



FINAL DRAFT

SCHOOL OF SCIENCE AND TECHNOLOGY

P.S. 152

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 22K152
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 22k152 SCHOOL NAME: School Of Science and Technology

SCHOOL ADDRESS: 725 East 23rd Street Brooklyn, NY 11210

SCHOOL TELEPHONE: 718 434-5222 FAX: 718 859-5965

SCHOOL CONTACT PERSON: Sheila Siegel EMAIL ADDRESS: Ssiegel9@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stephanie Wilensky

PRINCIPAL: Dr. Rhonda Dawn Farkas

UFT CHAPTER LEADER: Gladys Savage

PARENTS' ASSOCIATION PRESIDENT: Judith Simon and Mariette Best

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 22 SSO NAME: ESO 21

SSO NETWORK LEADER: Joseph Blaize

SUPERINTENDENT: Marianne Ferrara

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Dr. Rhonda Dawn Farkas	*Principal or Designee	
Gladys Savage	*UFT Chapter Chairperson or Designee	
Stephanie Wilensky	Special Ed. Coordinator	
Mariette Best	*PA/PTA President or Designated Co-President	
Judith Simon	PA/PTA President or Designated Co-President	
Anna Torres	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ayana Bailey	Member/Parent	
Bianca Armstrong	Member/Parent	
Phillip Millien	Member/Parent	
Jillian Palmiotti	Member/ Teacher	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S.152, The School of Science and Technology, is located in the northern section of Brooklyn, known as Midwood South. The original building was constructed in 1908. Additional sections were added in 1952 and 1996.

P.S. 152 has an Early Childhood Annex for students in grade Pre-K through one, and a main building for grades two through five. Our main building is shared with another large elementary school.

P.S. 152's population has increased by 8% over the last two years. We now house 846 children in our two buildings. Our students begin on Pre-K and continue through grade 5. We have seen a continued growth in student achievement gains in both performance levels and progress. In 2008-2009 we received a A rating for the second year in a row and an overall score of 79.4% in our progress report. Our School Quality Review of 2008 resulted in a Well Developed rating. We believe the joint effort of our staff, parents, and students all contributed to the achievement.

P.S. 152 has many programs designed to enrich our students' educational opportunities. We have computers in every classroom and a separate computer lab, which is available for class instruction and individual research projects. Our school also has a well equipped science lab. We have extensive school libraries in both our main building and our annex, and are able to provide our students with interesting books in a wide variety of genres and levels.

P.S.152 has many community and artistic partnerships. We are closely situated to Brooklyn College and their Undergraduate and Graduate Education students are an integral part of school community and serve many classes. Our proximity to the College also affords our students the opportunity to attend performances. We also are aligned with the Metropolitan Opera Guild and provide our students with a vocal music program called "Urban Voices." This year we are collaborating with CUNY to continue a five day a week after school instrumental music program, entitled Harmony, which provides students with an array of musical instruments. Additionally, we are associated with the Brooklyn Museum, the Brooklyn Aquarium, the Prospect Park Alliance, the Botanic Gardens, and the Morgan Library.

P.S.152 provides many opportunities for students to receive after-school academic intervention. Our PASS (the Program for Achievement and Student Success) program takes place on Tuesday and Wednesday afternoons. Currently more than 300 students in grades 1 through 5 participate in this activity. Our Saturday Institute targets English Language Learners in grades K through 3 and all other students in grade 3-5. We also house an Adult Education Program on Saturday mornings.

We provide enrichment through the Arts via the teaching of visual arts and recorder. Our students also participate in band and African Drum Ensembles. Our Thursday after-school club program offers activities such as chorus, art, dance, and Hispanic Culture.

Our philosophy is expressed in our school mission statement which includes the following quote:

“P.S.152, in its diversity, is a mirror image of the community. It is a place with an incredibly talented and competent staff and one which promotes a passion for teaching and learning. Teacher scholarship, enhanced by professional development and continuous reflection, is woven into the very fabric of our school. We serve the educational needs of our students and their families in all areas of the curriculum with a particular emphasis in Literacy, Mathematics, Science, Technology, and the Arts. We continuously set high expectations to enhance the academic and social development of all students including English Language Learners and students with special needs”

The P.S.152 community is united in its commitment to meet these goals.

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		School of Science & Technology								
District:		22	DBN:		22K152	School BEDS Code:		332200010152		
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	0	32	33		94.4	93.8	95.0			
Kindergarten	101	98	119							
Grade 1	134	134	139							
Grade 2	130	124	141							
Grade 3	140	137	131							
Grade 4	119	137	131							
Grade 5	131	122	145							
Grade 6	0	0	0							
Grade 7	0	0	0							
Grade 8	0	0	0							
Grade 9	0	0	0							
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	2	15	7							
Total	757	777	842							
					Student Stability - % of Enrollment:					
					(As of June 30)	2006-07	2007-08	2008-09		
						91.1	91.6	93.6		
					Poverty Rate - % of Enrollment:					
					(As of October 31)	2006-07	2007-08	2008-09		
						74.0	74.0	74.0		
					Students in Temporary Housing - Total Number:					
					(As of June 30)	2006-07	2007-08	2008-09		
						6	13	42		
					Recent Immigrants - Total Number:					
					(As of October 31)	2006-07	2007-08	2008-09		
						16	32	21		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	13	24	32	Principal Suspensions	7	3	1			
# in Collaborative Team Teaching (CTT) Classes	8	10	7	Superintendent Suspensions	2	2	0			
Number all others	19	26	29							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					(As of October 31)	2006-07	2007-08	2008-09		
					CTE Program Participants	0	0	0		
					Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
(As of October 31)	2006-07	2007-08	2008-09							
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	47	57	57			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	70	82	100							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	2	Number of Administrators and Other Professionals	6	9	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.7	66.7	73.7
				% more than 5 years teaching anywhere	46.8	43.9	40.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	79.0	77.0	81.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.9	98.9
American Indian or Alaska Native	0.5	0.1	0.2				
Black or African American	70.8	70.0	69.1				
Hispanic or Latino	15.1	16.6	16.5				
Asian or Native Hawaiian/Other Pacific Isl.	9.1	8.1	9.4				
White	4.5	5.2	4.6				
Male	50.2	48.1	51.1				
Female	49.8	51.9	48.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	√	-			
White	-	-	-			
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	X	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	7	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	79.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	13	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	43.7		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Early Grade Assessments:

P.S. 152 conducted its own assessments for students currently in grades K-3 since no city or state wide assessments are in place.

We used a variety of assessments to assist teachers in determining their students' levels in reading, writing, and mathematics.

Among the assessments used were the following:

Reading Assessments: Teachers College Reading Assessments, Conference Notes, Foundations Reviews, Earobics Reports, Student Notebooks, Writing Assessments, Conference Notes, Students' Writing Folders, Students' Published Work.

Math Assessments: Math in the City Assessments, Everyday Math Assessments, Interim Assessments, Chapter Tests, Math Quizzes, Conference Notes, Math Journals, Math Inventories.

P.S. 152 used the following procedures to track the progress of students in grade K-2. Students proficiency levels in English Language Arts was evaluated by classroom teachers using Teacher College Assessments.

Our data provided the following results:

- As of November 1, 2008, 41.2% of students in grades K-2 met grade standard levels in English Language Arts.
- As of June 15, 2009, 70% of students had achieved grade standard levels

P.S. 152 used the following procedures to track the progress of students in grade K-2 in Mathematics. Students proficiency levels in mathematics were evaluated by classroom teachers using standardized specific math inventories.

The assessed results indicated that:

- As of November 1, 2008, 49.2% of students met grade standards.
- As of June 15, 2009, 70% of students had achieved grade levels standards

Among the steps we have taken are the following:

P.S. 152 has provided a full range of services to enhance the educational opportunities afforded our lower grade students. We have lowered class size in grades K-2. We have provided classrooms with extensive libraries, a plethora of supplemental materials, and technological support. We rely on assessment data to individualize and modify student instruction. We provide extended time on task through early morning, after school, and Saturday programs to meet the individual needs of our students.

P.S. 152 tracked the progress of K-2 students from November 2008 to June 2009 and noted a rise of 20% in the percentage of students who attained grade level standards during the school year. In both reading and mathematics, we believe our action plan has been key to the academic progress demonstrated.

Our needs assessment indicates that P.S. 152 has continued to enroll a large number of English Language Learners in our early grades. We have taken steps to provide these students, as well as others who are experiencing language difficulties, with ongoing, additional support. We have appointed two ESL teachers to our staff. One ESL teacher is stationed in our Early Childhood Annex and one ESL teacher works in the main building. We continue to provide after school and Saturday programs for English Language Learners.

We have provided a three day a week Academic Intervention (F-Status) teacher to work in our Early Childhood Center to assist our at risk general education students. We are continuing our after school program for first graders and more than 50 children in grade 1 attend. During this after school program, students who have been identified as having risk factors receive after school academic intervention. We also increased the number of after school classes available in our main building for grade 2 and grade 3 students who are in need of additional support. We offered this program for ELL's in grades 2 and 3 who do not participate in our Title III programs after school programs. We host an Adult Education Program on Saturday and actively encourage our many non-English speaking parents to attend. As a result, participation has vastly increased.

Our teachers assess students on a continuous basis and have formed grade level Inquiry Teams. At Inquiry Team Meetings, they review data, and meet as a group to discuss grade wide trends and concerns. They confer with our math staff developer regularly and receive professional development from two Teachers College consultants.

P.S. 152 has an assistant principal in charge of the annex. She consistently consults with our lower grade teachers, reviews student data, and helps modify educational programs as needed.

We believe the strategies we have in place will lead to continued success for our early learners.

Assessment Results for Upper Grades

English Language Arts:

Student Performance and Progress for Grade 3-5 indicate the following:

- Percentage of students at Proficiency (Level 3 or 4): 73.2% of our students reached a proficiency level of 3 or 4, which is 85.3% of the way from the lowest (36.1%) to the highest (79.6%) score relative to our Peer Horizon and 69.1% of the way relative to our City Horizon.
- 1 Year of Progress: 67.3% of our students made at least 1 year of progress which is 75.3% of the way from the lowest (39.9%) to the highest (76.3%) score relative to our Peer Horizon and 81.2% of the way relative to our City Horizon.

In 2007-2008 63.2% of students made a year's progress. In 2008-2009 67.3% of students made a year's progress, an increase of 5%, which exceeded our goal for the year.

- Percentage of Students in School's Lowest 1/3 making at least 1 year of Progress: 87.3% of our lowest 1/3 students made at least 1 year of progress which is 74.7% of the way from the lowest (57.2%) to the highest (97.5%) score relative to our Peer Horizon and 77.3% of the way relative to our City Horizon.

We noted that the percentage of students in the lowest third making at least one year's progress rose from 84.6% to 87.3%, and conclude that our efforts to improve the academic success of our bottom third continue to be successful.

The overall score for student performance was 19.7 out of 25, earning a category grade of A. The overall score for student progress was 43.7 out of 60, also yielding a category grade of A.

Our score for student performance rose from 17.1% to 19.7% and our overall score for student progress rose from 35.9% to 43.7%, continuing our pattern of academic growth over the last three years.

P.S. 152 received +0.75 credit for Black Students in the lowest third Citywide. In addition 26% of Special Education Students, 43.8% of Black Students in the lowest third Citywide and 29.4% of other students in the lowest third citywide attained Exemplary Proficiency Gains in English Language Arts.

P.S. 152 earned a credit of +1.5 based on the exemplary proficiency gains (45%) made by English Language Learners. P.S. 152 also received a credit of +0.75 based on the exemplary proficiency gains (33%) of our Special Education students.

The last two years of accountability and overview reports (2007-2008) and (2007-2009) confirm our students' growth. Adequate Yearly Progress (AYP) was achieved by all 7 of the groups measured, i.e., Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander and Economically Disadvantaged students, Students with Disabilities and English Language Learners.

Of our total student population tested, 100% of students in the above named categories were tested.

All students tested achieved a performance index of 172, Black or African American Students achieved a performance index of 174, Hispanic or Latino Students achieved a performance index of 165, Asian or Native Hawaiian/Other Pacific Islanders received a performance index of 171, and Economically Disadvantaged Students achieved a performance index 172.

Our Limited English Proficient Students scored a performance index of 150 and met the test performance criteria as their effective AMO was 131.

Students with disabilities were determined to have met the progress goal but an insufficient number were tested to meet the test criteria.

We have been rated a school in **Good Standing** in ELA for the past two years and our prospective status for 2009-2010 is in Good Standing as well.

Our Inquiry Team staff and other professional team members in our school have reviewed, disaggregated, analyzed, and interpreted our data to determine our students' performance scores over the last three years by grade level.

We noted an increase in the percentage of students performing at Levels 3 & 4 in grade 3 from 57% in 2007 to 78.5% in 2009, a percentage change of 21.5%. Grade 4 ELA scores moved from 55.4% in

2007 to 69.5% in 2009 an increase of 14.1%. Grade 5 scores increased from 52.4% in 2007 to 73.9% in 2009, reflecting a growth of 21.5%

These data indicate growth in both areas of student performance and student progress in English Language Arts.

- **Mathematics**

Student Performance and Progress for Grade 3-5 indicate the following:

- Percentage of students at Proficiency (Level 3 or 4): 90.6 % of our students reached a proficiency level of 3 or 4, which is 84.7% of the way from the lowest (52.9%) to the highest (97.4%) score relative to our Peer Horizon and 79.9% of the way relative to our City Horizon.
- 1 Year of Progress: 67.3% of our students made at least 1 year of progress which is 74.1% of the way from the lowest (40.1%) to the highest (76.8%) score relative to our Peer Horizon and 64.4% of the way is relative to our City Horizon.

Percentage of students in School Lowest 1/3 making at least 1 year of progress: 79.3% of our lowest 1/3 students made at least 1 year of progress which is 76% of the way from the lowest (41.7%) to the highest (91.2%) score relative to our Peer Horizon and 76.9% of the way relative to our City Horizon.

P.S. 152 earned a credit of + 1.5 based on the exemplary proficiency gains (45%) made by English Language Learners. Although the school did not receive additional credit for Black Students in the Lowest Third Citywide, it was noted 19.1% of these students did achieve exemplary proficiency gains.

P.S. 152 also received a credit of +0.75% based on the exemplary proficiency gains (33.37% of our Special Education Students).

The last two years of accountability and overview reports (2007-2008) and (2008-2009) confirm our students' growth in mathematics. Adequate Yearly Progress (AYP) was achieved by the 7 groups measured in 2007-2008 and 2008-2009.

The performance index for 2008-2009 indicated stability across the groups. All students tested achieved a performance index of 189. When our results are disaggregated we find that Black or African American students and economically disadvantaged students also achieved a performance index of 189, while Hispanic or Latino and Asian or Native American reached performance index of 191 and 192. Students with disabilities achieved a performance index of 153, well above their effective AMO of 102 while Limited English Proficient students achieved a performance level of 168 well above their effective AMO of 106. Our PI for all students in 2008 was 170 ,and while all groups made impressive gains our Hispanic students showed the greatest gains moving from a 2008 PI of 168 to a 2009 PI of 191.

We have been rated a school in **Good Standing** in Mathematics for the past two years and our prospective status for 2009-2010 is in Good Standing as well.

Our professional team members have reviewed, disaggregated, analyzed, and interpreted data to determine our students' performance scores over the last three years by grade level.

We found a increase in grade 3 scores of students at Level 3 or 4 from 83.6 in 2006 to 94.0% in 2009, a percentage change of + 10.4%. Grade 4 math scores moved from 59.2% in 2006 to 88% in 2009, an increase of 28.8%. Grade 5 scores moved from 48.8% in 2006 to 89% in 2009 an increase of 40.2%.

The data indicates significant growth in both areas of student performance and student progress in Mathematics.

We studied the results of the standardized Grade 4 science examination. The data provided by these single grade snapshots of our Grade 4 science results are as indicated: In the 2005-2006 school year, 76% of students scored a level 3 or above. In 2006-2007, 83% of our students had achieved a level 3 or level 4. In 2007 -2008, 85.5% of all students had attained scores at level 3 or level 4. In 2008-2009, 91.6% of all students had achieved levels of 3 or 4.

Over this four-year period, we have noted a 15.6% increase in the percentage of grade 4 students reaching level 3 or 4.

Over the four-year period from 2006 through 2009, the percentage of Grade 5 students reaching levels 3 and 4 on the social studies test rose from 67.7% in 2006 to 87% in 2009. This increase of 19.3% is in accord with the rise of student achievement in all curricula areas during the examined periods.

Upon compiling our needs assessment, we also studied the findings of our Inquiry Team. Our content area focus for 2008-2009 school year was English Language Arts. The specific skill area was Reading and our Sub-Skill was Vocabulary-Using Context Clues.

A number of programs were put into effect and teachers received instruction in how to analyze data and best utilize the information with positive results seen across all grade levels.

We also examined our two School Quality Review reports. In June 2006, we received a final evaluation of Well Developed. The evaluation made specific reference to the school's ability to compile and analyze data and to monitor and facilitate student progress.

In June 2006, one opportunity for further improvement was to further develop the mathematics curriculum, particularly in the upper grades, to bring students' performance in mathematics up to that of students in English Language Arts. Through our collaboration with Math in the City consultants and professional development received by our classroom teachers (including the Math in the City Summer Institute) and in-house professional development, we have used rich contexts for learning to promote inquiry, problem solving, and construction to encourage our children to raise and pursue their own mathematical ideas. We have achieved success in meeting this goal, as our mathematics performance levels are now higher than our English Language Arts scores. Our 2009 mathematics scores ranged from 88% to 94%.

We have also achieved a second goal of ensuring that students make daily use of information technology by revamping our computer instruction, and increasing the number of classroom computers.

Our April 2008 School Quality Review (SQR) again found us a Well Developed school. Among other areas, we were commended for the school's ability to collect a wide range of data, evaluate it for all groups of students, and provide a very clear picture of student's achievements. Further, it was stated that P.S. 152's "rigorous analysis of performance data ensures that both special education and English Language Learners make good progress and that the work of the inquiry team supports teachers' understanding of the needs of its most vulnerable students."

Since we received a Well Developed on our 2008 School Quality Review and an A in our Progress Report, we were not scheduled for a School Quality Review in 2009.

Our overall results in English Language Arts demonstrate a marked improvement in the performance levels of all tested students.

We did note, however, that the percentage of growth was greater in grades 3 and 5 than it was in grade 4. Further analysis also indicated that while we had only 1 third grade student (0.8%) and no (0%) 5th grade students at level 1, 12 students or 9.9% of our grade 4 students had received a level 1 on the ELA examination. We also determined that a significant percentage of students who did not achieve a year's growth were grade 4 students who had attained level 3's on both the grade 3 and grade 4 ELA examinations, but did not achieve a full year's growth as determined by their scale scores.

After assessing other data, we concluded that our students were achieving their greatest gains when responding to multiple choice and short response based questions, but needed additional aid in listening skills, note taking, comprehending longer passages and extrapolating information to use in essays.

We are addressing this problem in varying ways. Our teachers are receiving an intensive course of professional development from the Teachers College Reading and Writing Project. Our Inquiry Teams also are focusing on strategic planning to address this issue. Our students are receiving lessons that enable them to use various reading strategies, which improve comprehension skills and to enhance their ability to plan, write, edit, and publish written responses.

We have also invited students whose scale scores are in the lower end of level 3 to attend our extended morning programs, our after school programs, and our Saturday programs. In addition, we are providing specific programs tailored to the needs of special education students and English Language Learners.

We believe these actions, which complement our school's academic program, will address the needs indicated by the ELA results and ensure our continued growth in student performance and student progress at all grade levels.

The need to provide additional supports in English Language Arts to specific subgroups of students in grade 4 is also reflected when we disaggregate our data. An analysis of ELA scores of students with disabilities reveals that 50% of grade three students (3 out of 6) and 50% of grade 5 students (4 out of 8) achieved levels of 3 or above, while 15% of our grade four students (2 out of 13) achieved standard levels. Although our students did meet all of the requirements of their IEP's, we are providing extra support through extended instructional time via our morning, afternoon, and Saturday intervention programs. We are also providing supplemental materials and technological support in our classrooms.

A similar pattern is discerned when we examine the data relevant to our English Language Learners. 80% (8 out of 10) third graders and 55% (6 out of 11) fifth graders achieved levels of 3 or above. The balance of our grade 3 and 5 English Language Learners received a level 2. In grade 4, 23% (3 out of 13) students achieved a level 3 or above.

We have taken steps to improve the delivery of services to English Language Learners. We have added a second ESL teacher and have clustered our ELL's in classes on every grade level to intensify services and provide more consistent push-in instruction by a licensed TESOL teacher. Classroom teachers of ELL's work in close alignment with our ESL specialists to parallel curriculum, plan lessons, and discuss strategies to aid ELL students. We have not only instituted after school and Saturday programs under Title III funding, but have also opened additional academic intervention after school classes for ELL students in grades 1 through 5. We believe these programs will provide specific instruction designed to promote student learning for students in English Language Learners in grades K-5.

The majority of our population is Black or African American. In the 2008-2009 school year, they comprised 75% of our third grade, 76 % of our fourth grade and 74% of our fifth grade. This sub group not only achieved continuous progress in the percentage of students attaining levels of 3 and 4, but has also revealed a marked decline in the percentage of students at Level 1.

The percentage of students at Level 1 in ELA has dropped dramatically for all students i.e., grade 3 (.08%), grade 4 (9.9%), grade 5 (0%).

Our major goal in English Language Arts in the coming year is to increase the percentage of students achieving a year's growth. Although we are targeting the discerned needs of our grade 4 students in particular, we believe the steps we are taking will enable us to support the growth of *all* of our students.

We have determined that over the past three years, we have achieved our greatest growth in the area of mathematics. The percentage of students at grade level now range from 88% in grade 4 to 85.9% in grade 5 and 94.0% in grade 3.

Over a two-year period, our greatest growth occurred in grades 4 and 5, yielding percentage increases of over 26%. Our data indicate that although our students have demonstrated growth in mathematics, an important aspect of our planning is to increase emphasis in problem solving skills, which in turn, is related in part to reading comprehension.

Our examination of student achievement by sub group indicated the following:

- Black/African American students did very well in mathematics with 91% of grade 3 students, 90% of grade 4 students and 88% of grade 5 students achieving levels of 3 and 4.
- Hispanic/Latino students had their best results in mathematics with 100% of grade 3 students achieving levels of 3 and 4 while 80% of grade 4 and 95% of grade 5 students also attained these levels.
- 100% of the 20 students classified White or Asian scored levels 3 or above on the examination.
- 83% (5 out of 6) of grade 3 students with disabilities achieved a level 3 or above as did 54% of grade 4 students and 63% of grade 5 students
- The results of our mathematics scores indicate that our current program is meeting the needs of all our student groups. One of our goals for the coming year will be to raise the percentage of students achieving a year of progress in mathematics.

Progress was also achieved by Limited English Proficient Students, 44% of grade 4 students and 83% of grade 5 students scored at level 3 and above. We did note that the grade 4 mathematics test necessitates more reading for problem solving as well as expository writing and believe this factor has an impact which accounts for the lower scores in grade 4. We are addressing this problem as part of our program to provide additional support in language arts strategies for all our ELL students.

Greatest Accomplishments

In our school's Quality Review, the following was written, "P.S. 152 has good leadership that ensures that all members of the school community own the vision of for the future." It also states that "Teachers know their students well because of ongoing data analysis and consistently plan lessons that provide appropriate levels of challenge."

A third noteworthy comment is that "Professional development in very comprehensive and well executed, supporting teachers to address priorities identified as whole school goals." Our school was determined to have made good progress in addressing the issues noted for improvement in our prior

quality review, and these areas, mathematics, and technology are now at the forefront of our highlighted programs.

P.S. 152 conducted a long range study of students' scores in standardized reading and math examinations. Ten years ago, our students were in the low 40th percentile in both these academic areas. In 2009, all of our tested grades scored in the mid 69-78% percentile in reading, whereas math scores ranged from the mid 86% percentile to the mid 94% percentile.

In addition, a high percentage of all students achieved a year's progress in reading and mathematics. As a result of this noted growth, our school moved from a rating level of a low A to a high A on our school report card, an achievement of which the entire school community (staff, students, parents) is justly proud.

We attribute this progress to many factors. Our strong leadership and committed staff have immersed themselves in the process of collecting, analyzing and employing data to meet the specific needs of every student.

We have extensive high interest multi-genre classroom libraries as well as two school libraries. We have a science lab and a computer lab and have purchased computers for every classroom as well as E-instruction for several of our early grade classrooms. We have increased the number of ESL teachers to provide more intensive services to English Language Learners. We also have invaluable human resources available for our staff including, but not limited to, our teacher leaders, Inquiry Team Members, our Math Staff Developer, highly qualified consultants from Teachers College, and our own Professional Development Team comprised of an interdisciplinary team of leaders.

We provide extensive before school, after school and Saturday academic and enrichment programs for our students and have created a welcoming environment for our parents.

P.S. 152 has come a long way in the past decade, but our goal, as we continue on our journey, is to further expand our horizons.

Aids and Barriers

A significant aid to our continuous improvement has been the ongoing systemic, seamless professional development provided to our teachers in the collection and analysis of data as a means of evaluating student achievement levels as well as skill deficits.

Our administrators and professional development team have also consistently conferred with teachers on how to plan lessons and provide focused intervention strategies to individualize and differentiate instruction to increase student learning.

Teachers have been meeting informally during lunchtime and weekly on common preparation periods to discuss trends noted and to share strategies in best practices in English Language Arts and Mathematics.

Teachers have also been selected to model lessons as part of an in-house lab site program. Our math and literacy staff developers have worked with teachers individually and in groups to adapt curriculum, plan pacing calendars, analyze assessments and create effective lessons.

The creation of a collaborative Inquiry Team has intensified our effort to collect, analyze, and interpret data and to disseminate information to staff and parents. One of our goals this year is to expand the number of teachers participating in the inquiry process.

Our school has clearly defined specific goals for each academic area and teachers work collaboratively to meet these goals.

Even our youngest students have begun to monitor their own progress, are aware of their reading levels (ex. Level g) and are proud of their success as they move on.

Our extensive academic intervention program helps us to provide additional time on task and small group interventions to our needier students, and our all our programs are planned to meet specified student needs.

This past year our Inquiry Team has determined that reading comprehension will be their initial focus. Our goal is to implement a program that would help increase comprehension skills. They targeted students' ability to use context clues to determine unknown words. Their action plan, which was disseminated throughout the school, included the following strategies: a schoolwide weekly vocabulary word "blooms" and vocabulary instruction embedded across the curriculum.

The introduction of Building Vocabulary from Word Roots for classroom use as an aid to instruction and the use of high interest reading material in various genres to monitor and repair vocabulary and comprehension were among the strategies implemented. The team also is continuing to focus on reading comprehension this year to help increase student performance in this area.

Although we have had a successful year, barriers remain. Our school shares a building with another large elementary school which limits our use of the gym, cafeteria and auditorium and deprives us of needed classroom space. Two years ago we opened an Early Childhood Annex for our Kindergarten and First Grade classes to help alleviate this problem.

We have always had a large English Language Learners population, and for the second year, our lower grades continue to register a high number of ELL's. Many of their parents are non-English speakers and there are language and cultural barriers to overcome. We also have a significant number of students in temporary housing enrolled, many of whom have been identified as having risk factors and are, therefore, in need of additional instructional support.

Our school's population of students with disabilities has also increased and we now have four self-contained and one Collaborative Team Teaching (CTT) class, with students ranging from grades K-5. In addition, two of our four self-contained classes are multi-graded (bridge) classes.

We are cognizant of the special challenges these barriers pose, but are confident we will be able to meet the needs of all segments of our population and continue to create a stable, enriched environment in which all students will thrive.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- 1. By June 2010 there will be a 3% increase in the number of students in grades K through 2 who achieve a year's progress in reading raising P.S. 152's percentage from 70% to 73% as measured by ECLAS 2 Assessments, and teacher assessments based on classroom performance.**

Teacher evaluations, based on analysis of ECLAS 2 Reading Assessments, determined our instructional goal for grades K-2 in reading. Our action plan provides for ongoing professional development, continuous analysis of student work, classroom instruction tailored to students needs, and before/after school academic intervention.

- 2. By June 2010 there will be a 3% increase in the number of students in grades 3-5 who achieve a year's progress in reading raising P.S. 152's percentage from 67.3% to 70.3% as measured by Teachers College Assessments, Predictive Test, the ARIS report, New York State Assessments and teacher assessment based on classroom performance**

Teacher evaluations, standardized test results, inquiry team analysis, and the school's progress report were among the instruments used to determine our instructional goal for reading in grades 3-5. Among the strategies to be implemented are ongoing professional development provided by educational consultants from Teacher College and Lead Teachers. In depth analysis of students' formative and summative assessments are used to drive instruction and to align instruction to students' diverse needs. Academic Intervention services to targeted students are provided during the school day and through Extended Day, and extensive after school and Saturday programs.

- 3. By June 2010 there will be a 3% increase in the percentage of students in grades K-2 achieving a year's progress in mathematics raising P.S. 152's percentage from 70% to 73%, as measured by Math Unit Tests, Final Grade Wide Math Assessments and Teacher Assessments of classwork.**

P.S. 152 used teacher evaluation based on assessment examinations, standard inventories math chapter tests teacher assessment of classwork and inquiry team analysis of data to determine our

goal for students in grades K-2. Professional Development will be provided by a Math Staff Developer and Educational Consultants from Math In the City.

- 4. By June 2010, there will be a 3% increase in the percentage of students in grades 3-5 achieving a years progress I mathematics raising P.S. 152's percentage from 67 to 70%, as measured by the New York State Mathematics Examination and teachers assessments based on classroom performance.**

P.S. 152 used teacher evaluations based on assessment examinations, standard inventories, math chapter tests, data provided by standardized tests such as the new York State Mathematics Examination, and inquiry team's analysis of data to determine our goals for students in grades K-5.

Ongoing professional development will be provided by school based personnel and Math In The City Educational Consultants. Continuing analysis of students' strengths and weaknesses will enable us to provide data driven instruction to meet specific student needs. Academic intervention will continue to be provided during the school day and through after school programs.

- 5. By June 2010 100% of all classroom teachers will be involved in the schools inquiry work to sustain school improvement as demonstrated by teacher attendance sheets and team agendas, which will reflect consistent analysis of formative assessment data on student subgroups**

P.S. 152 used agendas and minutes from previous inquiry team meetings to determine our goal to increase the involvement of all classroom teachers in our inquiry teamwork. P.S. 152's Principal, assistant Principals, Data Specialist and teacher leaders will be key to providing professional development, developing agendas, and assessing the implementation of inquiry proceeding finding. Additionally, the Principal created a Team Learning log to provide a clear and cogent focus on our mission to plan effective instruction to meet the needs of all students..

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Language Arts- Grade K-2

Subject/Area (where relevant):

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2010 there will be a 3% increase in the number of students in grades K through 2 who achieve a year's progress in reading, raising P.S. 152' s percentage from 70% to 73% as measured by ECLAS 2 Assessments, and teacher assessments based on classroom performance.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Teachers will receive professional development on the collection and analysis of data. September 2008-June 2009 (periodically).

The Principal, Assistant Principal, Inquiry Team, and Professional Development Team will analyze student progress on an ongoing basis to assess the effectiveness of the literacy program. Mid September 2009-May 2010(weekly)

Lead Teachers will demonstrate best practices during lab site demonstrations. October 2009-May 2010.

Our Principal, Assistant Principal, and selected teachers will observe best practices in Reading and Writing Workshops by visiting other school's learning communities.

Teachers will meet during common planning time to assess student progress, discuss teaching strategies and plan effective lessons. September 2009-June 2010 (weekly).

Teachers' conference notes will be detailed and indicate individual students' strengths and weaknesses. Reviewed from October 2009-June 2010.

Grades K-2 will implement a daily three period Literacy block implementing the Teachers College Reading/Writing Project, focusing on Units of Study. September 2009-June 2010

Foundations Reading program will be utilized as a supplemental program. Mid September 2009-June 2010

Grade 1 and Grade 2 will provide computerized Tier 1 Intervention utilizing the *Earobics* Reading Program. September 2009-June 2010

Extensive classroom libraries, as well as a school library, will provide reading materials of varying genres. September 2009-June 2010

Planning guides, pacing, and alignment calendars will ensure common goals and uniform instruction across the grades. September 2009-June 2010

Academic intervention services will be provided during the school day as well as in Extended Day morning, afternoon and Saturday Programs. September 2009-June 2010

A push in/pull out ESL funding program will meet the needs of our K-2 students during the school day as well as during extended time morning. Afternoon and Saturday programs with small group instruction will be provided via Title III funding. September 2009-June 2010

Teachers of ELL's will confer regularly with a TESOL teacher to align teaching strategies with students' needs. September 2009-June 2010 (weekly)

Parents will be invited to student publishing parties to celebrate student success. October 2009-May 2010 (monthly)

Teachers will infuse questioning and problem posing, one of the 16 Habits of Mind, as a transformational tool to promote the development of higher order thinking skills of students. Teachers will mirror this work with their students in their classrooms. September 2009-June 2010 (daily)

Title I SWP funding will be used to fund a Teachers College Literacy staff developer for teachers of Kindergarten, Grade 1, and Grade 2 (primary grades) for the 2009-2010 school year. The Principal and Assistant Principal also will participate in this Professional Development so that they can support this work and ensure accountability. October 2009-June 2010 (monthly)

PS 152 will fund an F-status teacher to provide AIS instruction in ELA. September 2009-June 2010 (weekly)

Funding also will be used to staff a second full time TESOL teacher. September 2009-June 2010 (daily)

Title I SWP funding is used to provide Per Diem substitutes to release teachers for professional development. September 2009-June 2010 (as needed monthly)

Teachers will participate in ongoing professional development in ELL strategies. September 2009-June 2010 (monthly)

Teachers will use periodic assessments, formative classroom assessments, classroom performance, Teachers College Reading assessments, teachers' conference notes, etc. to track student progress and modify instruction in ELA. September 2009-June 2010 (weekly)

Collaborative examination of assessment data will zero in on ECLAS2 strands that need strengthening in accord with the annual objectives and grade level standards for students in Grades K-2. September 2009-June 2010 (monthly)

Teachers will participate in professional development at grade meetings and faculty conferences on the Habits of Mind, particularly Questioning and Problem Posing, to improve questioning techniques to stimulate critical thought and increase students' abilities to respond verbally and in writing to text. September-June (daily)

Reading records will be administered bi-monthly for Kindergarten and Grade 1 and DRA assessments are administered bi-monthly to track students' reading levels. Benchmarks will affect the direction of instruction in ELA, Science, and Social Studies programs. September 2009-June 2010 (bi monthly)

Principal will continue to collect samples of students' written work after each unit of study, examine the work with the Assistant Principals and professional development team, share her reflections with the class as well as make suggestions to individual teachers for necessary adjustments in instruction. September 2009-June 2010 (bi-monthly)

Teachers will incorporate the analysis and use of students' assessment data during common plan time as well as familiarize themselves and their students with the types of questions that assess more complex thinking and deeper understanding, such as:

- Forming a general understanding
- Developing interpretation
- Making reader/text connections
- Examining text features and content

September 2009-June 2010 (monthly)

Teacher teams will meet collaboratively to examine common formative and summative assessments in order to adjust instruction and meet the individual needs of all students, including English Language Learners and children with special needs. September 2009-June 2010 (monthly)

Student sub-groups and grade level data will be disaggregated to maintain a focus on specific cohorts of students (This is in reference to special needs students and students who did not meet ECLAS2 benchmarks and Teachers College independent reading level benchmarks). October 2009-June 2010 (monthly)

Teachers will implement use of computer-assisted programs such as *Foundations*, *Raz-Kids*, and *Earobics* to meet the diverse needs of students who require auditory, tactual, and visual (graphics) support to meet their individual goals. September 2009-2010 (weekly)

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Pacing calendars, and gradewide curriculum maps will reflect alignment to the literacy standards, a timeline, teaching points, skills and strategies needed to reach particular benchmarks in literacy development, and resources for teachers to meet the needs of diverse learners, and support classroom instruction in literacy. September 2009-June 2010 (ongoing)

Teacher team and attendance sheets will reflect a learning culture that supports the habit of sharing student assessment results and responding actively to improve future results. September 2009-June 2010

Professional growth opportunities that support the development of knowledge and skills about action orientation will be evident in classrooms as noted through supervisors' observations and walkthroughs.

	<p>September 2009-June 2010</p> <p>Documentation of teamwork, student progress, next steps, and reflections will be noted in agendas and on CFI Inquiry Space. September 2009-June 2010</p> <p>Teachers' observations, lesson plans, agendas from grade meetings, Team Learning logs (created by the Principal), and feedback from Teachers College staff developer will demonstrate teachers' growth in individual areas or needs as well as toward school-wide initiatives. September 2009-June 2010 (monthly)</p> <p>Teachers' surveys (created by the administration) will indicate positive impact of professional development from on site Teachers College staff developer, Teachers College calendar days, labsites, schoolwide professional development, etc. on teachers.</p> <p>Teachers' conference notes and assessment binders will demonstrate growth with regard to students' application of reading and writing strategies in day and after school programs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal –Title I Schoolwide Programs Educational Consultants- Schoolwide Programs Per Session for Extended Time Academic Intervention Title I Schoolwide Programs Title 111 Schoolwide Programs Per Diem subs for Professional Development, Development Training Days-Title I SWP. DOE Professional Development Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review; Benchmark for Primary Assessments occur in September, November, March and June Instruments of Measure: Assessments Used are ECLAS 2, with Running Records, Sheets for Independent Reading Levels, Monthly Reading Tracking Sheets, Conference Notes and Teachers College K-2, Continuum for Assessing Narrative Writing</p>

Skills assessed in K-2 includes:

Concepts of Print
Letter Identification and Sound
Spelling Inventories

Projected Gains;

Measurable Goal Reading: 80% of students in grades K-2 will achieve an increase of one level in reading at each benchmark period (i.e., September, November, March and June) as measured by The Teachers College Reading Assessment.

Measurable Goal Writing: 75% of students in grades K-2 will achieve an increase of 1 level in writing skills for each benchmark period (i.e., September, November, March and June) as measured by Teachers College Assessment of Narrative Writing.

By June 2010 there will be a 3% increase in the percentage of students achieving a year's progress as measured by ECLAS.

Language Arts Grade 3-5

Subject/Area (where relevant): _____

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2010, there will be a 3% increase in the number of students in grades 3-5 who achieve a year's progress in reading, raising P.S. 152's percentage from 67.3% to 70.3%, as measured by Teachers College Assessments, Predictive Tests, the ARIS report, New York State Assessments and teacher assessment based on classroom performance

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Teachers will receive professional development from a Teachers College Educational Consultant funded by Title 1. September 2009-June 2010.

Lead teachers will be identified and will provide professional development. September 2009-May 2010 (periodically)

The Principal and Assistant Principal will participate in professional development, including visiting other schools to observe best practices and collaborate with staff in other collaborative communities of practice.

Teachers will meet frequently during common planning time and lunch periods to plan lesson, assess students progress, evaluate instructional strategies, and develop strategic approaches to meeting the needs of all students including English Language Learners and special needs students. September 2009-June 2010 (weekly)

The Principal will provide a vast array of resources for high quality professional development to deepen the teaching and learning of Literacy, with a focus on comprehension. August 2009-May 2010

With the assistance of the Inquiry Team and Literacy Staff Developer, the Principal will identify discrepancies between current and desired literacy outcomes to anchor changes firmly in the school culture by training teachers to analyze interim student performance data. Mid September 2009-May 2010 (bi-monthly)

The school's Data Specialist and Literacy Staff Developer will assist teachers by providing them with item analyses (i.e., charts, graphs, etc.), based on Acuity and Scantron Performance Series. Mid September 2009-May 2010 (periodically)

The TESOL teacher will collaborate closely with teachers of English Language Learners to ensure that the strategies utilized in the literacy program are adapted to their needs.

September 2009-June 2010 (weekly)

Teachers will use assessment data to align instruction with students' individual needs.
September 2009-June 2010

Literacy block of 100 minutes a day (Reading and Workshops) will be instituted during common periods for all classes on a grade. September 2009-June 2010

Computer assisted instruction in reading will be implemented in classroom and the computer lab.
Mid September 2009-June 2010

Extensive classroom libraries and an open access school library provide a plethora of non-fiction and fiction materials in a wide array of genres. September 2009-June 2010

Teachers will keep extensive conference notes to monitor individual student progress.
Reviewed from October 2009-May 2010

Author studies will be implemented in all classrooms. October 2009-May 2010

Students are required to independently read a minimum of 25 books per year.
September 2009-June 2010

Extensive academic services will be offered to all students, including English Language Learners and special needs students through Tier 1 classroom intervention and Tier 2 extended day and Saturday programs. September 2009-June 2010

Teachers will infuse questioning and problem posing as a transformational tool to promote the development of high order thinking skills of students. Teachers will mirror this work with their students in their classrooms. September 2009-June 2010 (daily)

Title I SWP funding is used to staff two teachers to provide AIS instruction in ELA. September 2009-June 2010 (daily)

Title I SWP funding is used to provide Per Diem substitutes to release teachers for professional development. September 2009-June 2010 (periodically)

Teachers will use periodic assessments, classroom assessments, classroom performance, Teachers College Reading assessments, teachers' conference notes, etc. to track student

progress and identify areas that need to be modified in ELA. September 2009-June 2010 (monthly)

Teachers will analyze and interpret results from Acuity to adjust instruction and improve student outcomes in ELA. September 2009-June 2010 (periodically)

Teachers College Reading Assessments will be administered every 6 weeks to track students' reading levels. Benchmarks will affect the direction of instruction in ELA, Science, and Social Studies programs. September 2009-June 2010 (6 week intervals)

The Principal will continue to collect samples of student work after each unit of study, examine the work with the Assistant Principals and professional development team, share her reflections with the class as well as make suggestions to individual teachers for necessary adjustments in instruction. September 2009-June 2010 (weekly)

Teachers will incorporate the analysis and use of the National Assessment of Educational Progress (NAEP) during common planning time as well as familiarize themselves and their students with the types of questions that assess more complex thinking and deeper understanding, such as:

- Forming a general understanding
- Developing interpretation
- Making reader/text connections
- Examining content and structure

October 2009-May 2010 (monthly)

Teacher teams will meet collaboratively to examine common formative and summative assessments in order to adjust instruction and meet the individual needs of all students, including English Language Learners and children with special needs. October 2009-June 2010 (periodically)

Student sub-groups and grade level data will be disaggregated to maintain a focus on specific cohorts of students (This is in reference to special needs students and Level 3 students who did

not make progress). September 2009-June 2010 (periodically)

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

NYS ELA test results will indicate a 3% increase in the percentage of students making progress in ELA.

Student sub-groups, deemed priority, will show progress toward interim goals. (This again is in reference to special needs students and Level 3 students who did make progress).

Teacher team and attendance sheets will reflect a learning culture that supports the habit of sharing student assessment results and responding actively to improve future results.

Professional growth opportunities that support the development of knowledge and skills about action orientation will be evident in classrooms as noted through supervisors' observations and walkthroughs.

Documentation of teamwork, student progress, next steps, and reflections will be noted in agendas and Team Learning logs (created by the Principal), and on CFI Inquiry Space.

Lesson plans and observations will reflect revisions and adjustments as required by assessments and teachers' collaborative efforts.

Student assessment portfolios will show evidence of individual students' progress towards interim goals and grade level expectations on key standards.

Teachers' observations, lesson plans, agendas from grade meetings and feedback from Teachers College staff developer will demonstrate teachers' growth in individual areas or needs as well as toward school-wide initiatives.

Teachers' surveys (created by the administration) will indicate positive impact of professional development from on site Teachers College staff developer, Teachers College calendar days, labsites, schoolwide professional development, etc. on teachers.

Teachers' conference notes and assessment binders will demonstrate growth with regard to

	students' application of reading and writing strategies in day and after school programs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal –Title I Schoolwide Programs Schoolwide Programs Per Session for Extended Time Academic Intervention – and Title I Schoolwide Programs Per Diem subs for Professional Development, Development Training Days-Title I SWP. DOE Professional Development Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review; Periodic Assessments occur in September, November, March, and June</p> <p>Instruments of Measure; Teachers College Bebop Books with Running Records Teachers College Assessment for Independent Reading Levels English Predictive Tests Monthly Reading Tracking Sheets and Conferences Teachers College Continuum for Assessing Narrative Writing Standardized NY State Reading Examination Student Journals</p> <p>Projected Gains; Measurable Goal Reading: 85% of students will achieve an increase of one level in reading at each benchmark period (i.e., September, November, March, and June), as measured by the Teachers College Reading Assessment</p> <p>Measurable Goal Writing: 85% of students will achieve an increase of one level in writing skills for each benchmark period (i.e., September, November, March, and June) as measured by the Teachers College Narrative Writing Assessment.</p> <p>By June 2010 there will be a 3% gain in the percentage of students achieving a year's progress as measured by the 2010 English Language Arts Examination.</p>

Subject/Area (where relevant): Mathematics K-2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 3% increase in the percentage of students in grades K-2 achieving a year’s progress in mathematics raising P.S. 152 ‘s percentage from 70% to 73% as measured by Math Unit Tests, Final Grade Wide Math Assessments and Teacher Assessments of classwork.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will receive ongoing professional development from a full time Math Staff Developer. August 2009-June 2010 (periodically)</p> <p>Math staff developer will mentor designated teachers. September 2009-January 2010(periodically)</p> <p>Teachers will receive ongoing professional development from Math in the City Educational Consultants at City College. August 2009-June 2010 (periodically)</p> <p>The Principal, Assistant Principal, and Math Staff Developer will develop teacher leaders who will then demonstrate math expertise in mathematics planning time as lab site leaders. September 2009-May 2010 (periodically)</p> <p>The administration will provide opportunities such as common planning time to provide opportunities for teachers to collaborate and share experience of student learning. September 2009-June 2010 (monthly grade meeting and Faculty Conference)</p> <p>Teachers will use data to discern class wide patterns and trends, identify students’ individual strengths and weaknesses, target specific areas for improvement in mathematics, and design individualized lessons. September 2009-June 2010 (weekly)</p> <p>Inquiry Team and Professional Development Team will analyze results of interim assessments. September 2009-June 2010 (periodically)</p> <p>Classroom teachers will be required to maintain conference notes on student progress. September 2009 –June 2010 (monthly)</p>

Students in K-2 will receive 60 minutes of daily instruction in Mathematics.
September 2009-June 2010 (daily)
Use of Everyday Mathematics in grades K-2 as primary instructional resource.
September 2009-June 2010 (daily)

Use of Contexts for Learning Strategies as an instructional tool.
September 2009-June 2010 (periodically)

Daily use of manipulatives as our integral part of the instructional program.
September 2009-June 2010

Math pacing calendar to ensure uniformity of instruction. September 2009-June 2010
(periodically)

Everyday Math Libraries are in place in all K-2 classrooms. September 2009-June 2010

Embedded assessment, ongoing assessment, product assessment, year end assessment
all used to drive instruction. September 2009-June 2010 (periodically)

Academic Intervention provided to all students during the school day and through multiple
extended day programs. September 2009-June 2010

The Principal, PD Team and Inquiry Team:

- Design interim measurable goals in literacy and mathematics to assess student achievement of specified skills.
- Oversee the implementation of these assessments in grades K-2.
- Review the data provided by measurable interim goals to identify trends and patterns.
- Revise and adapt instructional practices to meet identified needs. September 2009-June 2010 (bi-monthly)

Staff Developers and /or Team Members meet with classroom teacher weekly to help them to:

- Administer interim goals
- Analyze data
- Design lessons targeted to remediate student deficits September 2009-June 2010

Math Staff developer created-content based tasks to be measured throughout the school

year during the months of September, November, March, and June.

- Grade K-counting to 100 consecutively
- Grade 1-demonstrating fluency of addition and subtraction facts to 10
- Grade 2- demonstrating fluency of addition and subtraction facts to 18

Teachers will use improved questioning techniques and problem posing, one of the 16 Habits of Mind, to stimulate critical thought and increase students' abilities to create constructed responses to math problems through investigations. (September 2009-June 2010 daily)

Title I funding will be used to provide professional development by Math in the City. July 2009-May 2010 (periodically)

Title I SWP funding will be used to hire substitutes for teachers when they receive professional development (in house and for calendar days at *Math in the City* at City College). October 2009-May 2010 (periodically)

Math staff developer will work with the classroom teachers to realign Mathematics curriculum to incorporate units from the *Contexts for Learning* used to complement Everyday Math core curriculum to ensure that students meet the key NYS Math performance standards. September 2009-May 2010 (periodically)

Math staff developer will continue to generate questions for identified students who did not demonstrate yearly progress and/or who demonstrated difficulty with specific performance indicators. September 2009-June 2010 (periodically)

Kindergarten through Grade 2 teachers will submit math unit assessments so that students' progress can be monitored routinely and adjustments in instruction can be made accordingly. September 2009-June 2010 (monthly)

Lab site classrooms will be established and teachers will be provided collaborative time to observe, debrief, and adjust their math instructional plans to meet the diverse needs of students who are not progressing according to the key standards. September 2009-June 2010 (daily)

Teachers will implement Contexts for Learning and math manipulatives such as Rekenrek to support math instruction for all students. September 2009-June 2010 (daily)

	<p>Math Assessments will be administered after each unit to track students' students' math achievement. September 2009-June 2010 (periodically)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal-Title I Schoolwide Program Inquiry Team -Tax Levy Professional Development Team-Title I Schoolwide Program and Tax Levy Mathematics Staff Developer-Title I Schoolwide Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mathematics Intervals of Periodic Review; September, November, March and June</p> <p>Instruments of Measurement: Math Staff Developer Design your own assessment based on grade specific NCTM standards will be the assessment tool used for measuring student growth</p> <p>Projected Gains; At each interval there will be a 5% increase in the number of students demonstrating mastery of all content area skills assessed.</p> <p>By June 2010 there will be a 3% increase in the percentage of students achieving a year's progress as measured by standard Math Inventories.</p>

Subject/Area (where relevant): Mathematics 3-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 there will be a 3% increase in the percentage of students in grades 3-5 achieving a years progress in mathematics, (raising P.S. 152'sm percentage from 67 to 70%, as measured by the New York State Mathematics Examination teachers assessments based on classroom performance</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will receive ongoing professional development from a full time Math Staff Developer. August 2009-June 2010 (periodically)</p> <p>Math staff developer will mentor designated teachers. September 2009-January 2010(periodically)</p> <p>Teachers will receive ongoing professional development from Math in the City Educational Consultants at City College. August 2009-June 2010 (periodically)</p> <p>The Principal, Assistant Principal, and Math Staff Developer will develop teacher leaders who will then demonstrate math expertise in mathematics planning time as lab site leaders. September 2009-May 2010 (periodically)</p> <p>The administration will provide opportunities such as common planning time to provide opportunities for teachers to collaborate and share experience of student learning. September 2009-June 2010 (monthly grade meeting and Faculty Conference)</p> <p>Teachers will use data to discern class wide patterns and trends, identify students' individual strengths and weaknesses, target specific areas for improvement in mathematics, and design individualized lessons. September 2009-June 2010 (weekly)</p> <p>Inquiry Team and Professional Development Team will analyze results of interim assessments. September 2009-June 2010 (periodically)</p> <p>Classroom teachers will be required to maintain conference notes on student progress. September 2009 –June 2010 (monthly)</p> <p>Students in grades 3-5 will receive 75 minutes of daily instruction in Mathematics. September 2009-June 2010 (daily)</p>

Use of Everyday Mathematics in grades 3-5 as primary instructional resource.
September 2009-June 2010 (daily)

Use of Contexts for Learning Strategies as an instructional tool.
September 2009-June 2010 (periodically)

Daily use of manipulatives as our integral part of the instructional program.
September 2009-June 2010

Math pacing calendar to ensure uniformity of instruction. September 2009-June 2010
(periodically)

Everyday Math Libraries in place in all 3-5 classrooms. September 2009-June 2010

Embedded assessment, ongoing assessment, product assessment, year end assessment
all used to drive instruction. September 2009-June 2010 (periodically)

Academic Intervention provided to all students during the school day and through multiple
extended day programs. September 2009-June 2010

The Principal, PD Team and Inquiry Team:

- Design interim measurable goals in literacy and mathematics to assess student achievement of specified skills.
- Oversee the implementation of these assessments in grades 3-5.
- Review the data provided by measurable interim goals to identify trends and patterns.
- Revise and adapt instructional practices to meet identified needs. September 2009-June 2010 (bi-monthly)

Staff Developers and /or Team Members meet with classroom teacher weekly to help them to:

- Administer interim goals
- Analyze data
- Design lessons targeted to remediate student deficits September 2009-June 2010

Math Staff developer created-content based tasks to be measured throughout the school year during the months of September, November, March, and June. ie;

- Grade 3 demonstrate the ability to use and explain the cumulative property of addition and multiplication.
- Grade 4 develop an understanding of the properties of odd add even numbers as a result of manipulation
- Grade 5- recognize prime and composite number.

Teachers will use improved questioning techniques and problem posing to stimulate critical thought and increase students' abilities to create constructed responses to math problems through investigations. (September 2009-June 2010 daily)

Title I funding will be used to provide professional development by Math in the City. July 2009-May 2010 (periodically)

Title I SWP funding will be used to hire substitutes for teachers when they receive professional development (in house and for calendar days at *Math in the City* at City College). October 2009-May 2010 (periodically)

Math staff developer will work with the classroom teachers to realign Mathematics curriculum to incorporate units from the *Contexts for Learning* used to complement Everyday Math core curriculum to ensure that students meet the key NYS Math performance standards. September 2009-May 2010 (periodically)

Math staff developer will continue to generate questions for identified students who did not demonstrate yearly progress and/or who demonstrated difficulty with specific performance indicators. September 2009-June 2010 (periodically)

Grade 3-5 teachers will submit math unit assessments so that students' progress can be monitored routinely and adjustments in instruction can be made accordingly. September 2009-June 2010 (monthly)

Lab site classrooms will be established and teachers will be provided collaborative time to observe, debrief, and adjust their math instructional plans to meet the diverse needs of students who are not progressing according to the key standards. September 2009-June 2010 (daily)

	<p>Teachers will implement use of Contexts for Learning and math manipulatives such as Rekenreck to support math instruction for all students. September 2009-June 2010 (daily)</p> <p>Math Assessments will be administered after each unit to track students' students' math achievement. September 2009-June 2010 (periodically)</p> <p>Title I SWP funding will be allotted to staff two teachers to provide capital AIS instruction in math (September 2009-June 2010)</p> <p>Title I SWP will be allotted to design an after school and Saturday program to provide small group instruction in math (September 2009-May 21010) Grade 3-5 teachers will submit mathematics unit assessment to the staff developer to monitor the progress and advise instruction revision (October 2009-May 2010 periodically)</p> <p>During common plan time and professional development , teachers will use the National Assessment of Educational Progress (NAEP) to promote the use of analytical questioning such as :</p> <ul style="list-style-type: none"> • Determining importance of text in verbal problems • Drawing conclusions • Synthesizing information through mathematical investigations • Applying knowledge and skills in problem solving situations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal-Title I Schoolwide Program Inquiry Team -Tax Levy Professional Development Team-Title I Schoolwide Program and Tax Levy Mathematics Staff Developer-Title I Schoolwide Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mathematics Intervals of Periodic Review September, November, March and June</p> <p>Instruments of Measurement: Math Staff Developer Design your own assessment based on grade specific NCTM standards will be the assessment tool used for measuring student growth Math Predictives, Acuity</p>

ARIS Reports
NYState Mathematics Examination

Projected Gains;

At each interval there will be a 5% increase in the number of students demonstrating mastery of all content area skills assessed on the NCTM Standards

By June 2010 there will be a 3% gain in the percentage of students achieving a years progress as measured by the 2009 NYS Mathematics examination

Subject/Area (where relevant): Inquiry team work

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 100% of all classroom teachers will be involved in the school’s inquiry work to sustain school improvement as demonstrated by teacher attendance sheets and team agenda which will reflect consistent analysis of formative assessment data on student subgroups</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Using the Habit of Mind <i>Questioning and Problem Posing</i>, the teachers will mirror this work using questions and problem probing to increase their repertoires for adjusting instruction to meet the needs of individual students from September 2009 to June 2010 periodically.</p> <p>Teacher teams (collaborative planning teams (grade level and vertical) will critically examine and discuss the learning expectations from selected state standards and draw on various resources to increase their awareness of existing data and inquiry approaches, and provide a critical lens to their work designed to ensure reflection and critical analysis in the collaborative inquiry process from September 2009 to June 2010 monthly.</p> <p>Teacher teams will identify and agree upon appropriate assessment techniques that will be used to provide evidence of student learning, establish a productive set of collaborative norms and inquiry goals, and assist in the actual logistics of the schoolwide inquiry process from September 2009 to June 2010 monthly.</p> <p>Teacher teams will reflect on the results of analyzing student work and plan for alternative strategies or modifications that are suited to promote student learning and guide future instruction (using Team Learning log created by the Principal) from September 2009 to June 2010 periodically.</p> <p>Based on data from our 2008-2009 Learning Environment Survey (LES), opportunities for collaboration with students and parents using the ARIS parent link as a resource will be enhanced from October 2009 to May 2009 periodically.</p> <p>Administrative support, through the provision of programmatic collaborative meeting time, professional development opportunities, and other conduits for positioning the teachers to couch their inquiry in larger initiatives to impact larger educational contexts, i.e., schoolwide goals.</p>

Professional Development will:

- ❑ Have established norms, respectabilities, and dispositions that allow for trust building and risk-taking
- ❑ Be grounded in the work teachers do in support of student learning goals
- ❑ Engage teachers in inquiry and reflection
- ❑ Be collaborative, supported, and ongoing
- ❑ September 2009 to June 2010 periodically

Support of teacher inquiry by the administration, Data Specialist, and professional development team will provide each other with the support necessary to move the inquiry forward and enhance the interface between teacher inquiry and broader educational context from September 2009 to June 2010 periodically.

Teacher teams will collectively facilitate the logistics of meeting times (including outside of the school day) and the maintaining of quality, inquiry-focused interactions from September 2009 to June 2010 monthly.

Teachers and other constituents, such as Math In the City Staff developers, our Teacher Leaders, Math Staff Developer, AIS providers, and Data Specialist will support this initiative in their planning from September 2009 to June 2010 periodically.

Teachers will increase their own fluency in the language and use of formative assessments, and make effective use of data from multiple sources in order to better implement instructional strategies that address key standards from September 2009 to June 2010 periodically

Teachers will develop and use consistent criteria (rubrics) for quality student work (exemplars) and the identification of key standards across all grades and classrooms from September 2009- June 2010 periodically.

Teachers will use instructionally embedded formative assessments to promote student growth from September 2009 to June 2010 ongoing.

Teachers will use a newly created [original] Data Driven Team Learning Log to structure professional collaboration around meeting the school's goals for accelerating student learning, facilitate their grade meetings, and maintain a focus on student progress from September 2009 to June 2010 periodically.

	<p>Through collaborative planning, teachers will expand their collective knowledge and increase learning opportunities by focusing on each student's unique abilities from September 2009 to June 2010 periodically.</p> <p>Teachers will expand their use of ARIS Connect as a tool for inquiry communities from September 2009 to June 2010 ongoing.</p> <p>Teachers will access, analyze, interpret, and adjust instruction using data from Accountability reports from September 2009 to June 2010 periodically.</p> <p>Teachers will use QuickStart Reports on ARIS Connect to compare populations, compare measures, compare growth, and measure/time correlations from September 2009 to June 2010 periodically.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal Tax Levy Assistant Principals Tax Levy and-Title I Schoolwide Program Inquiry Team -Tax Levy Professional Development Team-Title I Schoolwide Program and Tax Levy Mathematics Staff Developer-Title I Schoolwide Program Data Specialist-Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>By June 2010 100% of classroom teachers will have to sustain participated in inquiry work as demonstrated by attendance sheets, meeting notes and teacher surveys.</p> <p>Targeted students in the area of special education will demonstrate progress towards grade level standard as evidenced by growth in interim goals and measured by previously noted assessments.</p> <p>Students will demonstrate the ability to formulate reflective responses and they will demonstrate improved competence on formative assessments.</p> <p>Professional development opportunities for teachers are translated into effective classroom practice, as evidenced by observations and walkthroughs.</p> <p>Improvement in student achievement on classroom tests, as well as other formative</p>

assessments, is evident.

Artifacts (multiple examples of student work) such as student notebooks, teachers' lesson plans, and formative assessments illustrate higher levels of achievement in relation to identified criteria and outline effective instructional strategies, high levels of engagement, as evidenced in work products and processes.

Teacher team agendas will reflect consistent analysis of formative assessment data on student subgroups.

Teachers will make effective use of tools that enable them to aggregate and organize data, i.e., ARIS Connect.

Teacher team agendas and attendance sheets will reflect a learning culture that supports the habit of sharing student assessment results and deriving implications for responding actively and strategically to improve future results.

Professional growth opportunities that support the development of knowledge and skills about action orientation will be evident in classrooms.

Documentation of teamwork, student progress, next steps, and reflections will be noted in agendas and on CFI Inquiry Space.

Teachers' careful scrutiny of data to diagnose shortfalls in their own instructional effectiveness will result in implementation of plans that strengthen instruction.

Teacher teams will develop expertise in selecting and designing assessments to gather and analyze classroom level data needed to supplement periodic assessment data and use differentiated instructional strategies to accommodate individual students' learning needs.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	65	65	N/A	N/A	10	5		
1	107	107	N/A	N/A	13	6	2	
2	90	90	N/A	N/A	25	8	1	
3	114	114	N/A	N/A	30	4	1	
4	100	100	8	20	20	5	1	
5	106	106	10	25			1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS in ELA target all at risk students including SWDS.</p> <p>Tier I Intervention:</p> <p>P.S. 152 has dedicated reading block of 120 minutes each day. Three times a week, teachers will work with at risk students to provide Tier I intervention based on individual needs.</p> <p>Tier II Intervention: P.S. 152 will offer 4 programs providing Tier II intervention:</p> <p>A Monday through Thursday 37.5 minutes Early Morning Program will be provided for students in grades K-5. Small group instruction will be offered targeted to students' individual needs. Among the supplemental materials used in this program will be Explore The Code, On Our Way To Reading, Reading for Comprehension and Keep on Reading.</p> <p>A Tuesday and Wednesday afternoon Program for Achievement and Student Success (PASS) will be offered to students in grades 1-5 from 3:00 PM to 4:30 PM.</p> <p>Small group instruction will be offered to at risk students to address specific skill deficits. Among the supplemental materials used will be Just Right Reading, Stars New York State Reading, Finish Line Reading and Finish Line Writing.</p> <p>A Monday through Friday push in/pull out small group program for grades 3-5 of 50 minutes duration will be implemented three times per week during the school day. Reading Recovery Methodologies will be utilized in this program. Among the materials to be used are Comprehensive Plus, Finish Line Reading, N.Y. Edits, Reading Skills, Vocabulary Works and Building Vocabulary.</p> <p>A Saturday Institute will be opened for students in grade 3-5. Small group instruction will be offered from 9:00 AM to 12 PM. Among the supplemental materials used in this program are Step Up to Success in Reading and ELA Coach.</p> <p>The effectiveness of Tier I and Tier II intervention will be determined through frequent content and skills based data analysis, teacher conference notes, and consultation with the Inquiry and</p>

	<p>Professional Development Teams.</p> <p>AIS for English Language Learners Tier I:</p> <p>During the daily 120 minutes reading block classroom teacher will work with small group of English Language Learners 3 to 5 times a week for 50 minutes periods. They will provide differentiated instruction based on available data and current student achievement levels .</p> <p>Tier II</p> <p>Early Childhood Center (Annex): Students in grades K and 1 who are designated Beginners to Intermediate will receive services by a ESL teacher. The program of 8 hours of small group instruction will take place during the school day via a push in/pullout model.</p> <p>Students in grades K and 1 who are designated Advanced will receive four hours of instruction per week using this model.</p> <p>Main Building: Students in grades 2-5 who are designated Beginners to Intermediate will receive eight hours of small group instruction per week via a push in/pull out program. Students in grades 2-5 who are designated advanced will receive four hours of instruction per week via a push-in program.</p> <p>All groups in the school day are formed on the basis of NYSESLAT results. Students in grades one- four will receive after school small group instruction on Tuesday and Wednesday from 3:00 PM to 4:30 PM.</p> <p>Students in grades K-3 will receive services in a Saturday morning program. Small group instruction will take place between 9:00 AM and 12:00 PM.</p> <p>Data determining the effectiveness of these programs will by closely monitored by the administration, the ESL teachers and the Inquiry Team.</p>
<p>Mathematics:</p>	<p>AIS in Mathematics Targets all at risk students including SWD's and ELL's.</p> <p>Tier I Intervention:</p> <p>P.S. 152 has dedicated 75 minutes a day to mathematics. Each day 20 minutes is devoted to</p>

	<p>providing small group intervention to at risk students. Analysis of assessment will aid in the formation of group of students with similar specific skill deficits. Groups will not be static but will be reformed to meet student's changing needs. Among the materials used are Contract for Learning, Everyday Mathematics, Extensive use of manipulatives and classroom mathematics libraries.</p> <p>Team Teaching /Co Teaching of Mathematics A math specialist and the classroom teacher will provide joint instruction targeting at-risk students during the school day (small group instruction)</p> <p>Materials Used: Contexts for Learning, Everyday Mathematics Program.</p> <p>Tier II Intervention:</p> <p>P.S. 152 provides the following Tier II services to all at-risk students. A push in/pull out program will be implemented during the school day for small groups of, at-risk students. Targeted students will receive 50 minutes of instruction three to five times a week. Among the materials used in this program are Math Around The Clock, Kaplan and Essential Skills Mathematics. The program services students in grades 3-5. The effectiveness of all programs will be based on data collection and analysis. Administrators, members of the Inquiry Team and the Professional Development Team will monitor the results of these programs on a continuous basis.</p> <p>A Monday through Thursday 37.5 minute Early Morning program will provide small group instruction in skill enhancement for a target population of at-risk students in grade K-5. Among the materials used for this program are Math, Literature and You, Elements of Daily Math and NY State Coach Mathematics.</p> <p>A Tuesday/Wednesday after school PASS Program open to students in grades 1-5 from 3:00 PM to 4:30 PM will provide differentiated instruction to at-risk students. Among the materials used in this program will be Numbers Pals, NY State Mathematics, Finish Line Mathematics, and math manipulatives.</p> <p>A Saturday Institute for students in grades 3-5. This program provides small group instruction from 9:00 AM to 12:00 PM. Materials used are Buckle Down Math and math manipulatives.</p>
<p>Science:</p>	<p>Tier I Intervention;</p> <p>Small group individual instruction 1 period a week during the school day. Materials used include SCIS Materials and Focus on Science.</p>

<p>Social Studies:</p>	<p>Tier I Intervention;</p> <p>Small group during the school day for one period a week Materials used are Strategies for Success in Social Studies, Primary Documents, Classroom Social Studies Library</p> <p>Tier II Intervention;</p> <p>English Language Learners receive 1 period a week of instruction from a pull out ESL teacher during the school day focusing on social studies content related materials.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individualized and or small group counseling two sessions per student weekly.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Individualized and or group counseling geared toward improving social skills, conflict resolution strategies and crisis intervention as needed. Services are provided during the school day, one or two sessions per student weekly or as needed.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>ERSSA counseling –Group and individual counseling is provided during school hours once or twice weekly.</p>
<p>At-risk Health-related Services:</p>	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Presently, P.S. 152K has 107 ELL’s (13.63% of the total student population). Of these ELL’s, 41 advanced students are in a push-in ESL program and 66 beginning and intermediate ELL’s are serviced in a combination of pull out and push in programs. Two fully certified TESOL teachers provide 100% instruction in English. Native language instruction is not provided. Our ELL’s speak Haitian Creole, Spanish, Urdu, Bengali, Russian, Chinese, Turkish, and Albanian. The distribution of ELL’s by grade is as follows:

- Kindergarten 21
- 1st Grade 17
- 2nd Grade 21
- 3rd Grade 19
- 4th Grade 17
- 5th Grade 12

Our programs are aligned with New York State guidelines and the program choices that parents have requested. The ELL parents are offered orientation sessions at the beginning of the school year as well as intermittently throughout the year as needed. The parents view the video “The Parent Connection” in their native language describing different program choices. Our ESL teacher, Parent Coordinator, and translators are available to explain the program options, the core curriculum, assessments, and requirements. Additionally, these vital school community members remain available to answer parents’ questions. For the past few years, most of our parents have requested a free-standing ESL program as their first choice. In 2008/2009 school year, 98% of the parents requested a free-standing ESL program.

We service 43 beginners, 23 intermediate, and 41 advanced ELL’s. Presently, there are 8 ELL’s in Special Education classes. ESL instruction is provided as required under CR, Part 154 (360 minutes per week for beginner and intermediate students and 180 minutes per week for advanced students). The students are grouped according to their English Language proficiency levels and sub-grouped according to their strongest or weakest modalities. Most of our ELL’s at all proficiency levels and across all grades are achieving greater results in listening and speaking than in reading and writing. This assessment is based on 2008 NYSESLAT scores. An analysis of the 2009 ELA and MATH standardized tests results indicates that that ELL’s have scored equivalent scores to students in the general education population. This is indicative of the successful implementation of our current instructional program.

All our ELL’s (including new-comers and long-term ELL’S) participate in the school’s Teachers College Reading Writing Program (TCRWP) and Math Comprehensive programs. Our language arts instruction (both in General Education and ESL settings) is driven by

assessment data. To ensure that all ELL's improve their academic achievement, we will continue to provide coherent and continuous strong instructional programs geared to our students' needs.

Our *SIFE students* will be provided intensive academic intervention in small group settings during, before, and after school programs as well as through mandated pull-out instruction during the school day.

Our ELL's, who are newcomers, will be provided with additional services in extended day programs after school and on Saturday. In addition to mandated ESL services, our *long-term* ELL's will be provided Academic Intervention services via small group instruction in literacy and math.

Special Ed ELL's will receive mandated ESL services in a pull-out program as well as additional academic intervention services in math and literacy.

Our *Transitional ELL's* will be placed in the classrooms in which their academic needs can be supported by peer modeling and reinforcement. In addition, the ESL teacher will continue to offer support to students and general education teachers to facilitate the students' full immersion in a monolingual program. In addition to the specific academic intervention strategies described above all ELL students will continue to be provided rigorous academic instruction which includes:

- Developing Comprehension Vocabulary and writing skills through active scaffolding strategies.
- Using appropriate instructional materials to support content area instruction and vocabulary development (e.g. Foundations, "On Our Way to English" (Rigby) Big Book Math and Science (Abrams & Company), Everyday Math, Earobics, Harcourt Hands on Science).
- Using hands-on and inquiry –based approaches to teach Math and Science while, simultaneously, focusing on content area vocabulary development.
- Computer-assisted instruction using software tailored for ELL students including ("Let's Go"- Oxford University Press, RAZ-KIDS, and Cool Math for Kids).
- Using audio – visual equipment to develop listening/speaking skills.
- Establishing a print-rich environment conducive to vocabulary development and content area learning.
- Incorporating oral and visual presentations to meet the different learning styles of English Language Learners.
- Using saliency (e.g. highlighting) to enhance visual presentations.
- Modeling to provide clear examples of what is expected from students.
- Engaging students in active learning extension activities that are meaningful and geared to students' needs.
- Utilizing language art skills such as peer interviewing and note-taking within the lessons.
- Developing extended mapping of new vocabulary that is supported by active learning strategies.
- Building fluency through a rich repertoire of strategies in order to engage students in various word study activities.

- Collaborating with colleagues in order to achieve greater academic results for English Language Learners.
- Collecting and analyzing data and using this information to design individualized students programs.

Professional Development

General Education teachers who have ELL's in their classrooms will participate in continuous professional development on research-based instructional strategies for English language acquisition and on tools that help scaffold learning for ELL's.

ESL and general education teachers servicing our ELL's will conduct regular articulation meetings to discuss instructional and linguistic needs of their students, to modify and adapt lessons, and to share appropriate materials.

We will continue to implement an effective outreach program for parents of ELL's through translating important documents sent to parents, scheduling meetings with ESL teachers and the Parent Coordinator, using volunteers to interpret during meetings, encouraging active parental participation and involvement in their children's education.

LAP Allocation Policy Team

Dr. R. D. Farkas	Principal
Ms. C. Sheldrick	Assistant Principal
Ms. S. Wilensky	Assistant Principal
Ms. S. Gigante	Staff Developer
Ms. J. Grado	Sp. Ed. Liason
Ms. T. Modica	AIS Teacher/Data Specialist
Ms. S. Siegel	AIS Coordinator
Ms. I. Vlady	ESL Teacher
Ms. Y. Zeylanova	ESL Teacher
Ms. T. Zaccheo	Parent Coordinator

Dr. Rhonda Dawn Farkas
Principal

CEP Language Allocation Policy Plan Revision (FINAL)

Presently, there are 825 students in P.S. 152 in grades K-5. There are 109 ELL students (13.21% of the total student population). Instruction is provided by two licensed ESL teachers. At P.S. 152 we do not have any certified Bilingual Teachers or any other teachers with Bilingual 0 Extensions. All instruction is in English.

At P.S. 152, we follow the required steps to identify students who may be ELLs. At registration, parents are asked to fill out the Admission Form for New Entrants, which asks what language is spoken at home. Based on this information provided by the parent, the Home Language Identification Survey Form (HLIS) is issued to the parent. Bilingual school personnel and two licensed ESL teachers are readily available to conduct informal oral interviews and translate information in the survey.

Students who are determined to be eligible for testing are administered the LAB-R within 10 days of admission. The unofficial raw scores are used to facilitate the appropriate placement of ELLs.

At registration, all parents are provided a brief explanation of the school's programs. Within the first two weeks of school, parents of ELLs are encouraged to attend an orientation session. Invitation letters are sent in many languages. The parents view the NYC Department of Education's Orientation DVD in their native language, which explores the different program choices.

Our ESL teachers, Parent Coordinator, and translators are available to answer questions. Parents complete the program selection form and make a decision about the most suitable placement for their child. Individual orientation meetings are provided intermittently throughout the year as needed. In 2009/10 school year, 98% of the parents requested the free-standing ELS program, as has been the pattern over the past few years.

Entitlement letters in the various home languages are sent home to parents to ensure that they remain informed about their child's current entitlement or non-entitlement for the ESL program. All the parents of newly admitted ELLs in our school returned HLIS and program selection forms.

Our programs are aligned with New York State guidelines and the program choices that parents have requested. At the end of each year, the progress of our ELLs is evaluated through the NYSESLAT. A few weeks prior to the test, students are familiarized with the format of the test using practice workbooks by Continental Press.

We currently have 109 ELLs in our school, 40 of whom are advanced students served in a push-in ESL program, and 69 are beginning and intermediate students served in a combination of pull-out and push-in programs. Two fully certified ESL teachers provide 100% instruction in English. Native language instruction is not provided.

The following is a breakdown of the home languages of our ELL families:
Spanish (44 ELLs), Haitian Creole (36 ELLs), Bengali (12), Urdu (4), Chinese (4), French (2), Serbo-Croatian, (3), Vietnamese (1), Albanian (1), Russian (1), and Arabic (1).

The distribution of ELLs by grade is as follows:

- Kindergarten 20
- 1st Grade 22
- 2nd Grade 16
- 3rd Grade 21
- 4th Grade 13
- 5th Grade 17

We service 46 beginners, 23 intermediate, and 40 advanced ELLs. Presently, there are 12 ELLs in Special Education classes. ESL instruction is provided as required under CR, Part 154 (360 minutes per week for beginner and intermediate students and 180 minutes per week for advanced students). The students are grouped according to their English Language proficiency levels and sub-grouped according to their strongest or weakest modalities. Sometimes ELLs in two consecutive grades are serviced in the same pull-out group. Most of our ELLs scoring at all proficiency levels and across all grades are achieving greater progress in listening and speaking than in reading and writing. This assessment is based on 2009 NYSESLAT scores.

All our ELLs, including 95 newcomers (less than 3 years of services), 12 special education students, 1 SIFE student and 4 long-term ELLs (more than 6 years of service), participate in all aspects of our school's programs, including the Teachers College Reading and Writing Project and Math Comprehensive programs.

All instruction in P.S. 152 is driven by assessment data and responsive to individual students. To ensure that specific strategies foster student growth in all areas, particularly language acquisition, and to promote overall academic achievement, all ELLs improve their academic achievement, instruction is differentiated for ELL subgroups.

In addition to mandated ESL services, our *newcomers* are provided with supplemental services in extended day programs, including mornings before regular school hours (Extended Time), after school, and on Saturdays.

Our *long-term* ELLs are provided Academic Intervention services via small group instruction in literacy and math.

Our *SIFE students* are provided intensive academic intervention in small group settings during before and after school programs as well as through mandated pull-out instruction during the school day and in our Saturday Academy for ELLs.

Special Education ELLs receive mandated ESL services in a pull-out program as well as additional academic intervention services in math and literacy.

When an ELL transitions from one grade to another, the ESL teachers articulate and provide support to the general education teachers, and provide a detailed analysis of each ELL's strengths and weaknesses. Collaboratively, ELL's progress is monitored throughout the school year.

Our *Transitional ELLs* are placed in the classrooms in which their academic needs can be supported by peer modeling and reinforcement. In addition, the ESL teacher continues to offer

support to students and general education teachers to facilitate the students' full immersion in a monolingual program.

In addition to the specific academic intervention strategies described above, all ELLs will continue to be provided academically rigorous instruction in classrooms supportive of second language learners. Some of the additional instructional approaches used include:

- Developing comprehension, vocabulary, and writing skills through scaffolding strategies.
- Using appropriate instructional materials to support content area instruction and vocabulary development (e.g. Foundations, "On Our Way to English" (Rigby), Big Book Math and Science (Abrams & Company), Everyday Math, Earobics, Harcourt Hands on Science.
- Using hands-on and inquiry –based approaches to teach Math and Science while, simultaneously, focusing on content area vocabulary development.
- Computer-assisted instruction using software tailored for ELL students including ("Let's Go"- Oxford University Press, RAZ-KIDS, and Cool Math for Kids).
- Using audio – visual equipment to develop listening/speaking skills.
- Establishing a print-rich environment conducive to vocabulary development and content area learning.
- Incorporating oral and visual presentations to meet the different learning styles of English Language Learners.
- Using saliency (e.g. highlighting) to enhance visual presentations.
- Modeling to provide clear examples of what is expected from students.
- Engaging students in active learning extension activities that are meaningful and geared to students' needs.
- Utilizing language art skills such as peer interviewing and note-taking within the lessons.
- Developing extended mapping of new vocabulary that is supported by active learning strategies.
- Building fluency through a rich repertoire of strategies in order to engage students in various word study activities.
- Collaborating with colleagues in order to achieve greater academic results for English Language Learners.
- Collecting and analyzing data and using this information to design individualized students' programs.

All the resources and material used for academic instruction of ELLs correspond to ELLs' age and grade levels.

As mentioned above, all ELLs are offered participation in after school supplemental programs and extra curricular activities, such as art, chorus, band, dance, student senate, etc. Many of these programs offer enrichment activities, while considering ELLs' cultural and ethnic backgrounds.

Parental Involvement

Parents of ELLs are introduced to the school and its staff during Open School Week. Invitation letters in various languages are sent home and parents are also informed by our translators about the upcoming events. Parents of ELLs are encouraged to participate in all PA meetings and extracurricular activities, such as school trips, performances, and holiday celebrations. They are encouraged to attend ESL Adult Education classes and Math and ELA Family Nights to become more involved in their children's education. We distribute a Parent Survey to the ELL parents, and, based on the results, design activities and workshops to meet their needs. In addition, our Parent Coordinator provides a series of workshops throughout the school year. We provide oral translation services at the workshops as needed.

In partnership with the Bureau of Adult Education, we provide a year-long Saturday Morning ELL Academy. This program offers our ELL parents' courses that range from ESL for Beginners to Graduate Equivalency Diploma (GED) Preparation.

Assessment Analysis

Review and analysis of our assessment data indicated successful implementation of our ESL programs. In 2009, 23 ELLs passed the NYSLAT and 18 students moved one or two levels up in English language proficiency. Those students whose level did not change moved to a higher degree of proficiency within the same level.

Our ELLs' strongest modalities across the grade are speaking and listening. The weakest modality is writing, which corresponds with language acquisition theories. This assessment is based on 2009 NYESLAT scores.

Analysis of the ELLs' performance on standardized tests in Math, ELA, Science, and Social Studies indicates results equivalent to the general education population for those ELLs who have been in our program for more than 2-3 years. ELLs who scored a Level 1 on various tests were newcomers and special education ELLs. When administered the test in the child's native language, there was no significant difference in scores. Analysis of students' test papers revealed that they lacked background knowledge in the content areas.

To assess ELLs in grade 3-5 who are exempt from ELA as well as ELLs in grades K-2, we use other assessment tools, such as ECLAS-2, TCRWP, Fountas and Pinnell, quizzes, unit tests in content areas, Periodic Assessment tools, and Predictive tests.

All data collected are used to determine each student's strengths and weaknesses and are used to inform teachers' instruction and promote academic achievement.

Professional Development

All school personnel who work with ELLs (general and special education teachers, subject area teachers, paraprofessionals, related service providers, Parent Coordinator, etc.) participate in ongoing professional development for 4.5 hours during common planning periods and 3 hours during Chancellor's Conference Days.

Some of the items addressed in professional development include identifying effective techniques, approaches, and interventions and making content comprehensible for our ELL population. Teachers review texts and/or professional readings, i.e., *Academic Language Proficiency* (Coleman & Goldenberg, 2010) via protocols, which enhance their knowledge of effective strategies for working with English Language Learners.

Additionally, during common planning periods, participants discuss instructional and linguistic needs of ELLs and collaboratively analyze and interpret the results of formative assessments, including periodic assessments, and adjust and/or modify lessons and shared effective strategies and materials.

We maintain our records for meeting the requirements of ELL training in the ESL office/classroom. Additionally, copies of all ELL training are maintained in the Principal's office.

Filename: 22K152 LAP 2009-10_Final.doc
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Batch15\Process\CEP_K152
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: CEP Language Allocation Policy Plan Revision
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Author: NYCDOE
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Last Saved By: NYCDOE
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As of Last Complete Printing
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Number of Words: 1,817 (approx.)
Number of Characters: 10,357 (approx.)

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 22	School P.S. 152
Principal Dr. Rhonda Dawn Farkas	Assistant Principal Ms. C. Sheldrick
Coach Ms. Gigante	Coach
Teacher/Subject Area Ms. I.Vlady/ESL Teacher	Guidance Counselor type here
Teacher/Subject Area Ms. Y. Zeynalova	Parent type here
Teacher/Subject Area Ms. T. Modica/	Parent Coordinator Ms. T. Zaccheo
Related Service Provider Ms. J. Grado	SAF Ms. T. Modica
Network Leader type here	Other Ms. S. Wilensky, Assist. Princ

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

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

C. School Demographics

Total Number of Students in School	825	Total Number of ELLs	109	ELLs as Share of Total Student Population (%)	13.21%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

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

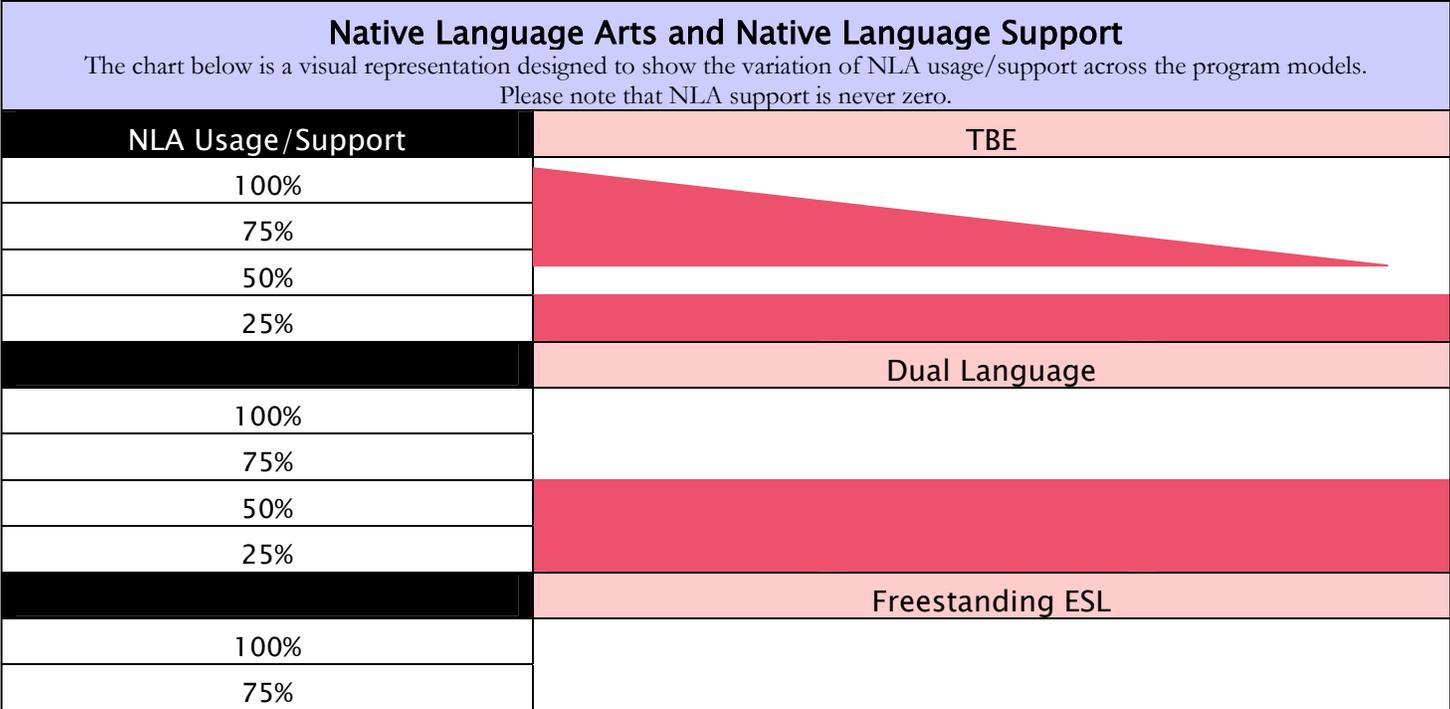
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	12	14	5	7	1	5				44
Chinese	0	0	2	2	0	0				4
Russian						1				1
Bengali	3	0	1	1	3	4				12
Urdu	1	1	1	0	1	0				4
Arabic					1					1
Haitian Creole	1	7	6	10	5	7				36
French	0	0	0	1	1	0				2
Korean										0
Punjabi										0
Polish										0
Albanian	1	0	0	0	0	0				1
Other	2	0	1		1					4

Programming and Scheduling Information

TOTAL	20	22	16	21	13	17	0	0	0	109
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	8	6	7	12	6	7				46
Intermediate(I)	2	9	7	0	3	2				23

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		5		4		1		14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		1		6		0		13
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 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									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Sheldrick	Assistant Principal		1/5/10
Tammy Zaccheo	Parent Coordinator		1/5/10
Irina Vlady	ESL Teacher		1/5/10
Mariette Best	Parent		1/5/10
	Teacher/Subject Area		
	Teacher/Subject Area		
Shari Gigante	Coach		1/5/10
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Theresa Modica	Other		1/5/10
Janet Grado	Other		1/5/10

Stephanie Wilensky	Assistant Principal		1/5/10
Yelena Zeynalova	ESL Teacher		1/5/10
Leah Spiegel	Related Service Provider		1/5/10
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 22K152 LAP Worksheet 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
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Template: C:\Documents and Settings\partha\Application
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Keywords:
Comments:
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Change Number: 5
Last Saved On: 1/4/2010 2:12:00 PM
Last Saved By: NYCDOE
Total Editing Time: 47 Minutes
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Number of Characters: 33,263 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level K-5 **Number of Students to be Served: 107_ LEP _____ Non-LEP**

Number of Teachers 2 **Other Staff (Specify) _____**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

In 2008-2009, P.S.152 had 107 ELL'S, in grades K-5. They were served through a combination of push-in and pull-out services. Two fully certified TESOL teachers provided 100% of instruction in English. All the students were grouped according to their proficiency levels based on the recent NYSESLAT and LABR results. ESL instruction was provided as required under CR, Part 154 (360 minutes per week for beginning and intermediate students and 180 minutes per week for advanced students) as per the following schedule: School day services began the first day of school and continued to the end of June. In addition, ELL students participated in our extended time early morning program. These programs began in September and continued to the end of June. They take place Monday through Thursday from 8:00am to 8:40 am. Students are serviced by two certified TESOL teachers and six general education teachers who have received professional development in ESL methodologies. Class size is limited to 10 students.

P.S. 152's literacy program utilizes the Teachers College model of instruction. Classroom libraries of various genres support the units of study. Students write extensively throughout the day. We follow the curriculum for Everyday Mathematics in all grades with an emphasis on hands-on instruction. Our school focuses on the Harcourt Science program and provides students with the services of a computer lab and a science lab. Each grade's content area conforms to city and state mandates. ELL students participate fully in all these programs. In addition, ELL's with academic deficiencies receive pull out small group instruction as part of a school day AIS program. These programs begin in September and continue through June. Students receive academic intervention for 50 minutes, two to three times a week.

ESL school day programs are aligned with the school's seven period day. Two fully certified TESOL teachers provide mandated services using push in or pull out programs. ESL instructional periods begin at 9:AM and end at 2:50 P.M. Each instructional period lasts 50 minutes. Students are scheduled for single periods of push in/pull out ESL intervention services each day according to their instructional mandates. ESL strategies and methodologies drive these intervention programs. The types of activities provided in this small group school day program include, but are not limited to:

- Vocabulary building through movement, hands on mathematics, visual aids, vocabulary games and TPR (total physical response) methodologies.
- Materials such as big books and content area books are used for shared reading and guided reading. Visual aids, computer programs and listening centers are utilized to develop vocabulary and mathematics skills as well.
- Lessons are scaffolded to build on students 'prior knowledge.
- Teachers consistently analyze and interpret data to design and modify individualized students instructional programs.

ELL's are offered placement in weekday after school programs, which are designed for those students who demonstrate the greatest need for additional ESL support services. These targeted students are selected to participate in a Tuesday/Wednesday small group ELL after school program. Classes take place from 3:00 P.M. to 4:30 P.M., they are conducted by two certified TESOL teachers, and are offered to students in grades one through four who have been identified as beginner or low intermediate level students. The program begins in mid September and ends in June. Class size is limited to 12 students.

Students in grades K through 3 are offered placement in two Saturday morning programs, targeted for ELL's as well. Students who have scored at the beginner to intermediate level are selected to participate in this small group program. This program begins in mid-September and ends in June. It takes place from 9:30 A.M. to 12:00 P.M. Class size is limited to 12 students and is conducted by two certified TESOL teachers.

ELL students also participate in our Tuesday/Wednesday afternoon small group Program for Achievement and Student Success (PASS) programs targeted to meet specific skill deficits in reading and mathematics. This program meets from 3:00 PM to 4:30 PM and is open to all English Language Learners in grades one through five. This program begins in mid September and runs through May. The program is conducted by general education teachers who have been trained in ESL strategies. This small group program is limited to 12 students.

Our Academic Intervention Services (AIS) program as well as our various extended time program, provide students with academic intervention well beyond the requirements of CR Part 154. All of the above mentioned programs are conducted solely in English.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to English Language Learners.

The TESOL teachers will continue to receive ongoing professional development in literacy and mathematics from the school's staff developers and lead teachers. They will be trained in the methodologies necessary for the implementation of the Teachers College Reading and Writing Project and the strategies needed for the implementation of Everyday Mathematics. They will be provided with professional development to help them align ELL

instruction with the school's literacy and mathematics programs. TESOL teachers will also receive staff development on how to assess and analyze data and how to use data to drive instruction.

Professional Development will begin in early September and will continue on a regular basis throughout June. TESOL teachers will meet individually with school staff developers and teacher leaders. They will meet with staff developers for a total of 9 sessions on Friday mornings beginning in September and ending in May. Each session will begin at 8:A.M. and end at 8:40 A.M.

TESOL teachers will attend faculty conferences and grade meetings. Teachers will also attend N.Y.C. D.O.E. workshops relevant to E.S.L. teaching methodologies. They will be provided with professional development materials which will enhance their understanding of current teaching stratagems.

The TESOL teachers will provide professional development to classroom teachers during common preparation periods. They will articulate and plan with individual classroom teachers to prescribe instructional strategies geared to individual students' needs. They also will provide professional development to classroom teachers on the following topics:

Integrated Classroom: Developing Spoken Language
 Scaffolding Learning for ELL's in the Regular Classroom
 Writing in a Second Language across the Curriculum

Form TIII – A (1)(b)

School: 152 BEDS Code: 332200010152

**Title III LEP Program
 School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$14,468.10	290 hours of per session for 2 ESL teachers to support ELL Students through after school and Saturday Programs: 290 hours x \$49.89 (current teacher per session rate with fringe) = \$14, 468.10
Purchased services - High quality staff and curriculum	-0-	Professional Development courses provided by the NYC Department of Education. Teachers of English as a Second Language will be paid

development contracts.		through Tax Levy Funding.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$531.90	Big books for shared reading, language arts games, and visual aides designed for ELL's .
Educational Software (Object Code 199)	-0-	Language Development Software is already in place.
Travel	-0-	
Other	-0-	
TOTAL	\$15,000.00	

Title III, Part A LEP Program

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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 152 used the following data and methodologies.

- a. We examined the data reported and analyzed the School Report Card
- b. We conducted a Demographic study
- c. We consulted with the Parent Coordinator
- d. We consulted with the School Leadership Team
- e. We conferred with the TESOL teachers
- f. We examined the School Quality Review

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 findings indicated that our two major ethnic groups are Hispanic and Haitian Creole.

We confirmed the need for school letters, announcements, booklets, and other pertinent information to be translated into Haitian Creole and Spanish.

We confirmed the need for Spanish and Haitian Creole translators to be available at registration, during orientation meetings, at parent workshops and P.A. meetings.

We also discussed the need for translators to respond to parent inquires in the office in person and via phone conversations during the school day.

The findings were reported to the school community at an SLT meeting, a parent association meeting, and via a notification letter to parents.

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.

P.S. 152 will provide translation of parent letters, parent booklets, school announcements, and other relevant material into Haitian Creole and Spanish. Translated materials will be distributed at the same time the English language version is distributed. Additionally, the school will use the translation services of the Department of Education for pertinent information to be translated into other than aforementioned languages.

P.S. 152 will pay for the per session services of a Spanish speaking teacher who will translate these materials. The services will be implemented in September and continue through June.

P.S. 152 will also utilize the services of a Haitian speaking school psychologist and a Haitian speaking paraprofessional to translate material.

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.

P.S. 152 will offer per session employment to a Spanish speaking teacher to translate during school registration. We will hire per diem subs in the fall for an ELL parent orientation day.

We will also provide Haitian Language speakers to assist during school registration and at an ELL parent orientation.

P. S. will provide per session pay to our Spanish speaking teacher to provide: translation services at general parent meetings and parent workshops.

Additionally, we will provide per session pay for this teacher to work in the general office before and after school hours to address translation needs. We will hire per diem subs so our translators and our TESOL teacher can offer a spring workshop for ELL parents to discuss and evaluate the services offered through our ESL program.

P.S. 152 will utilize the services of a Haitian Speaking School Psychologist and a Haitian Speaking Paraprofessional to provide oral translation services at registration and during the school day. We will use parent volunteers to provide oral translation services at PA meeting and functions.

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>.

P.S. 152 will maintain a current record of the primary language of all parents in the school. All parents will be notified of their rights to receive documents in their native language and to receive translation services when necessary.

P.S. 152 will be able to provide translation services, oral and written, in Haitian Creole and Spanish through the services of our staff. We will work with the Parent Association, who will provide us with the names of parent volunteers who can provide translation services to other native language speakers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	725,620	319,639	1,045,259
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,256		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,196	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	36,281		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		15,982	
6. Enter the anticipated 10% set-aside for Professional Development:	72,562		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		31,964	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95.5%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Four teachers were listed as not highly qualified. They have completed all their requirements. Their paper work was submitted after August 31,2009. They are waiting for their papers to be processed at which time they will be deemed highly qualified.

One teacher was listed as not certified. She has completed all her course requirements as well as her Master of Science Degree. She is not entitled to tuition reimbursement. She is required to pass her NTE by June 2010 in order to be deemed certified.

P.S. 152 will provide mentoring and professional development at the school level through workshops provided by the Department of Education and through Educational Consultants.

Four staff members have completed all their requirements and are not eligible for tuition reimbursement. They are expected to be highly qualified in June 2009.

P.S. 152 has already taken all action necessary to ensure that 100% of its teachers will be Highly Qualified by the end of 2008-2009.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy

P.S. 152 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

1. P.S. 152 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:

- P.S 152 will canvas parents to recruit volunteers to attend regional meetings
- P.S. 152 will post notices of these meetings
- P.S. 152 will send notices home
- P.S. 152 will announce dates of regional meetings at SLT and PA Meetings

2. P.S. 152 will take the following actions to involve parents in the process of school review and improvement under Section 116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- P.S. 152 will develop and disseminate and parent surveys
- P.S. 152 will schedule parent/teacher orientation meetings during the first week of school
- P.S. 152 will hold parent workshops during the school day, on Saturdays, and in the evening
- P.S. 152 will send a representative to all Parents Association Meetings
- P.S. 152 will promote an active School Leadership Team
- P.S. 152 will present the CEP to the SLT, at Parent Association meetings, and at Parent Workshops
- P.S. 152 will make the school report card available to all parents
- P.S. 152 will institute a parent/teacher curriculum committee to review school programs
- P.S. 152 Parent Coordinator will conduct workshops relating to parental interests
- P.S. 152 will provide newsletters informing parents of workshops, meetings, etc.
- P.S. 152 will initiate parent subcommittees to work on the CEP

3. P.S. 152 will coordinate and integrate parental involvement strategies in Title I, Part A with parent involvement strategies under the following other programs: Early Childhood – P.S. 152 will have 2 half day pre-kindergartens and 6 kindergarten classes at its Early Childhood Annex. We will provide these services to the parents of Pre-Kindergarten Children

- P.S. 152 will provide parent workshops
- P.S. 152 will have a Parent Resource Center available for parents
- P.S. 152 will conduct workshops led by the Parent Coordinator
- P.S. 152 will present workshops to discuss early childhood reading and math programs
- P.S. 152 will promote parent/child activities

4. P.S. 152 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities(with particular attention to parents who are economically disadvantaged, are disable, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent educational programs as needed.

P.S. 152 will hold meetings with the SLT and the Parent Association to discuss the current parent involvement policy and discuss any parent concerns

- Parent Survey from the DOE will be disseminated
- P.S. 152 will distribute the survey to all parents in the school
- The Parent Coordinator will oversee the distribution of the survey and the assimilation of data
- The Parent Coordinator will present a summary of the results at a School Wide Title I Parent Meeting
- The SLT will create a modified parent involvement program for the upcoming school year

5. P.S. 152 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievements, through the following activities specifically described below:

- P.S. 152 will have a full time Parent Coordinator available to meet with parents
- P.S. 152 will have a parent/teacher orientation meeting to discuss the year's curriculum
- P.S. 152's teachers will be available to meet with parents to address parental concerns
- P.S. 152 will hold parent workshops to discuss and demonstrate the curriculum and materials used in the school's program
- P.S. 152 will provide parents with information regarding their child's academic progress in all subject areas.
- P.S. 152 will provide parents with progress reports as needed
- P.S. 152 will provide parents with information regarding academic intervention services that are available. i.e. letters to parents, announcements at PA meetings, etc
- P.S. 152 will provide workshops for parents on how to evaluate their child's testing reports
- Meetings with academic intervention provider
- The school will provide materials and training, etc. by having teachers train parents at: Family night workshops in; English Language, Arts, Mathematics, Science and Computers
- Saturday morning workshop at which teacher will explain grade level curricula, requirements
- School day workshops on how to evaluate student performance and what Academic Intervention Services are available
- Parent Coordinator workshops on a variety of issues
- Materials will be purchased for all workshops and parents will be given materials to use at home with their children
- Workshop conducted by the guidance counselor and SBST team at school
- Workshop chaired by the parent coordinator at school
- Parent Letters
- Telephone Calls

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

- Providing workshops for parents
- Scheduling individual conferences
- Purchasing materials designed for parents in reading and mathematics to aid their children, i.e. What To Teach Your Child, When a Child Reads, Homework Without Tears, Parent/Student Planners

7. The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school by:

- Providing translation services (oral and written) for parent/guardian
- Providing Family Workshop during the school day, on Saturday and in the evening

8. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Letters will be available in Spanish and Haitian Creole translation as needed
- Providing access to bilingual personnel i.e., school psychologist, teachers, paraprofessionals and school aides

PS 152 K
School of Science and Technology
725 East 23rd Street (Main)
1087 Ocean Avenue (Annex)
Brooklyn NY 11210
718-434-5222 (Main)
718-434-0243 (Annex)

Principal
Dr. Rhonda Dawn Farkas

Assistant Principals
Mrs. Carol Sheldrick
Mrs. Stephanie Wilensky

P.S. 152's Parental Involvement Policy and the School-Parent Compact has been developed collaboratively and agreed upon by parents of children participating in Title I, Part A programs, as evidenced by a vote via the School Leadership Team and a vote by the Parent Association Executive Board members.

This policy was adopted by P.S. 152, School of Science and Technology, in September 2009 and will be in effect for a period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2009.

Sincerely,

Dr. Rhonda Dawn Farkas
Principal

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School – Parent Compact

P.S. 152 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2008-2009.

P.S. 152 will: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Follow NYC curriculum in reading and mathematics
- Implement state standards as an integral part of all instruction
- Provide a safe and orderly environment for students
- Provide highly qualified teacher for all students
- Provide supportive staff development to enhance and extend teacher skills
- Provide supplemental materials and equipment to support academic program
- Design classroom instruction to meet student needs as determined by ongoing assessment
- Provide academic intervention services during the school day and through Extended Day services
- Provide teacher training by administration and teacher specialists, and educational consultants

Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent teacher conferences will be held at the following times...
- Two Parent-Teacher day conferences in the Spring and Fall
- Two Parent – Teacher evening conferences in the Spring and Fall as scheduled by the chancellor
- By individual appointments as requested by parents during the school day

Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

- P.S. 152 will provide report cards three times a year in November, 2008, March, 2009 and June, 2009,
- The first two report cards will be distributed during scheduled parent/teachers conferences in November, 2008 and March, 2009.
- Classroom tests will be sent home to parents on a regular basis by the classroom teacher
- Standardized test scores will be sent home to parents as soon as they are available
- Letter and phone calls will be made to parents whose children are experiencing academic difficulties
- Contract may be made by the classroom teacher, the academic intervention specialist or the parent coordinator

Provide parents reasonable access to staff: Specifically, staff will be available for consultation with parents as follows:

- Administrators, the parent coordinator, the academic intervention coordinator, and the values education coordinator are available to meet with parents from Monday – Friday from 8:40-3:00PM
- The teaching staff is available for consultation by appointment for one period each school day
- Parents may meet with staff members in the conference room, the family room, an administrator’s office, the parent coordinators office or the SBST offices
- SBST members are available to meet with parents from 8:40 to 3:00 by appointment

Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Parents may visit their child’s classroom to observe classroom activities.
 - Class trips
 - Holiday programs
 - Open houses
 - Class Teas
 - Performances

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

P.S. 152's comprehensive needs assessment based on the performance of children in relation to the state academic content and student academic achievement standards is derived through the utilization of varying forms of assessments and includes a review of the following measures and indicators:

- Teachers College Reading Writing Assessment
- Foundations Unit Test-Grade K-3
- Student Portfolios – Grade K-5
- Performance Series ITA's in Math
- Acuity Predictives in ELA and Math
- Earobics Computer Reading Program Grades 1-3
- Running Records – Targeted Students 1-5
- Finish Line Reading Assessments - Grades 2-5
- Comprehension Plus Assessments - Grades 2-5
- Keep on Reading – Chapter Assessments-Targeted Students - Grades 2-5
- Unit Reviews - Everyday Mathematics – Grades K-5
- Chapter Tests/ Quarterly Exams – Everyday Mathematics Grades K-5
- Math Around the Clock-Targeted students –Grades 2-5
- School Based – Grade Wide Mathematics Assessments – Grades 1-5
- Kaplan Essential Skills Mathematics – Targeted Students Grades 2-5
- Teacher developed Tests In Reading, Mathematics, Science and Social Studies – Grades K – 5
- Writing Assessment based on Teachers College Model – Grades K-5
- CAI – Computer Assisted Instruction in Reading and Mathematics-Grades K-5
- State Assessments in Reading and Mathematics - including items skill analysis – Grades 3-5
- State Assessment in Science – Grade 4
- State Assessment in Social Studies – Grade 5
- Teacher Assessment (Detailed individualized ongoing student assessment data)
- Principal/Teacher – Student Assessment Conferences
- Performance Assessment of School System Wide
- Title I Annual Analysis
- Annual School Report Card
- SQR – School Qualitative Review
- School Progress Report

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- We use the Teachers College model of Units of Study and children in all grades are immersed in reading, and writing activities throughout the school day. We have provided extensive libraries and purchased computers and printers for all grades to enhance classroom resources.
- P.S. 152 has a science lab, a computer lab, a vocal and instrumental music program, a visual arts program and a state of the art library-media center.
- We have implemented an upper grade after school enrichment program for such subjects as music, dance, drama, art, computers etc. We work with Brooklyn College which provides our students with an Arts Program and a Math Extension Program.
- We enhance our education programs with enrichment activities such as trips to museums, aquariums, parks and gardens and theatrical events.
- Our children also participate in art contests and day and evening performances to enrich their academic potential.
- P.S. 152 provides small class sizes.
- An extensive academic intervention program.
- A plethora of materials in all genres and at all levels.
- Hands-on instruction in mathematics and science.
- Data driven instruction / periodic assessments.
- All instruction is research based and aligned with state standards
- Staff development is provided throughout the school year.
- P.S. 152 has implemented a five day a week after school enrichment program in instrumental music (Harmony Program) for targeted students in grades 2, 3 and 4.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

P.S. 152 has reduced class sizes in Grades K through 4 in order to provide individualized and small group instruction as part of our daily classroom program

We have increased the amount of time spent on literacy and mathematics to 120 minutes and 75 minutes respectively to increase student's time on task.

We provide supplemental academic intervention programs and have a strong academic intervention team which provides additional services during the school day via small group push in /pull out programs.

P.S. 152 provides extra time to students through a variety of extended time programs. We provide small group instruction via an early morning academic intervention program in reading and mathematics for Grade K through 5.

We provide an after school academic intervention program in Grades 1 through 5. We provide a Saturday Academy for grades 3 through 5. We provide two (2) distinct programs for English Language Learners i.e., Saturday Institute for Grade K and 1 and an after school program for Grade 1 through 4.

We provide supplemental materials for all of these programs to enable us to differentiate instructions as well as to increase the amount and quality of learning time.

P.S. 152 has gifted classes on every grade and we provide students in these classes with an accelerated program to enable them to reach their full potential. We provide all students with enrichment activities in mathematics, computers, science and the arts i.e., visual, arts, music and dance. We have a club program for drama, dance, music, etc. to further expand our students' horizons. A great deal of enrichment materials are present in all classrooms, and classroom as well as cluster teachers provide differentiated instruction to ensure that we not only meet students academic needs but also provide enrichment activities as part of our daily program of instruction.

We schedule our students to visit museums and attend dance, music, and theatrical productions. Our students perform several times during the school year and participate in arts exhibits as well. All of our classrooms have extensive libraries as well as computer labs. Our library has computers available for the children's use so they may have internet access.

Our students have contributed poems to student publications and hold publishing parties in their classrooms to celebrate student work

PS 152 meets the education needs of historically underserved populations and addresses the needs of low academic achieving students at many levels. We provide:

- A variety of classroom intervention programs. i.e. Earobics and Foundations, and a strong supplemental intervention program using strategies such as Comprehension Plus, and Kaplan Essential Skills in Mathematics.
- P.S. 152 assesses a myriad of data to drive its instruction program. Students are assessed throughout the school year and programs are adjusted as needed. All students receive instruction that is research based and aligned with state standards.
- We track students' progress to ensure that academic growth is parallel across ethnic groups.
- We provide additional academic services as indicated by assessments and monitor progress to ensure that student's needs are met.
- We provide a strong English Language Learners program. We include English Language Learners and Special Education students in academic intervention and enrichment programs.
- We use culturally diverse materials to appeal to our student's needs, interests, abilities, and experiences.
- P.S. 152 has a computer lab in addition to computers in every classroom.
- We have a science laboratory.
- We provide staff development in all areas of the curricula by the administration, mentor teachers, and through Professional Development Programs, such as Teachers College and Math InThe City.
- Staff Development is intensive and provided throughout the school. Novice teachers receive mentoring from Staff Developers and Senior Teachers.
- We provide support services through our Values Educators (Save Room Teacher) and our Substance Abuse Prevention Specialist (SAPIS) We refer families to outside agencies as needed.
- Parent involvement is an important component of our school's programs. Activities are offered during the school day, on weekends and in the evening to increase parent/guardian attendance. Parents are an integral part of our School Leadership Team and are apprised of all budgetary and curriculum decisions on a regular basis. We provide a myriad of activities to reach out to parents, i.e., school workshops, adult education programs, family curriculum evenings, and social nights.
- These strategies have had a positive impact on our ability to promote academic growth for our student body and we have seen steady increases in students scores in all areas of the curriculum.

3. Instruction by highly qualified staff.

A major component of P.S. 152's Schoolwide Program is to provide instruction by highly qualified teachers. Of our 55 teachers, 100% have been designated as highly qualified. Of our staff, 81.8% of our staff have been teaching in our school for at least two years and more than 56% have been teaching for 5 or more years.

All our teachers are observed on a regular basis by our principal and assistant principal. Post observation conferences are held to assess teaching performance and Professional Development is provided to ensure that teachers are cognizant of effective and innovative teaching strategies.

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

P.S. 152 provides high quality Professional Development on an ongoing basis. Our administrators set the goals for our teaching staff and work with our staff developers to ensure that effective Professional Development remains an integral part of our program. Our administrators follow-up teachers' observations with individual conferences to focus on teachers' strengths and needs. They also provide Professional Development at grade wide and school wide conferences.

Our Assistant Principals provides staff development to:

- All teachers new to the school or new to the grade
- Improve the levels of teachers in need of skill enhancement
- Ensure that all students receive appropriate academic intervention services
- Implement grade wide standards in all area of curricula

P.S. 152 also provides Professional Development by educational consultants from Teachers College Reading and Writing Program. All classroom teachers will receive ten days of on site training in the 2009-2010 school year.

P.S. 152 has a full-time staff developer in mathematics. She has a Masters degrees in mathematics and provides staff development at all grade levels.

P.S. 152 provides additional staff development by our administrators, our Lead Teachers, and our TESOL teachers. This staff development is ongoing throughout the school year.

P.S. 152 has an Academic Intervention Services (AIS) coordinator who works with teachers to ensure that struggling students receive appropriate academic service through a variety of programs.

P.S. 152 has a Values Educator who works with teachers to provide additional support services for students in need.

P.S. 152 has a Professional Development team, an Inquiry team and a Data Specialist who work with teachers to enhance their understanding of the analysis of assessment data.

P.S. has employed educational consultants during our 2008-2009 school year. Our teachers received Professional Development from *Teachers College*, *The Metropolitan Opera Guild*, and *Math In The City* In the 2009-2010 school year we plan to continue to use these consultants.

Our staff development plan is developed on a schoolwide basis and is driven by students needs. We have a literacy team, professional development team, a pupil personnel, and inquiry team. They meet regularly to coordinate professional development activities and to review instructional materials. Our staff developers work with individual teachers, model lessons in the classroom and provide instruction to small groups of teachers. Professional Development is provided during the school day and after school. The in depth breadth of our program ensures that assistance is available to all members of the teaching staff.

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

P.S. 152 uses varying strategies to attract highly qualified teachers. Our principal attends district and citywide job fairs to interview prospective teachers. The school pools our staff for recommendations for new positions. We work with student teachers from Brooklyn College, and that program also adds to our pool of applicants. We have been designated a *Collaborative Community of Practice School* and our designation in this program has also helped us to attract highly qualified teachers. In 2008 and 2009 P.S. 152 received a rating A which has also motivated teachers to join our staff.

All candidates for teaching jobs are interviewed at the school. They are given a tour of the facilities, visit individual classrooms, and are afforded the opportunity to speak with staff members. The positive atmosphere in our orderly, well maintained building is an inducement to join the staff. Prospective candidates are informed about the programs in the school and the support system in place for new teachers. Our efforts have enabled us to attract and maintain a highly qualified staff.

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

- Continuation of the Community School model, including evenings and Saturday programs.
- Continuation of active staff/parent involvement in the School Leadership Team.
- Continuation of parent coordinator position to increase parent involvement.
- Continuation of a Family Reading / Pajama Night for Grades K-5.
- Continuation of Literacy, Mathematics, and Science Family Nights to articulate with parents on curriculum and test issues.
- Continuation of daytime and evening student performances for family members.
- Hosting of an adult education program on Saturday mornings.
- Providing written and oral translations in Spanish and Creole.
- Providing a parent orientation meeting for parents of ELL's.
- Principal schedules individual parent conferences every Friday.
- Continuation of Family Fun Nights i.e., Family Bingo, Early Grade Bunny Hop etc.

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

A Kindergarten orientation is held each fall. Parents of children in Kindergarten are invited to attend. Kindergarten teachers are introduced, the Kindergarten program is described, and parents are given a tour of the Kindergarten rooms.

In the beginning of September, Kindergarten children are assessed using ECLAS and running records. These needs assessments are analyzed and used to design individualized programs to meet students' needs and abilities

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

Professional development in several venues such as:

- a. Staff conferences
 - b. Creation of assessment binders to track student achievements
 - c. Peer coaching
 - d. Common Planning Time
 - e. One on one conferences with Principal
 - f. Liaison meetings with AIS providers
 - g. Staff Development in assessment programs in using available data such as diagnostic formative and summative assessments. i.e., Acuity Predictive
 - h. Teachers will engage in a collaborative process to set objectively measurable goals for immediate and long range improvement
 - i. Inclusion in Inquiry Team Proceedings
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

In class, Tier I intervention is provided by teachers through;

- Small group academic intervention activities during the regular school day geared to students need as indicated by assessments
- Grades K-3 *Foundations* for reading
- Earobics for reading
- Math Libraries in all grades
- Supplemental Math materials in all grades

Out of classroom services are provided through;

- Students in grades K-5 receive academic services in small group settings in language arts and mathematics from 8:00- 8:37 ½ AM on Monday, Tuesday, Wednesday and Thursday
- Students in grades 1-5 receive small group push-in pull-out services in language arts and or mathematics, 2 to 3 times a week for 45 minutes during the school day
- Students in grades 1 to 5 receive academic intervention in small group Language Arts and/ or Mathematics on Tuesday and Wednesday from 3:00 – 4:30 PM
- Students in grades 3, 4, and 5 are offered small group instruction in Language Arts and/ or Mathematics on Saturday from 9:00 AM to 12:00 PM
- ELL students in grades K-4 are offered small group instruction on Tuesday and Wednesday from 3:00 PM to 4:30 PM, and on Saturday from 9:00 AM to 12:00 PM

Students' needs are determined by school wide or grade wide assessments such as the Teachers College Reading Writing Assessments, Unit Tests, Appropriate Math Assessments, Chapter Tests, Teachers conferences, Running records. Students receive on going assessment during the school year and programs are adapted to meet specific needs.

Among the programs used for Academic intervention are:

- Comprehension Plus

- Finish Line Writing
- Finish Line Reading
- Just Right Reading
- Essential Skills Reading
- Coach Reading
- STARS
- Coach Mathematics
- Buckle Down Math
- Break Through Math
- Elements of Mathematics
- Essential Skills Mathematics
- Math Connections
- Math Around the Clock

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

P.S.152 has implemented the coordination and integration of Federal State and local resources to provide services and programs in its Comprehensive Education Plan. All of the school's programs are driven by student's needs, as determined by student performance on standardized tests. Curriculum planning is schoolwide and funds from all sources are utilized to meet these needs.

Local funds provide basic classroom, administration, and support service. State and federal grants allow P.S. 152 to provide supplemental services to enhance our basic program and provide for student needs. Federal and state grants allow us to provide Professional Development to our teachers and to purchase supplemental instructional supplies to support our program. P.S. 152 opened an annex 10 2006. In 2009-2010 we will have 2 Pre-Kindergarten classes, 6 Kindergarten classes and 6 First Grade classes at the Early Childhood Center Annex. This additional space has enabled us to lower class size and create additional classes in grades K, 1, and 4 as well as to offer a Pre-Kindergarten Program. The flexibility provided by the state and federal grants allows us to offer children in need of academic assistance early morning, Extended Day, and Saturday small group instruction.

P.S. 152's planning team meets monthly to review our school programs and to assess the effectiveness of our instructional plan.

P.S. 152 funding resources are based on funding provided through the following sources:

- Tax Levy Fair Student Funding
- Tax Levy Fair Student Funding Incremental
- Tax Levy Children's First Funding
- EGCSR Fed Program Title IIA
- EGCSR State Program – State Funding

- EGCSR State Funding – Title II A
- Title I SWP
- Contract for Excellence Funding
- Title III Funding

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether finding 2A was relevant to our school's ELA instruction. The committee met on several occasions to review the data collected from learning walks during the 2008-2009 school year. The committee was comprised of the principal, the assistant principal, the literacy staff developer, the data specialist, professional development team, and a member of the inquiry team. At each meeting we looked at the breakdown of what was observed in the majority of classrooms that were visited during their instructional literacy block. We assessed the skills taught through the Teachers College Model and compared them to grade wide state standards.

In Grades K-2, the 3 – 45 minute Teachers College literacy block is comprised of daily routines (independent reading), the mini-lesson which consists of the *Connection* (past skills/strategies), *Teach* (Teaching Point=teacher model), *Active Engagement* (students practice the Teaching Point with turn & talk), and *Link* (applying skill(s) to present and future reading habits). Afterwards, the students independently read 15 – 30 minutes (depending upon the grade) while the teacher pulls groups for conferences/assessments; partnerships are formed to share & discuss what they have read independently. Teachers College Writing Workshop is parallel to the Reading Workshop and its components: *Connection*, *Teach*, *Active Engagement*, and *Link* concluding monthly with publishing celebrations. Concluding the literacy block is Word Works that aligns itself to the Teachers College workshops.

In Grades 3-5, the Teachers College literacy block mirrors the primary grades except that they are engaged for 100 minutes. Technology is incorporated when it enhances the content being taught or for remedial use.

All of our first time teachers or teachers who are new to our school work with our Lead Teachers and Teachers College Educational Consultants to familiarize them with TC techniques.

Lead teachers act as lab site leaders to provide additional professional development and demonstrate best practices.

Curriculum maps, based upon Teachers College Units of Study, are updated yearly.

Each classroom has extensive multi-genre libraries.

Our school library is replete with fiction and non fiction reading materials at all grade levels.

Supplementary materials are provided for all extended day programs to enhance differentiated instruction on an individualized basis.

Our ELL students participate in the Teachers College Reading and Writing Program as well. Our TESOL Teachers work closely with General Education Teachers of ELL's to ensure modification and adaptations are in place to meet the needs of ELL's and to ensure continuity of Language Arts Instruction.

Our findings indicate that the Teachers College Reading/Writing Program is aligned to state standards, and its implementation in our school has led to significant progress in achievement levels for students in grades K through 5.

We have noticed particular gains in student comprehension skills in reading and in student writing stamina.

We have shared these findings with staff members, at SLT meetings and at a Parents Association meeting.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Standardized scores in English Language Arts have shown a consistent rise over the past five years.

Teachers College Assessments PRO indicate that students are meeting or exceeding benchmark goals in reading and writing.

P.S. 152's Progress Report indicated that 67% of students achieved a year's progress in English Language Arts. In 2009, an increase of 4% over the student growth in 2008.

Teachers' conference notes indicate student growth in reading and writing.

Teachers College Assessment PRO in writing indicates that students are meeting benchmarks goals.

The writing skills of grade four students have improved. Grade four has now reached the proficiency levels previously attained by students in grade three and five.

Student notebooks indicate a growth in stamina and volume.

NYSESLAT Assessments indicate continuous progress is being achieved by English Language Learners.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Key Finding 1B.1: A school-based committee was formed to assess whether finding 1B was relevant to our school's educational program. The committee met on several occasions to review the collected data from the 2007-2008 school year. The committee was comprised of the principal, the assistant principal, the math staff developer, the data specialist, and a member of the inquiry team. At each meeting we looked at a different content strand for mathematics and how the Everyday Mathematics program addressed the strand. Based on our overall evaluation of the information collected, we decided to supplement the Everyday Mathematics program. We have found that what we've supplemented has given our students a greater insight into mathematics which has been noted by our overall gains in both performance and progress. We have shared these findings with the staff at a faculty conference and they are eager to continue our work on the redesigned curriculum.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Key Finding 1B.3: As a school we have found that often the Everyday Mathematics program does not align with the New York State Standards. More than just the gaps identified in the areas of measurement and geometry, the number sense and operations is of primary importance. Number Sense and Operations is the foundation of a child's mathematical life, without number sense the child is unable to mathematize his/her world. Therefore, the context is lost. As a school we are gathering by grade, along with the staff developer, on a weekly basis during either common preparation periods or on their joint lunch periods and comparing the content that is being taught in Everyday Math to what the standards address. We have redesigned the lessons being taught to align to the actual standard and engage students in a real-life context that gives math more meaning. We have found that this has been successful through student observations, conferences with the individuals or partnerships, and teacher-made assessments aligned with a rubric to the standards being addressed.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Key Finding 1B.4: Although our school has found this applicable, we will not require additional support from central. Since the 2007-2008 school year, the Math Staff Developer has been working with the teachers to realign and redesign our mathematics curriculum to support the NCTM Standards in Grades K-5. In Grades 3-5, special attention has been given to the September-April Standards. Our redesigned curriculum addresses the content to be taught in-depth, skills to be mastered, strategies to be utilized and student outcomes.

All lessons are based on the workshop model allowing time for the mini-lesson which is comprised of string work to foster greater number sense through all grades. From there the students are engaged in real-life contexts to support the need for mathematics in their lives and then sent off to investigate. As the students work the teacher visits with the partnership and facilitates, pushing the students thinking to the next level.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A committee was formed comprised of the Principal, the Assistant Principals, the Literacy Staff Developer, the Data Specialist, the Professional Development Team and a member of the Inquiry Team.

The team reviewed data collected from literacy learning walks, observations, teacher's plan books, reading and writing check lists (K-2) writers and readers note books (3-5) tracking sheets, Teachers College Assessments, Pro, Reading Predictive and NY State Standardized tests.

The findings indicated are:

- The Teachers College Reading /Writing Project is dominant form of literacy instruction in all of our classrooms.
- The literacy program consists of:
- The Teachers College Programs is as follows:
 - Units of Study with the teacher as facilitator while students work in an independent and collaborative community of learners.
 - A mini lesson in which the teacher models the teaching point
 - Active engagement in which students work collaboratively to explore questions and solutions.
 - Independent Reading/Small Group Conferencing
 - Sharing of Independent Work
- Monthly publishing parties celebrate student achievement.
- Technology is incorporated to enhance new content or as a tool for remediation.
- High academically focused class time and student engagement are evident in all our classes
- Independent sent work is also an important part of our daily routine.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There is a great deal of evidence to dispel the relevance of this finding to our school's educational program.

The Teachers College model is one in which teacher directed instruction is limited to a short mini lesson. This model provides students with a highly engaging interactive program.

Our classroom teachers have been well trained in the proper implementation of this workshop model.

Observations by administrators attest to the successful implementation of this program across the grades.

P.S. 152 has noted a steady rise on Reading Scores on standardized tests over the past five years, which attest to the success of this program.

We have seen an increase in the percentage of students achieving a year's progress in literacy.

P.S. 152 has noted great improvement on our students writing techniques as well as a growth in their writing stamina.

Teacher's conference notes indicate that students are reading more extensively in non fiction as well as fiction texts.

The Principal has disseminated these findings to our staff, SLT and PA Association.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This finding is not applicable to our school.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school-based committee was formed to assess whether finding 2B was relevant to our school's mathematics instruction. The committee met on several occasions to review the data collected from learning walks during the 2008-2009 school year. The committee was comprised of the principal, the assistant principal, the math staff developer, the data specialist, and a member of the inquiry team. At each meeting we looked at the breakdown of what was observed in the majority of classrooms that were visited during their instructional math block. In Grades K-2, the 60-minute math block is comprised of daily routines, the mini-lesson, the activity (either a game to promote number sense and strategies or a context to investigate), and then the share (structured as a congress where strategies used are explored and questioned). In Grades 3-5, the math block mirrors the primary grades except they are engaged for 75-minutes. Technology is incorporated when it enhances the content being taught or for remedial use. All of our first time teachers or teachers that are new to our school work with our Math Staff Developer to familiarize them with our techniques and are sent on intervisitations to lead teachers on their grade.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Applicable x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We believe that at the current time our significant gains in our math scores over the past few years are evidence of our success. Compounded with this finding, the principal and the assistant principals have witnessed a successful reform in our mathematics instruction which is evident in their observations of the teachers. We continue in grades K-5, to expect the classroom teacher to gather with their students at the meeting area to perform their daily mathematic routines to develop greater number sense, then to introduce the mini-lesson, and then send the students off to work on an investigation. As the students are exploring the math the teacher facilitates discussions when needed or is conferencing with the student(s) at hand. At the end of the math block the class reconvenes for a focused discussion of the math strategies used or witnessed. The students then get to question one another or share similar findings. We also utilize various math/technology programs to either enhance or remediate students when applicable.

We base this finding on our analysis of Math Chapter Tests, Math Unit Tests, Math Predictives and Math State Standardized Examinations.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

At this time we will not require additional support from central.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration consistently tracks P.S. 152's teacher turnover rate and inventories the reasons for teacher transfers

Data supports the conclusion that P.S. 152 does not have a high turnover rate.

The three major reasons for teacher vacancies are:

1. Maternity leave
2. retirement

3. out of state moves

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following data supports our conclusion:

- 100% of our teachers are fully licensed and permanently assigned to P.S. 152
- 81.8% have been teaching in P.S. 152 for more than two years.
- Every grade from Pre-K through 5 is staffed with veteran lead teachers who serve as mentors for newer staff members.
- Staff developers, inquiry team members, professional development team members are available to provide additional support to the teaching staff.
- Teachers confer often and work collegially to meet student need.
- Professional development is provided to all newer teachers.
- Administration closely observe newer staff members to ensure a high degree of professionalism from all staff members.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 152 set up a committee including the Principal, Assistant Principals, TESOL teachers, and PD team to discuss professional development opportunities for teachers of English Language Learners. The committee found the following:

Professional development offered by the district had been taught in previous years.

Professional development sites have not been easily accessible.

The Principal provided professional development materials and articles to TESOL teachers

The TESOL teachers receive professional development at the school level from the math coach to align ELL instruction with the schools curriculum.

The TESOL teachers provide ongoing professional development to all general education teachers of English Language Learners.

The TESOL teachers have been attended newly available DOE courses in the 2008-2009 school year.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding does not directly impact on our school's educational program for the following reasons:

We have effective teachers on ELL's who base their curriculum design planning on sound pedagogical principles and practices.

Our teachers access research about practices that increase their effectiveness with second language learners.

Our teachers refine their knowledge of linguistic and cultural factors that promote language acquisition.

Teachers meet the needs of ELL's by incorporating multicultural literature to meet the needs of ELL's .

Teachers select appropriate methods of introduction to enhance second language acquisition.

ELL students show impressive gains on NYSESLAT and other student achievement tests.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although the finding is applicable our school will not need additional support from central to address this issue.

TESOL teachers effectively provide general education teachers with professional development in strategies needed to teach English Language Learners.

TESOL teachers receive professional development at the school level which allows them to align their program with the schools academic curricula.

P.S. 152 will look for opportunities for TESOL teachers to receive additional professional development from off site programs.

TESOL teachers will attend DOE Professional development courses offered by the DOE in the 2009-2010 school year.

Research material relating to the teaching of English Language Learners will be purchased for TESOL staff and general education teachers of ELL students.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A committee was formed including the Principal, Assistant Principal, TESOL teachers and general education teachers of English Language Learners. The committee determined the following:

- P.S. 152 closely monitors the academic progress and English Language development of all ELL students using a variety of assessments.
- NYSESLAT and LABR scores are provided to all teachers instructing ELL's in a timely manner.
- Data is disaggregated in all categories before it is disseminated to classroom teachers.
- TESOL staff work closely with general education teachers to analyze student data and to design individualized instruction to meet the needs of English Language Learners.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers were surveyed. The results confirmed the findings of our committee:

- NYSESLAT scores were received in early September
- LABR scores are disseminated as soon as they are posted
- TESOL staff meet with general education teachers to help with the analysis of data and to create appropriate instructional models for each student.
- Observations and teachers lesson plans reflect the implementation of differentiated instruction based on student need.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A Committee consisting of the Principal, Assistant Principal, IEP teacher and Professional Development Team met to review school practices in providing professional development in special education instructional approaches to all teaching staff. The committee results indicated that:

- The Principal and Assistant Principal have strong backgrounds in special education and provide professional development on an ongoing basis.
- The Principal disseminates articles, which provide teachers with practical guidelines covering a variety of topics.
- The IEP teacher works closely with all teachers of special needs children to help design an appropriate educational program
- Classroom teachers receive professional development on current and or new instructional methods regarding multi-modality approaches that monitor students progress.
- Teachers plan and deliver specially designed instruction, which consists of adaptations or modifications to the general education curriculum, instructional environments, methods or materials for exceptional students.
- Teachers have a repertoire of developmentally appropriate, research-based learning strategies that are known to be successful in working with children from variety of abilities.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Each general educational teacher (including clusters) of a student receiving special education services has a copy of the student's IEP. Teachers confer with administrators or the IEP teacher on a regular basis to discuss possible accommodations and modifications or behavioral supports needed by individual students.

P.S. 152's success in the mainstreaming and decertification of students is another indication of the efficacy of our program:

- P.S. 152's classification of 100% compliance of the 408 Special Education mandate confirms our finding that our teachers understand and are able to implement the range and types of instructional approaches necessary to increase access to the general education curriculum.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A committee consisting of the Principal, Assistant Principal, Special Education Coordinator, and teachers of Special needs students met to review school practice regarding IEP's for students with disabilities.

The committee findings indicated:

- Teachers of students that receive Special Education Services have copies of their students IEP's in place.
- Teachers are provided support services by the Principal, Special Education Coordinator and School Base Support Team
- Special Education Coordinator confers with classroom teachers to ensure that accommodations are in place for daily instruction and classroom tests.
- Classrooms are supplied with a plethora of materials at varying levels to facilitate differentiated instruction geared to students IEP's.
- A Behavioral Intervention plan is provided for all students in need of intervention.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The following evidence indicates that the only Key Findings 7 that is applicable to our school is "the lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEP's and the content area which these students are assessed on grade level tests".

All other findings are not applicable.

Observations and lesson plans reflect the fact that accommodations and/or modifications are taking place in the classroom environment.

All teachers of students with behavioral issues are given detailed behavioral plans.

Our general educators bring expertise in content specializations whereas our special education teacher bring assessment and adaptation specializations. Both bring training and experience in teaching techniques and learning practice.

Our school performance review noted a compliance rate of above 90% in regard to Special Education.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We do not require additional support from central.

Our teachers monitor each student's goals and objectives to ensure proper alliance between goals, objectives, modified promotional criteria and the content that is being assessed on grade level state tests.

Special needs students are graded by the same yardsticks as general education students in state exams, without regard for their IEP mandated modification. This issue grading policy needs to be addressed on a state wide level.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

P.S. 152 has 26 students in temporary housing.

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

We offer students the following services:

- Students are offered enrollment in our early morning extended time programs
- Students are offered enrollment in our after school and Saturday programs.
- Students who have not achieved levels 3 or 4 are provided with academic intervention during the school day
- We arrange for bus transportation for students in grades three through five who would not normally qualify for bus transportation.
- We will purchase necessary supplies or clothing as the need arises.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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