Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (*i.e. 01M001*): **07X157**

School Name: **GROVE HILL – P.S. 157X**

Principal: **RAMONA A. DURAN**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Grove Hill – P.S. 157X School Number (DBN): 07X157

School Level: Elementary Grades Served: Pre-K - 5

School Address: 757 Cauldwell Avenue

Phone Number: 718-292-5255 Fax: 718-292-5258

School Contact Person: Ramona A. Duran Email Address: rduran@schools.nyc.gov

Principal: Ramona A. Duran

UFT Chapter Leader: Sierra Jorgensen

Parents' Association President: Ana Berroa

School Leadership Team Chairperson: Veronica Ayala

Student Representative(s): N/A

District Information

District: 07 Superintendent: Yolanda Torres

Superintendent's Office Address: 501 Courtlandt Avenue, Bronx, New York 10456

Superintendent's Email Address: Ytorres5@schools.nyc.gov

Phone Number: 718-742-6500 Ext. 1 Fax:

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado

Network Number: 551` Network Leader: Margaret Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Joanna Nowakowski	Teacher /Kindergarten – grade 1	
Veronica Ayala	Teacher / Grade 3/Special Education	
Juana Feliciano	Teacher / Grade 5 – Special Education	
Milagros Rodriguez	Parent grades Prek - 3	
Nancy Rodriguez	Parent grade 5 and Spec. Educ.	
Irma Rodriguez	Parent grade 2	
Deeshawn Byers	Parent Grade 1	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and SCEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Grove Hill – P.S. 157X is located in the Mott Haven section of the South Bronx. As such it is a school which is currently surrounded by new housing developments including single and two family houses, low/middle/high income apartment houses and, City Housing projects. It is also a school which is surrounded by three (3) family shelters including one for domestic violence. The area, regardless of its up and coming revitalization in housing is fraught with violence which include guns and other such weapons. It is of importance to note, however, that the school is quiet and conducive to learning. The tone/culture of the school is one that exemplifies our commitment to children and our continued efforts to provide the most up-to-date and quality education that we can. Our students come from different cultures although the largest group is mostly of Hispanic Heritage from such countries as the Dominican Republic, Puerto Rico, Mexico, etc. It is notable to also include that we have students from other areas of the Caribbean as well as from Africa and Italy. The community itself has many parents that work during the day and/or are unavailable during the school day. We try to have parent meetings in the evenings and couple those meetings with student performances in order to attract a as many parents as possible.

We at PS 157X believe in educating the entire child and as such we bring in the Arts in all its wonderful forms to the school in order to give students the opportunity to be a part of both the visual and performing arts. As a matter of fact our mission statement states that we are committed to providing "an atmosphere saturated with enrichment and achievement" as we pursue our "sincerity of purpose and dedication" to the needs and interests of all of our students. To this end we not only have instrumental/violins, etc, music for the students but we also have keyboarding, jazz, tap, and art through the study of social studies. Additionally, we partner with New York City Ballet, Juilliard and Carnegie Hall. Our students have performed their own compositions at Zankel Hall/Carnegie, and go to see the Nutcracker Ballet every December, and work with other collaborative partnerships such as FAN4Kids (physical/nutrition).

The school's strengths lie in the fact that all of the goals are well thought out and focused on areas that need improvement as per the March, 2013 QR, SFQR (abbreviated), 2013-2014 and, as per the School Report Card and recently as per the Elementary School Quality Snapshot. The goals are extremely explicit and follow a theory of action that will help 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.

The year before last, the 2012-2013 school year, most of the barriers and challenges encountered were around not continuing to follow the curriculum (Teacher's College) that we had been following for 7 years and coming to grips with doing more explicit teaching dealing 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 it 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 policy that would guide our current and next steps and ensuring that our creative, innovative and risk-taking climate continues even as we strived to become "better". Last year, the 2013-2014 school year brought new barriers and challenges as we had to learn new curriculum in both Reading and Mathematics. The barriers we dealt mostly with were:

6. The expeditious delivery of the new materials;
7. The quantity of such materials;
8. The quality of such materials;
9. The amount of staff development available for teachers in order to learn how to teach the new curriculum;

Section 4: SCEP Overview, Continued

10. Time management;

11. Learning the new curriculum and being able to implement its components both in Reading and Mathematics;

12. 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;

13. 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;

14. Ensuring that all constituents are involved including Administrators, Coaches, Teachers;

15. Linking instruction to our FOCUS need for improvement, i.e. Students With Disabilities;

16. 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;

The DTSDE Tenet(s) in which the school made the most growth during the previous year and the key areas of focus for this school year are:

DTSDE Tenet(s):

- Tenet 2: School Leader Practices and Decisions;
- Tenet 3: Curriculum Development and Support;
- Tenet 4: Teacher Practices and Decisions; and
- Tenet 5: Student Social and Emotional Developmental Health .

There was some improvement/growth in Tenet 6: Family and Community Engagement. This Tenet will continue to be part of our goals for this upcoming school year (2014-2015). In addition, we will continue our focus and monitoring on rigorous instruction, collaborative teachers , supportive environment, effective school leadership and trust as we re-focus our attention on strong family-community ties.

07X157 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**660**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.6%**	**% Attendance Rate**	**89.5%**
% Free Lunch	**91.0%**	**% Reduced Lunch**	**5.1%**
% Limited English Proficient	**9.3%**	**% Students with Disabilities**	**19.4%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**32.2%**
% Hispanic or Latino	**67.3%**	**% Asian or Native Hawaiian/Pacific Islander**	**0.2%**
% White	**0.2%**	**% Multi-Racial**	**0.2%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**14.34**	**# of Assistant Principals (2014-15)**	**3**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.9%**	**Average Teacher Absences (2013-14)**	**7.72**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**12.3%**	**Mathematics Performance at levels 3 & 4**	**20.3%**
Science Performance at levels 3 & 4 (4th Grade)	**84.8%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% 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 *(2014-15)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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**		

07X157 School Information Sheet Key

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Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**90.6%**	**% Attendance Rate**	**89.5%**
% Free Lunch	**91.0%**	**% Reduced Lunch**	**5.1%**
% Limited English Proficient	**9.3%**	**% Students with Disabilities**	**19.4%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**32.2%**
% Hispanic or Latino	**67.3%**	**% Asian or Native Hawaiian/Pacific Islander**	**0.2%**
% White	**0.2%**	**% Multi-Racial**	**0.2%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**14.34**	**# of Assistant Principals (2014-15)**	**3**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**2**
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% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.9%**	**Average Teacher Absences (2013-14)**	**7.72**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**12.3%**	**Mathematics Performance at levels 3 & 4**	**20.3%**
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ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% 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 *(2014-15)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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 *(2012-13)*			
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**		

07X157 School Information Sheet Key

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Types and Number of Special Education Classes ***(2014-15)***					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes ***(2014-15)***					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition ***(2013-14)***			
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% American Indian or Alaska Native	**N/A**	**% Black or African American**	**32.2%**
% Hispanic or Latino	**67.3%**	**% Asian or Native Hawaiian/Pacific Islander**	**0.2%**
% White	**0.2%**	**% Multi-Racial**	**0.2%**
Personnel ***(2014-15)***			
Years Principal Assigned to School (2014-15)	**14.34**	**# of Assistant Principals (2014-15)**	**3**
# of Deans (2014-15)	**1**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel ***(2013-14)***			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**N/A**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.9%**	**Average Teacher Absences (2013-14)**	**7.72**
Student Performance for Elementary and Middle Schools ***(2013-14)***			
ELA Performance at levels 3 & 4	**12.3%**	**Mathematics Performance at levels 3 & 4**	**20.3%**
Science Performance at levels 3 & 4 (4th Grade)	**84.8%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools ***(2012-13)***			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only ***(2013-14)***			
% 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 ***(2014-15)***			
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 ***(2012-13)***			
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 ***(2012-13)***			
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 ***(2012-13)***			
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 ***(2012-13)***			
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 ***(2012-13)***			
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 ***(2012-13)***			
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**		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	H
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	H
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	H
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

4. Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
5. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A rigorous curriculum is the best predictor of high academic performance and future success in College. One of our strengths lies in the fact that we are well versed in providing professional development for all teachers. As we look ahead to increasing student achievement we must first look at the Common Core Learning Standards to ensure that we have clarity regarding the most important things students should know and be able to do. Our awareness of what our students should know and be able to do must be led by a list of high expectations for all students based on the essential skills that students will need in order to be college and career ready. As we reflect on our practice as educators we come to also understand that a change in our teaching practices is needed in order to achieve academic improvement in all students. Improving teaching practices can and will achieve our goal of high academic performance. Additionally, we must ensure that we are using performance-based assessments that will best measure student progress. It is obvious that our vision must now be more explicit in terms of academic goals, the way we teach and our assessments. The professional development that is on-going at PS 157X helps teachers by teaching them how to make strategic adjustments to the lesson in order to provide additional support for students. In addition, our staff development helps the teachers by:

- ✓ Helping them understand and use learning strategies to facilitate student understanding of the material;
- ✓ How to scaffold questions toward higher complexity with adequate wait time for students to respond;
- ✓ How to provide modeling, guided practice and, independent practice aligned to performance expectations of assessments;
- ✓ How to use a variety of grouping practices/strategies to advance learning and support student outcomes, etc.,

- ✓ Working within and across grades and subjects vertically and horizontally targeting what is taught and why it is taught;

Priority Needs that will be addressed in the goal and action plan will be:

- ✓ Continue working with teachers on explicit professional development that helps teachers use instructional practices that are systematic and explicit based on lessons aligned to the CCLS;
- ✓ Use inter-visitations for the enhancement of professional practice;
- ✓ Ensure that students are working on rigorous tasks and project-based activities and projects;
- ✓ Work with teachers as they get acquainted with students so they can customize questions that challenge the students to think more critically.
- ✓ Ensure use of instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners/Limited English Proficient students to provide timely and appropriate instructional interventions and extensions for all students;
- ✓ Frequently observe targeted teacher practices throughout the school year that result in relevant feedback ;
- ✓ Build a common awareness and improve the ability of all stakeholders to move our students towards academic and social success;
- ✓ Continued use of grade meetings for collaborative work around coherent CCLS aligned curriculum unit plans across grades/subjects;
- ✓ Analyze collected data that leads to the development of comprehensive instructional plans for all students that capture current levels of student achievement, maps out a clear and timely path for progress and growth and engages students as active participants in their own learning;
- ✓ Provide professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs;
- ✓ All HEDI ratings above are based on a combination of QR feedback, SPFQR, data and self-assessment

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
GOAL: To ensure that all teachers have aligned their best practices with their instructional goals in order to ensure that all students are engaged in rigorous tasks which support college and career readiness skills. **OBJECTIVE:** By June, 2015, all teachers will have aligned their best practices with their instructional goals in accordance with the CCLS, in order to ensure that all students are engaged in rigorous tasks which will support college and career readiness skills as measured by student performance based learning projects and activities which show growth in reading levels as well as academic progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Professional Learning Communities will continue to support teachers by holding daily grade wide workshops on aligning the CCLS with best	Teachers in grades Pre –K though grade 5	September, 2014 through June, 2015	Literacy/Math/Data Coaches, Administrators

instructional practices as well as ensuring that participants get the knowledge needed to ensure high order thinking tasks that will **Part 3 – Action Plan, Continued from page 11** support college and career readiness skills.	including Cluster Teachers		
Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to all students ensuring multiple entry points for all including ELL and Special Education students.	Teachers in grades Pre-K – grade 5 including Cluster Teachers	September, 2014 – June, 2015	Teachers with support from Literacy/Math Coaches, Administrators
Common planning time will be used to instructionally develop plans focused on higher-order thinking skills and moving from compliance to a high level of student engagement.	Teachers in Prer-K – grade 5 including Cluster Teachers	September, 2014 – June, 2015	Teachers, Coaches, Administrators
Teachers will employ rigorous tasks and rubrics as well as questioning techniques to elicit higher order thinking skills and increase key cognitive strategies to improve student achievement.	Teachers in Pre-K – grades 5 including Cluster Teachers	September, 2014 – June, 2015	Teachers, Coaches, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Needed:

- Schedules that allow for common preparation periods as well as periods for daily staff development as per Professional Learning Communities initiatives; (Already in place)
- Time for Literacy Coaches/Math Coach/Data Specialist to meet and develop professional development initiatives that include activities to address the professional development needs of teachers, the instructional needs of students based on data and the need to ensure that we are meeting AYP this year;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	X	**Title III**	X	**P/F Set-aside**	X	**Grants**

List below any additional funding sources that will be utilized to support achievement of the goal.

All FOCUS School monies will be utilized to support achievement of annual goal as stated in Part 2 above including programs for student after-school initiatives to meet the needs of all students including ELL and Special Education students in addition to programs for staff development for teachers as well as programs to ensure that parents become more involved in daily school life. Also a Saturday Academy for Reading and Math

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Activities identified in Part 3 (Action Plan) will have a mid-point benchmark at the end of December, 2014 at which time we expect to see through observations and student work that students are well on their way to working with rigorous tasks and rubrics which will support college and career readiness skills as measured by student performance based learning projects activities as well progress in school assessments leading towards eventual progress in State Tests.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	H
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- The school has Social Workers/Guidance Counselors as well as a teacher who works on Character improvement. In addition, we have a strategic and comprehensive system for referrals and support for all students that effectively addresses barriers to social and emotional developmental health and academic success. This system is Response To Intervention and it is working extremely well in helping to identify students who may be having difficulty with social and emotional developmental health issues.
- The school is extremely safe and conducive to learning. Teachers are well in charge of their students and a school-wide discipline and reward program helps to support their efforts. Students are aware of behavioral expectations and those expectations are supported by the teachers and enforced by Administrators through-out the building.
- Collected data is collaboratively analyzed and the results lead to the development of comprehensive instructional plans for all students. These capture the students' current levels of achievement , help to map out a clear and timely path for progress and growth and, engages all students as active participants in their own learning.
- Our priority need will be to develop partnerships that support and sustain social and emotional developmental health.
- All HEDI ratings above are based on a combination of QR feedback, SPFQR, data and self-assessment.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
Goal: To improve student outcomes and school performance by identifying and developing partnerships that support and sustain social and emotional developmental health for all students especially students at-risk of being referred for services. **Objective**: By the end, of June, 2015 we will have identified, made contact with and developed partnerships that will support and sustain social and emotional developmental health for all students and which will improve student outcomes and school performance especially that of ELL and Special Education Students as measured by 10% growth in progress in the State Tests.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Contact Mental Health Clinics in Lincoln, St. Barnabas, and others around the immediate area of the school and build a partnership with them in order to make available more resources for both parents and students at the school; • Coordinate mental health and health services that reinforce Social and Emotional Learning instruction; • Work with students to develop self-awareness and self-management skills to achieve school and life success.	Students, Parents, Staff members	January, 2015 – June, 2015	Administrators, Parent Coordinator, PTA, Teachers, Coaches
• Work with the teachers on concrete approaches to promoting social-emotional development in the classroom such as using the Seven Social-Emotional Teaching Strategies: Relationships and Social Interactions with Peers, Social and Emotional Understanding, Conflict Negotiation (Problem Solving), Regulating Emotions and Behaviors, Engagement and Persistence, Responsible Conduct and Integrated Approaches for English Language Development and Family Engagement;	Teachers,	January, 2015 – June, 2015	Literacy Coaches, Math/Data Specialist/Coach, Administrators,
• The use of teachable moments using adults and students to model Social Emotional Learning skills and discuss relevant situations; • Use social awareness and interpersonal skills to establish and maintain positive relationships; • Demonstrate decision-making skills and responsible behaviors	Teachers, Students	September, 2014 – June, 2015	Teachers, parents, students,

in personal, school and community contexts.			
• Teachers will use developmentally/culturally competent instruction and community building activities and give students opportunities to contribute to their class, school and community; • Implement after-school and community activities that are coordinated with Social and Emotional Learning school efforts; • Revisit strategies/activities and adjust for continuous improvement	Teachers,	January 2015, June, 2015	Literacy Coaches, Math Coaches, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Planning • Professional development, • Program evaluation • Partnerships • Establishing a framework for enhancing the implementation of evidence based interventions to ensure academically and behaviorally important outcomes for all students. • Establish School-wide Positive Behavior Supports for all students. • Continue Response To Intervention Program as part of the continuum of evidence-based interventions.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**	X	**Title IIA**		**Title III**		**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													
FOCUS monies will be used to implement a program that will address students ' Social and Emotional Developmental Health during after-school hours. Also a Saturday Academy for Reading and Math. All funding is consolidated therefore other funding sources may be used, as available, to support the instructional goal(s) such as SWP, Title I, Title IIA, etc. as indicated above.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Strategies/activities will be revisited and adjusted for continuous improvement. In addition, a mid-point benchmark will be established specifically March, 2015. At that point of progress monitoring adjustments/revisions will be made if necessary.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	H
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

SCHOOL STRENGTHS:

- Our teachers have mandated professional development per grade, across grades which also includes Cluster Teachers;
- We plan as a team which includes the Administrators, Coaches and Teachers;
- Teachers present/turn-key to their peers on a weekly basis;
- Professional development is based on teacher needs, teacher input and student /school needs;
- The tone in the building is extremely conducive to learning with students and adults understanding the high expectations that exists for both academic achievement and behavior.

AREAS FOR IMPROVEMENT:

- As per Part 1b above 4.5 specifically: "Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process" will be one of the areas that we will be focusing on and addressed in the goal and action plan. Although much staff development is being given on using a variety of data for screening, interim measures and progress monitoring to inform lesson planning, we are finding that there are still pockets where either the implementation or the outcomes are not showing an accurate understanding of the use of a variety of data sources.
- All HEDI ratings above are based on a combination of QR feedback, SPFQR, data and self-assessment.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
Goal: To work in a collaborative format to analyze collected data to ensure the development of comprehensive instructional lesson plans for all students taking into consideration current levels of student achievement, creating a timely path for growth and progress and which engages the students as active participants in their own learning. **OBJECTIVE**: By June, 2015 administrators, coaches and teachers will have met at least 1 time a month to analyze data that has been collected and will be used to support teachers in the development of comprehensive lesson plans that address the needs of all students as measured by a two level growth in student reading levels as well as a 10% growth in progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Teachers will analyze collected data and use results to inform instructional decision-making including differentiation/grouping and instructional strategies;	Teachers	September 2014, June, 2015	Literacy Coaches, Math/Data Specialists/Coach, Administrators
• All data is to be available in a timely fashion after assessments in order to ensure targeted instructional planning by teachers;	Teachers, Students	September 2014 – June, 2015	Coaches/Data Specialist, Teachers, Administrators
• Administrators, Coaches and Teachers will hold professional conversations on data and on individual student work at least once a month during Professional Learning Communities time and/or Professional Development time on Mondays;	Teachers	September, 2014 – June, 2015	Administrators, Coaches
• Students will meet with teachers and discuss data and work on developing student goals. • At least 3 data meetings will be offered to parents/guardians in order to help parents understand the new assessments and their impact. • Data will be shared with the school community and families so that it can be understood and student needs are clearly defined encouraging all to work with us around student support. • Saturday Academy Program will be implemented to ensure students are getting additional support in grades 2 – 5.	Teachers, Students, Parents	September, 2014 – June, 2015	Administrators, Coaches, Data Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administrators; • Teachers; • Literacy Coaches; • Math/Data Specialist/Coach; • Parents; • Students; • Community Partners (if available); • Scheduling of Meetings with teachers; • Scheduling of Workshops for Parents;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**	X	**Title IIA**	X	**Title III**		**P/F Set-aside**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													
FOCUS monies will be used to implement a program that will address students ' Social and Emotional Developmental Health during after-school hours. Also a Saturday Academy for Reading and Math. All funding is consolidated therefore other funding sources may be used, as available, to support the instructional goal(s) such as SWP, Title I, Title IIA, etc. as indicated above.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 6. Specify a timeframe for mid-point progress monitoring activities.				
Strategies/activities will be revisited and adjusted for continuous improvement. In addition, a mid-point benchmark will be established specifically February, 2015. At that point of progress monitoring adjustments/revisions will be made if necessary.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	H

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School Strengths:

- The school has supportive and shared leadership;
- There is mutual accountability and a shared vision that changing practices brings about student improvement in achievement;
- Professional Learning Communities are well in place and provide opportunities for teachers to step up to the teacher leader role;
- Teachers work and learn together in collaborative teams;
- The school is currently beginning implementation on inter-visitations/peer observations, debriefing and coaching of each other.

PRIORITY NEEDS:

- Include all stakeholders, such as the Cluster Teachers and other staff and impart a shared sense of urgency in terms of the vision of achieving our goals that are tied to the School Comprehensive Educational Plan.
- Ensure that schedules are made that provide for ALL staff to take part in the professional learning communities;
- Provide opportunities for students to attend after-school/Saturday programs that will support student achievement in connection with the SCEP goals and providing different entry points in support of students especially SWDs and ELLs;

- All HEDI ratings above are based on a combination of QR feedback, SPFQR, data and self-assessment.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL: To build a common awareness for all stakeholders as well as improve the ability of all stakeholders to move our students forward towards higher academic achievement and social success with a shared sense of urgency.

OBJECTIVE: By the end of June, 2015 all stakeholders, i.e. Teachers, Cluster Teachers, Parents, Community Partners, will have acquired common awareness and a sense of urgency regarding student academic achievement and social success as measured by student growth/progress in interim assessments, student growth in reading levels and, improvement of student behavior which may be impeding academic/social growth.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Use various sources of information and analyze data about current practices and outcomes in order to shape vision/goals with high, measurable expectations for all students;	Administrators, Teachers, Students	September, 2014 – June, 2015	Administrators, Coaches, Data Specialist
• Engage diverse stakeholders, including those who may have conflicting ideas, in ways that build shared understanding and a commitment to the vision/goals;	Teachers,	September, 2015 – June, 2015	Administrators, Coaches (Math and Literacy/Data Specialist)
• Communicate shared vison/goals so teachers, staff and the community understand, support and act on them on a consistent basis	Teachers, Staff, Community Partners,	September, 2014 – June, 2015	Administrators, Literacy Coaches, Math Coach/Data Specialist)
• Provide equitable, appropriate and effective learning opportunities for every students especially Students With Disabilities and English Language Learners.	Students, Teachers, Cluster Teachers	September, 2014 – June, 2015	Administrators, Literacy Coaches, Math Coach/Data Specialist, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administrators;
- Teachers;
- Literacy Coaches;
- Math/Data Specialist/Coach;
- Parents;
- Students;
- Community Partners (if available);
- Scheduling of Meetings with teachers;
- Scheduling of Workshops for Parents;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**	X	**Title IIA**	X	**Title III**		**P/F Set-aside**		**Grants**

List below any additional funding sources that will be utilized to support achievement of the goal.

FOCUS monies will be used to implement a program that will address students' Social Emotional Developmental Health during after-school hours. Also a Saturday Academy for Reading and Math. All funding is consolidated therefore other funding sources may be used, as available, to support the instructional goal(s) such as SWP, Title I, Title IIA, etc. as indicated above.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Strategies/activities will be revisited and adjusted for continuous improvement. In addition, a mid-point benchmark will be established specifically February, 2015. At that point of progress monitoring adjustments/revisions will be made if necessary.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6*: *Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

SCHOOL'S STRENGTHS:

- Have a full-time Parent Coordinator;
- Have ties to outside partnerships with City Ballet, Juilliard, Carnegie Hall, FAN4Kids, Montefiore Hospital;
- Strong, positive professional culture;
- High expectations for all;
- Use of data to drive instruction;
- Curriculum aligned to the CCLS in Reading and Mathematics;
- Leader manages daily operations and environment through efficient alignment of resources with vision/goals;
- Collaborative, risk-free exemplary tone building;
- Safe and supportive learning environment
- Distributive Leadership;

PRIORITY NEEDS:

- To share data to all stakeholders;
- Ensure understanding of data and its impact on instruction by all stakeholders (staff, parents, community agencies, etc.
- Use effective public information strategies to communicate with families and community members such as email, night meetings, written material that is translated, etc.,
- Bring together the resources of school, family members and community to positively impact student learning;

- Involve families in adult learning activities, i.e. GED, ESL Classes, etc.)
- All HEDI ratings above are based on a combination of QR feedback, SPFQR, data and self-assessment.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL: To provide teachers 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 develop college and career awareness.

OBJECTIVE: By the end of June, 2015 teachers, parents/guardians and other stakeholders will have been involved in the educational process as partners between the school, the home and the community in order to increase parental involvement and expose the parents and students to opportunities for making connections with Colleges as part of being College and Career ready. This will be measured by a 10% increase in parental involvement .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Provide professional development for school personnel on effective strategies for engaging families	Teachers and other staff	September, 2014- June, 2015	Literacy Coaches, Math Coach/Data Specialist
• Ensure that set aside work time for classroom teachers to spend contacting families is being totally implemented and that time is being logged; • Create a team for planning and implementing family engagement in our school community (to include teachers, parents, community representatives and principal) • Provide GED programs and English As A Second Language classes, and other programs to support families' learning	Teachers, Parents, Community Representatives, Administrators	September, 2014 – June, 2015	Administrators, Literacy Coaches, Math Coach/Data Specialist
• Ask parents what the schools can do for them; as opposed to only thinking about what the parents can do for the school. Create a list of do-able activities and begin looking into implementation; • Keep track of the parents who we are able to contact and those that we cannot and – adapt strategies to engage "high priority families" such as those with children who	Parents,	September, 2014 – June, 2015	Administrators, Literacy Coaches, Math Coach/Data Specialist, Parent Coordinator, Community Partners

may be having academic and/or behavior difficulties.			
• Provide and link parents to needed services, in order to support them	Parents, Community Service Providers	September, 2014 – June, 2015	Administrators, Literacy Coaches, Math Coach/Data Specialist, Parent Coordinator, Community Partners

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
RESOURCES NEEDED: • Use of Title I Parental Involvement funds for Workshops, etc. • Scheduling Time for Meetings; • Scheduling Time for Workshops; • Setting up ESL/GED Classes; • List of community resources; • Time to plan for outreach to parents; • Purchase of Food for meetings other events; • Parent Coordinator time to assemble team for planning and implementing family engagement;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**		**Title I Basic**		**Title I 1003(a)**	X	**Title IIA**	X	**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													
FOCUS monies will be used to implement a program that will address students ' Social Emotional Developmental Health during after-school hours. Also a Saturday Academy for Reading and Math All funding is consolidated therefore other funding sources may be used, as available, to support the instructional goal(s) such as SWP, Title I, Title IIA, etc. as indicated above.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2.	Specify a timeframe for mid-point progress monitoring activities.				
Strategies/activities will be revisited and adjusted for continuous improvement. In addition, a mid-point benchmark will be established specifically February, 2015. At that point of progress monitoring adjustments/revisions will be made if necessary.					
Part 6b. Complete in **February 2015.**					
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below Reading Level for Grade and/or Level 1 student	Fundations; Zip Zoom; Text Talk; Literacy by Design, Voyager, Wilson,	Small group	During school day in special education classes, after-school
Mathematics	Below Math Level for Grade and/or Level 1 student	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
Science	Level 1 student in State Science Test	Students work on Science projects and use science manipulatives. Science is integrated into other content areas.	On an individual student basis	In classrooms and in Science Room.
Social Studies	Level 1 Students in Reading and Math as well as below reading level for grade	Students learn and apply social studies concepts and skills to group projects including literacy, mathematics and other content areas.	In small groups; Preparation period instruction; push-in	In classrooms and in Social Studies/Art Room.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	As per IEP and/or due to at-risk services	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.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

Part 2: All Title I Schools

2a. 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.

2b. 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
N/A

Part 4: SWP Schools Only

4a. 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.

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$566,303		10 - 26
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	$135,705	X	10 - 26
Title II, Part A	Federal	$138,262	X	10 - 26
Title III, Part A	Federal	$11,200	X	10 - 26
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$3,475,207	X	10 - 26

[1]Explanation/Background:

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

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Grove Hill- P.S. 157X,** 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 the school and the families. The 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 the school community. **Grove Hill – P.S. 157X,** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

Grove Hill – P.S. 157X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

2013-14 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 #44 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Grove Hill - PS 157X	DBN: 07X157
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐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: Rationale: In order to provide supplemental instruction for our K – 2 Ell/LEP students, P.S. 157X will implement an After-School 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 30 k - 2 grade 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 After-school Program will provide instructional opportunities other than in the regular classroom. One Supervisor will monitor the implementation of the program. The Supervisor will be in charge of ensuring fidelity in program implementation as well as ensuring that all students are picked up on time and will be available in case of any emergency which may come during an after-school program. The Supervisor will work from 2:30 - 4:30 pm which will include supervising the students during the snack period in the student cafeteria at no cost to this program. Target Population: 30 ESL students from grade K - 2 to include beginners and intermediate students. Number of Groups: There will be two groups: One group of 15 students who are beginners and one group consisting of 15 students who are considered intermediate as per the NYSESLAT. Number of teachers: There will be two certified ESL teachers, one for each group. In addition, there will be one other Content Area Teacher(Technology), who will work with the teachers in staff development and with the students using the technology part of the Zip Zoom English Software. The students will be

Part B: Direct Instruction Supplemental Program Information
broken up into 3 groups (A,B,C) and instruction will be given around 3 half hour periods including time spent with the technology teacher. Days, time of Sessions: The program will run on Wednesdays and Thursdays from 3:00 - 4:30 with the students being served a snack from 2:30 - 3:00. Pick up will be in the student cafeteria. Total Number of Sessions: The Program will run for approximately 32 sessions (days) for a total of 16 weeks. Materials to be used: The program will use the Zip Zoom Reading Program which is research-based and which includes the Zip Zoom English Software. In addition, notebooks, copy paper, chart tablets, etc. will be used to facilitate the implementation of the program.

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: Rationale: The professional development activities for staff participating in this After-School Program, will take place during 5 weeks/sessions, during the course of the program(12/3/14, 12/17/14, 01/07/15, 1/14/15 and 1/21/14). 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.

Part C: Professional Development

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 Resourse CDs.

Days, Time of Sessions:

The teachers will meet for 5 Sessions to view and discuss the 15 videos and to also take part in a study group (5 Sessions). The Sessions will take place on: December 3, 2014, December 17th, 2014, January 7th, 2015, January 14th, 2015 and January 21, 2014.

The course gives a comprehensive overview of methods to accelerate language and literacy acquisition in the early grades.

Target Population:

Two ESL Teachers.

Number of Groups: Both teachers will be taught together.

Materials Used:

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 (December 3, 2014, December 17, 2014, January 7,2015, January 14, 2015 and January 21, 2015 for 1 hour per date). 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

Part C: Professional Development
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
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. We expect to reach the parents of all 30 students who will be attending the program. In addition, parents and students will be taken to the Museo Del Barrio in order to tie with their cultural heritage. Trip bus will be taken and teachers, parents and students will go on the trip to the Museo Del Barrio. As stated above the trip to the Museo Del Barrio will tie in with the students cultural heritage which we want to respect. During the trip the teachers will point out to the students different points of interests as well as once inside the Museum, the person doing the walkthrough with the students will be able to speak about the different paintings and other cultural items of Hispanic origin adding an extra layer of learning for the students and parents. The trip will be organized during the day

Part D: Parental Engagement Activities

and will not require per-session payment for teachers.

How Parents will be notified:

* 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 of the trip and will accompany the students;

* After-school workshops on ESL activities that will support their children in school will be given;

Trip will be taken during the school day. Teachers and parents will accompany students on said trip. The only expenses tied to the trip will be $700 for bus transportation and $250.00 for entrance fee for a total of $950.00 which does not exceed the 10% limit of the total allocation. The total allocation for Title III is $11,200.00

Schedule and Duration:

* Workshops for parents will be held for 1 hour each and will take place on December 4, 2014, December 10, 2014, December 18, 2014, January 8th, 2015 and January 15th, 2015 during the program.

Topics to be covered but not limited to, will be:

Reading with your child

Homework help,

Technology in ESL;

ESL activities to support your child at home, etc.

Name of Provider:

* Provider: Mr. Martin, Technology Teacher and ESL Teachers

Part D: Parental Engagement Activities

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) • Per session • Per diem	_____	
Purchased services • High quality staff and curriculum development contracts.		_____
Supplies and materials • Must be supplemental. • Additional		_____

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	N/A	_____
Travel	_____	_____
Other	N/A	N/A
TOTAL	_____	_____

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 07	Borough Bronx	School Number 157
School Name Grove Hill School		

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	680	Total number of ELLs	62	ELLs as share of total student population (%)	9.12%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	2	1	1	1								7
Push-In	1				1	1								3
Total	2	1	2	1	2	2	0	0	0	0	0	0	0	10

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

	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
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
TOTAL	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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
TOTAL	**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
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/	B													

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Acheivement 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 outsome 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 langauge 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 modalites, 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 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 examinig the 2013 NYSESLAT, that a high percentage of our ELLs made Annual Measureable Acheivement 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 Borogh 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 profiency 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 scheudules 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 indiviual 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 moitors 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 our 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 madated 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 guildelines 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 profesional 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 patterened 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 students 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 accomodations 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.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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 ocupational 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 regulary 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 adjascent 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 contstraints, 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 aftershool.

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 tranparencies for language support. In ESL, teachers regularly

employ the use of class made charts and graphs posted for regular student reference. These instructional materials are used to support ELLs in all subgroups. In general education, special education, and content area classrooms there are intelliboards, laptops, and projectors for teacher and student use to aid in language development. All classrooms are immersed in print and wherever possible provide picture support and graphic representation of learned concepts. ELLs will have access to these programs with their general education classes.:

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 prove 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 unforseen 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

School Name: _____		**School DBN:** _____	
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
	Other _____		11/13/13
	Other _____		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

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

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.