlson. Mrs. Apicella 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 a language other than English in the home, the LAB-R is administered by one of the two ESL teachers, either Mrs. Apicella 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, Mrs. Apicella 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 on the LAB-R, then the student is placed in the appropriate level of our freestanding ESL pull-out program once the parent views the 'Parent Orientation DVD. The processing of the HLIS, the informal interview, administration of the LAB and LAB-R and viewing of the Parent Orientation DVD takes place within 10 days of enrollment for each student for whom it is indicated that a language other than English is spoken at home. In addition, there is a bulletin board on the fourth floor labeled INTAKE which maps out the ELL intake process at PS 157 for teacher reference. Following the parent orientation, we are able to input the parent's program choice 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 if they are not present at the time of enrollment for a potential ELL. 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. Either Mrs. Apicella, Ms. Carlson, or Ms. Miranda (the parent coordinator) contacts all parents of ELLs to set up a parent orientation. This fall, we were able to meet with 100% of parents of newly enrolled ELLs. Information gathered and parent choice is reflected on the ELPC screen. LAB and LAB-R documents to be scanned are brought to the Borough Assessment Office on designated days notification of which is received by the ESL teachers through Sharon Cahr. These documents are hand delivered by the ESL teachers, Mrs. Apicella and Ms. Carlson. Before they are turned in, these exams are hand-scored by ESL staff to determine with students are eligible for services and their proficiency level.

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.

All parents of newly enrolled ELLs are invited to a parent orientation meeting held at the school with the ESL teachers, Mrs. Apicella and Ms. Carlson, and the parent coordinator, Ms. Miranda. First, parents are given a letter inviting them to the parent orientation meeting. This letter describes the three program choices offered in NYC and is translated into the language of the parent's choice. Each parent is called and notified about the meeting on the day that they receive this letter. Parents who can not make the initial meeting schedule a new appointment with the teachers and parent coordinator. At the meeting, parents watch the parent orientation DVD which outlines the three choices available in the language of their choice. Parents are given an opportunity to ask questions about the three programs. After that, they are asked to indicate their preference of program on the program selection form before staff members discuss the program availability at PS 157. This way, we can understand which programs parents in the area prefer. Completion of the HLIS, testing, parent outreach, the parent orientation meetings, and placement should all take place within 10 days of the child's enrollment to our school. Every effort is made to reach this deadline. This year we were able to meet with 100% of the parents of newly enrolled ELLs by the end of September. The 10-day window is not long enough for some parents to change their schedules and make arrangements, however we were able to eventually meet with all parents by September 30, 2013 and this information is indicated in ELPC. 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 Apicella and Jane Carlson.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Here at PS157, we take the distribution of entitlement letters and program selection forms very seriously. We understand the a parent is issued a program selection form at the time of enrollment only, and that once they fill out this form, we must keep it on file at the school as well as in the child's cumulative record folder. All entitlement letters for students are distributed before the end of September. They are given to the child's teacher to hand directly to parents (in the case of students in grades K, 1, and 2) and handed to students in the upper grades. There is no tear-off portion of continued entitlement, placement, and proficient letters, so we (ESL staff members Mrs. Apicella and Ms. Carlson) speak with students individually to make sure they understand that their parent must read and receive the letter. In the case of new-admits, we send home an entitlement letter with a program selection form attached which invites the parent to the parent orientation meeting. As stated earlier, we call each parent of a newly enrolled

ELL as well to make sure that we can meet with them face to face to discuss programing. Parents fill out the program selection form in the school at the orientation meeting. This letter is then copied and scanned. The original copy goes into the student's cumulative record folder with the HLIS. The photocopy is kept in a binder labeled "Program Selection Forms" in room 415. The scanned copy is uploaded to a flashdrive labeled "ESL Flashdrive" and copied on the hard drive of the computer in room 415. All entitlement/non-entitlement letters are found on the DOE website and available in many languages. This year, we revised the letters to include the school's letterhead on top and distributed letters in English, Spanish, French, and Arabic according to the individual student's home language. Entitlement letters are distributed to new admits within 10 days of enrollment.

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.

If a student speaks a language other than English in the home and then scores below the cut scores on the LAB-R, he or she is entitles to services. The parent is then informed of the three program choices in the parent orientation meeting. The DVD and entitlement letter is translated into the language of the parent's choice. Parents make a program choice for their child at the orientation meeting. Mrs. Apicella and Ms. Miranda are available to explain program choices in English and Spanish. Ms. Carlson is available to explain the choices in English and French (for our Fulani and Bambara speakers, who often arrive from French-speaking schools in Africa). If the parent chooses ESL, then the student is placed in our freestanding ESL program which includes both push-in and pull-out instruction. If the parent chooses TBE or Dual Language, we explain that we do not have enough parent interest in either program (we would need 15 students who speak the same home language across 2 consecutive grade levels to justify offering this new program) so the parent can choose to go to the district office and transfer the child, or have the child attend school here and we can notify the parent if the choice for TBE or DL becomes available. We keep the parent's original choice (TBE, DL) on file and revisit these choices once per month to examine our numbers. We explain to parents (in the parent's native language) that the ESL program here includes native language support.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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. We understand that the student's ELA and ESL teacher are not permitted to administer and score the child's speaking exam. For this reason, the K, 1, 2 teacher tested and scored ELLs in grades 3, 4, and 5 and vice versa. Coaches Virginia Niles and Emily Roopchand (two disinterested staff members) were also available to test and score ELLs' speaking exams in the Spring of 2013. They will be available to perform this task for the 2014 NYSESLAT as well. ELLs are granted their testing accomodations 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 an ESL teacher or a coach who acts as the testing proctor. We understand that the child's own teacher cannot offer scribe services to the child. Students are tested in one section of the NYSESLAT 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, Mrs. Apicella 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 Mrs. Apicella, Ms. Carlson, coaches Mrs. Roopchand and Ms. Niles 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. There are at least 4 pedagogues available to grade the NYSESLAT as per new instructions indicating that a child's teacher cannot grade his or her exam, and one teacher cannot be responsible for grading more than 50% of any one student's constructed response. Throughout the administration of the NYSESLAT, ESL teachers keep a checklist of ELLs and each testing modality that they check off as each student takes a section of the exam. This provides a visual representation of each student and modality as an extra safety to make sure each student is tested in each section.

6. 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.) 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.  This year we were able to meet with 100% of parents of newly enrolled ELLs. There are 8 newly enrolled ELLs this year. 6 students speak Spanish in the home, 1 student speaks Bambara, and 1 speaks Fulani. The Bambara and Fulani speaking parents

chose ESL as their program choice. Four of the Spanish speaking parents chose ESL for their child. One Spanish-speaking parent chose TBE. One Spanish-speaking parent chose Dual Language. We can see from this data that ESL is the program of choice for most of our ELLs. We would not have enough students to justify the opening of a TBE or bilingual program at this time. We should also point out that not all of our ELLs are Spanish speakers, so that our Fulani, Bambara, Arabic, and Soninke speakers would not be served well by a TBE program. The parents who chose TBE and Dual Language were adamant about NOT transferring their child and were eager to point out to staff that ESL support would be fine. We explained that we offer native language support to these students to make content comprehensible. Native language support is given in the form of bilingual dictionaries, student to student translation, teacher to student translation, some translated vocabulary (both verbal and posted on the bulletin boards) and a native language library of books in the ESL classroom. Parents were pleased with how the orientation was held and the program selection. Last year (2012), one parent of a newly enrolled ELL expressed interest in a DL program for her first grade son. The previous year (2011) three parents chose TBE for their children. They were turned away from the district office when they requested a transfer, but ended up pleased with our school and the the ESL program after all. These students have met AMAO 1 on the NYSESLAT year after year and still attend our school. All of the program selection forms for these students are kept on file in our school in the binder, in the students' cumulative record folder, and on the flashdrive. Parents who expressed an interest in transitional bilingual education (this year and in the past) state 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.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The primary materials used in our freestanding ESL program are chosen by the certified ESL teachers, Mrs. Apicella 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 (listening, speaking, reading, and writing). 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 ReadyGEN Literacy model with students by using essential questions, Webb's depth of knowledge questioning techniques and levels, 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 and push their thinking. We use a literacy program from Pearson Longman called, "CORNERSTONE" as the primary form of materials for English Language Literacy development. Cornerstone is an English Language literacy program that includes 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, leveled books, activity sheets, graphic organizers, content area textbooks, and internet resources to integrate the content areas. ESL teachers took a lot of time over the summer planning units which integrate and align CORNERSTONE (with built-in supports for ELLs), goals and benchmarks from ReadyGEN, and the current Social Studies and Science units of study for the corresponding grade levels in order to meet the needs of ELLs and help them reach appropriate benchmarks. 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 ReadyGEN curriculum as the primary form of literacy instruction for all students, including ELLs in general education classes. 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. As we are a school community that constantly monitors ELL student progress, we adjusted our instructional planning to supplement Cornerstone and make deliberate choices about which units to include and discontinue this year as they address the Common Core, grade level expectations, and current social studies and science units of study. This integration of themes across classes will aid in language reinforcement for ELLs.

- 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 are looking forward to scheduling push-in blocks where applicable and where there is a high concentration of ELLs in one class. Mrs. Apicella will push-into a K/1 special education class to work with 3 ELL-SWDs during the literacy block. Ms. Carlson will push-in to two classes, a fifth grade special education class to work with ELL-SWDs during literacy and one fourth grade class to work with ELLs during math. Where scheduling allows, ESL teachers pull-out students during their content area instruction to support ELLs in science and social studies with appropriate literacy supports. Beginner and intermediate level ELLs receive ESL support from fully certified ESL teachers for 360 minutes/week. Advanced level ELLs receive support from fully certified ESL teachers for 180 minutes/week.
- b. Pull-out groups are created by the ESL teachers based on grade and proficiency level. There is one ESL teacher, Mrs. Apicella, responsible for instruction of ELLs in grades K, 1, 2. There is one ESL teacher, Ms. Carlson, 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 or math 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. ESL teachers revisit their schedules at least once a month or as conflicts arise, to make sure that they are optimizing their time with ELLs and making the strongest scheduling choices allowable.

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)?

We currently have a freestanding ESL program at PS 157. The questions in this section will be answered accordingly as they pertain to our ESL program.

- a. 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. 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

ESL teachers understand the rigor of the new Common Core Learning Standards. We specifically look at the language strand of standards as expectations and guidelines for all students, including ELLs. For this reason, ESL pull-out instruction is based heavily in English Language literacy development with integration of appropriate grade level content areas of social studies and science. Instruction is delivered in English with 25% Native Language Support in the way of teacher translation, student to student translation and native language support, and literacy tools such as books, picture dictionaries, 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 content area instructional periods. Push-in support is provided to teachers with a significant number of ELLs during literacy or math blocks with preference for push-in instruction given to classes with ELL-SWDs. 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, make deliberate decisions about inviting ELLs to participate in extended day, plan differentiation activities and supports 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 as scheduled and by appointment with the technology teacher and librarian.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As stated before, 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, through the internet we have access to Go Math! resources and translations of lessons and work 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As stated already, all ELLs are tested yearly with the NYSESLAT which provides insight into each of the modalities on a yearly basis. Throughout the year, ESL teachers employ the use of checklists that teacher-made from best-practices and expectations established at ELL professional development trainings. Checklists address what ELLs are able to do in each of the modalities; listening, speaking, reading, and writing. Each writing activity or assignment in ESL includes a rubric which is used to grade and assess students. These rubrics are shared with students at the onset of an assignment so that the expectations are clear. ESL teachers are constantly listening to the way that ELLs speak and read with one another as well as with the teacher. We listen for BICS and CALP in group and class discussions, and are able to track a student's progress with checklists for each student that are kept in data binders in the ESL classroom. Each ESL teacher keeps a conference binder with notes on what ELLs are able to do and their next steps. Teachers at PS 157 are constatntly assessing all of their students with both state and city assessments (performance tasks, state exams) as well as local measures such as teacher made tests, conference notes, and projects or assignments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Both ESL teachers, Mrs. Apicella and Ms. Carlson attended a two-day SIFE training this summer with Ms. Rachel Hoff that was highly informative. At this time, we do not have any students who can be considered SIFE, but we have had SIFE students in the past and are prepared to work with this population and can adjust our instruction to meet their needs. SIFE students receive ESL instruction in small groups for an extra academic period than peers in their same proficiency level. They receive a lot of one on one support in the classroom and in ESL in all tasks. ESL teachers will meet with the parents of 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 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 and as the need arises. 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.

e. 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). These students are invited to visit the ESL classroom and teachers whenever it is

appropriate to do so with permission from their classroom teacher. Students have access to the native language library as well.

7. 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?

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. Regular communication with special education teachers, IEP teachers, the IEP team, and regular monitoring of IEPs on SESIS is essential for these students. Additionally, the ESL teacher takes students according to the IEP mandates. 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 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 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 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, in the past, ELL-SWDs in grade 2 are placed in a group of non-disabled first and second graders for pull-out ESL instruction. This group met once daily with the ESL teacher allowing those students to interact with their non-disabled peers every day. In the past, some ELL-SWDs in grades 3, 4, and 5 were enrolled in our extended day program in a group of non-disabled peers. This group meets 2 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. Other classes of SWDs take physical education with a general education class. Finally, for grade level events like field days, field trips, assemblies, and contests, SWD classes (including those classes with ELL-SWDs) join their general education non-disabled peers for the duration of the event. Finally, the IEP team at PS 157x places all SWDs in the least restrictive environment.

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
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

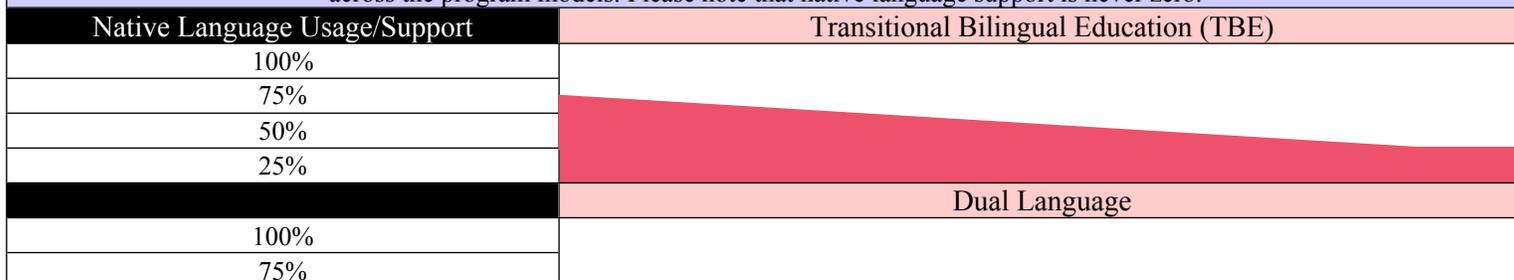
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

#### Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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

9. 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.

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 ReadyGEN, 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 monolingual physical therapist, a monolingual occupational therapist, one bilingual SETSS teacher and two bilingual speech therapists. 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 coaches (math and literacy) also regularly run or attend PLCs with classroom and content area teachers 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, explicit and targeted instruction, 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ESL teachers constantly review and revise their current practices to make sure that we are meeting the needs of ELLs while addressing the Common Core and helping students meet and exceed academic expectations. As our ELL students regularly make progress on the NYSESLAT (by moving up one proficiency level, making gains, or testing proficient as per AMAO 1 and 2), we see that our current practices are beneficial to our students. We spend a lot of time planning with classroom and content area teachers to make sure that our curricular choices are integrated and expectations are aligned. As we review the new Common Core Learning Standards and the rigorous expectations, we have responded with increasing our questioning techniques with students and integrating higher order thinking with the integration of Depth of Knowledge techniques.

11. What new programs or improvements will be considered for the upcoming school year?

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 often consider an afterschool program for ELL parents 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 and science. 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 might 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 PS 157 will continue to partner with FAN (Fitness and Nutrition) 4 Kids, an organization that will support students' physical fitness and nutrition knowledge 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.

12. What programs/services for ELLs will be discontinued and why?

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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 to all students, including ELLs. ELLs are invited to supplemental programs funded by Title III such as Saturday Academy and afterschool.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. We are pleased to announce that we have access to ESL Reading Smart, a literacy-based computer program from EdMentum that will be implementing for ELLs in grades 3, 4, and 5 throughout the year. We also

recently acquired Reading Eggs, a technology-based literacy supplement to aid in developing literacy skills for emergent readers. In order to accommodate ELL use of these programs, we will schedule blocks of time for use of the technology lab, as well as use of the 4 existing computers in the ESL classroom. 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 intelligboards, 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.:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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 and plan units and lessons accordingly. We use the ELL's current grade level as a starting point for establishing expectations and planning. Wherever possible, an ELL is scheduled for services or support with other members of his or her grade level, using grade level appropriate materials.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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 would like to consider a Spanish elective program and French elective program in an afterschool or before school program as the budget allows, or as part of our extended day program.

19. For schools with dual language programs:

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

Not Applicable

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Our school organization and structure is maximized for ample collaboration and planning time among teachers, school leadership, and all stakeholders. Throughout the year, teachers engage in weekly PLCs (professional learning communities) with coaches and administrators. Support staff and out of classroom teachers are welcome to attend PLCs so that teachers can support and learn from each other. We recognize the interdependency of language proficiency and content instruction. In addition, support staff and out of classroom teachers team up with grade level teachers for inquiry work on a weekly basis as well. 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 PLCs or during regular staff interaction. We also have the opportunity to discuss student progress and best practices during our weekly inquiry meetings. 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 the past, 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. This year, ESL staff members joined the inquiry teams on grades 2 and 3 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. As stated above, ESL teachers are aware of the rigor of the Common Core Learning Standards. ESL teachers are regularly invited to, and attend district and region training sessions specifically directed towards the advancement of ELLs. Staff members have attended SIFE training, brain research training, and literacy training specific to non-fiction reading and writing for ELLs. All teachers in the school regularly attend PLCs provided by math and literacy coaches that focus on the needs of students as they related to the more rigorous common core standards. Teachers receive assistance in lesson planning and best practices and are provided with resources that help ELLs achieve language goals in their corresponding grade levels.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle school? In the past, support for ELLs transitioning from elementary to middle schools is provided by the school's guidance counselors. This support is provided by the school's bilingual social worker (Rosa Sambula) and social worker/guidance counselor (Venezia Jones). 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 guidance counselor will invite representatives from several middle schools to set up school visits for our fifth graders. 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 which is distributed in a timely manner. Parents seeking middle school information can contact our parent coordinator, social worker, 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.

4. 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 weekly PLCs. ESL staff will also conduct a yearly intake PD with designated staff. ESL staff members established contact with our PSO ELL support staff member, Lourdes Carmona, two years ago, and regularly meet with her and other members of PSO 551 in monthly liason meetings and professional development sessions. 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.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

### **E. 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 response to question here:

# Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/13/13
	Assistant Principal		11/13/13
	Parent Coordinator		11/13/13
	ESL Teacher		11/13/13
	Parent		11/13/13
	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		11/13/13
	Coach		11/13/13
	Coach		11/13/13
	Guidance Counselor		11/13/13
	Network Leader		11/13/13
	Other		11/13/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 07X157 School Name: Grove Hill

Cluster: 5 Network: CFN 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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our data shows that at least 70% 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, students will be given a Home Language Form to fill out so that we can determine the need for written and oral translations i.e 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 language which in this case is Spanish. We also have at least 2 students of French descent whose parents do not speak English and we also accommodate their need to receive material in French. 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 French. 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

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

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 French 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. We have also bought the equipment necessary for parents to use during our meetings. 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. In addition, we have purchased the equipment necessary for parents to be able to hear the interpretation through phones especially made for this type of activity. 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 due to equipment failure and/or other issue, 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 speaks and understand both English and Spanish. Additional services for our French speaking parents will be done through the use of the DOE Interpretation Unit.

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 (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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**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"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		