



P.S. 152 DYCKMAN VALLEY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 152 DYCKMAN VALLEY
ADDRESS: 93 NAGLE AVENUE, MANHATTAN, NY, 10040
TELEPHONE: 212-567-5456
FAX: 212-942-6319

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M152 **SCHOOL NAME:** P.S. 152 Dyckman Valley

SCHOOL ADDRESS: 93 NAGLE AVENUE, MANHATTAN, NY, 10040

SCHOOL TELEPHONE: 212-567-5456 **FAX:** 212-942-6319

SCHOOL CONTACT PERSON: Julia Pietri **EMAIL ADDRESS** jpietri@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lourdes Vasquez

PRINCIPAL: Julia Pietri

UFT CHAPTER LEADER: Anne Bishop (Designee)

PARENTS' ASSOCIATION PRESIDENT: Maria Gil

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Block, Lawrence

SUPERINTENDENT: Martha Madera

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/RulesPolicies/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
Julia Pietri	Principal	
Anne Bishop	UFT Member	
Maria Gil	PA/PTA President or Designated Co-President	
Raissa Rodriguez	Parent	
Herminia Perello	DC 37 Representative	
Melissa Fleming	UFT Member	
Inaya Assal	UFT Member	
Yamilet Lopez	UFT Member	
Vivianna Ramirez	Parent	
Raquel Nuñez	Parent	
Lourdes Vasquez	Parent	
Madelein Perez	Parent	
Carolyn Chin-Bow	Children's Aid Society	

Signatures of the members 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.

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The PS 152M school vision is "Hope, Honor and Respect through Education". It is a community of learners where members: Honor each other's words; students, families, and staff are treated with Respect, and a rigorous academic curriculum instills in students the Hope of reaching their highest potential.

P.S. 152M is located in the Washington Heights/Inwood section of Manhattan in District 6. It is a "Zoned" public elementary school with 831 students. It is also a Children's Aid Society (CAS) Community School.

On the last two NYC Progress Reports the school earned an "A", and was rated as "Well Developed" on its most recent Quality Review.

Student groupings include monolingual classes containing homogeneously grouped English Language Learners (ELLs), a Spanish Dual Language Program, and Spanish bilingual classes from kindergarten through grade 5.

A strong sense of community is fostered at the school through its links with parents. The Parents Association (PA) holds monthly meetings.

Partnerships that the school enjoys include: The Columbia Presbyterian Hospital on-site School-Based Mental Health Clinic, Healthy School/Healthy Families Program, Inside Broadway Theater Program, The American Ballroom Theater, Columbia University, and Reading Reform.

Reading instruction in kindergarten through grade 3 is implemented following the scientifically-based guidelines of the Federal Reading First Grant. Grades 4 and 5 implement Balanced Literacy.

An integrated Social Studies/Literacy (Writing) curriculum written by Professional Learning Teams (PLTs) is utilized across all grades.

The School is in its seventh year of implementation of the University of Chicago Everyday Math Program which aligns Math to the NCTM Standards.

Science instruction is predominantly delivered by the school's four (4) Science Cluster Teachers. Grades 3 and 4 students receive a minimum of three (3) periods of science each week. This includes one (1) period conducted in the science laboratory. The Harcourt Core Curriculum is used.

Intervention Services and a 37½ minute extended day program are provided to targeted students; Grade 3-5 students performing at Levels 1 and 2, **Students With Disabilities** (SWDs), ELLs, and Early Childhood students who are at risk. Saturday and Holiday Enrichment Academy Programs for selected students in grades 3-5 are also offered in the early winter. Supplementary Support Services (SES) are provided on-site by the providers Learn-it and Building Educated Leaders for Life (BELL).

The school provides professional development opportunities to support the needs of its staff. The weekly class schedules are designed with common prep periods per grade. During these times, Professional Learning Teams benefit from professional development workshops which focus on planning activities that address the needs or trends identified from progress monitoring data.

The school has a Title 1 Accountability Rating as a School in “focused” Corrective Action, year 1.

P.S. 152’s Comprehensive Educational Plan for 2009-2010 therefore reflects a concerted team effort to improve the academic achievement of all students, with an emphasis focused on interventions for ELLs, SWDs, and students who have been identified as being at risk who have not met the standards in Reading.

SECTION III - Cont'd

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 152 Dyckman Valley				
District:	06	DBN #:	06M152	School BEDS Code #:	06M152

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

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	36	35	34		93.5	92.8	93.6
Kindergarten	122	114	107				
Grade 1	131	121	117				
Grade 2	177	124	102	Student Stability: - % of Enrollment (As of June 30)	2006-07	2007-08	2008-09
Grade 3	237	173	154		95.6	94.2	92.55
Grade 4	194	208	157				
Grade 5	214	194	193	Poverty Rate: - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			95.6	94.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		3	7	12
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants: - Total Number			
Total	1111	970	864	(As of October 31)	2006-07	2007-08	2008-09
					8.0	6.0	6

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	35	32	27				
# in Collaborative Team Teaching (CTT) Classes	26	28	26	Principal Suspensions	2	11	TBD
Number all others	72	63	79	Superintendent Suspensions	8	20	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	169	171	169	Early College HS Participants	0	0	0
# in Dual Lang. Programs	25	16	29				
# receiving ESL services only	257	180	148	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	21	0	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	80	86	75
				Number of Administrators and Other Professionals	9	22	17
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	2	2
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	98.8	100.0	100.0
American Indian or Alaska Native	0.1	0.0	0.0	Percent more than two years teaching in this school	72.5	75.6	84.0
Black or African American	1.4	1.4	1.2	Percent more than five years teaching anywhere	72.5	68.6	74.7
Hispanic or Latino	96.9	97.7	97.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.2	0.2	Percent Masters Degree or higher	89.0	86.0	92.0
White	0.8	0.6	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.0	96.0	95.0
Multi-racial							
Male	51.2	49.9	48.3				
Female	48.8	50.1	51.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):						
<input type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input checked="" type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	SINI 2		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. 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	√ ^{SH}	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	81.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	50.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

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?

Summary of Needs Assessment

As demonstrated in the tables below which were used to analyze the ELA and Math student progress in the tested grades over the past two years the following trends were identified:

- The school has maintained average overall scores that meet or exceed the standard, the greatest challenge continues to be closing the achievement gap for the ELLs and SWDs in ELA. These students overall had negative gains in ELA, while they achieved positive gains in Math.
- Progress monitoring and collecting data in ELA were the focus of staff development in the previous year. As a result of this, the staff has identified vocabulary development and differentiation of instruction as the areas to focus on to best support student learning and increase student achievement.

Greatest accomplishments:

- Overall there were gains in both ELA and Math
- Overall the school median score in ELA moved from 3.04 to 3.07 and from 3.37 to 3.47 in Math

Significant Aids:

- Implementation of progress monitoring by using Reading Level Charts
- Uniform practice of classroom data collection and periodic review
- Use of the push-in model of instruction by the English as a Second Language (ESL) Team during Literacy blocks and other content area
- Implementation of Balanced Literacy Curriculum in Grades 4and5

Significant Barriers:

- Common time for staff to participate in staff development/lesson planning activities
- Low baseline levels of student reading comprehension and vocabulary

Data Analysis used in the Needs Assessment

Literacy

The trends that we identified as a result of an analysis of ELA student performance in grades 3, 4 and 5 over the past three years indicated the following:

- There has been an increase in overall student performance of 2.7% in ELA .
- There has been an increase in overall student progress of 18% in ELA
- The school has consistently earned additional credit in the category of Closing the Achievement Gap
- The school's overall median ELA proficiency score increased by .19 points.

School Year	ELA/ELLs	ELA/Sp. Ed.	ELA/Hispanic Lowest 1/3
2007-08 Credits	.75	.75	.75
Gains	31.8%	44.4%	50.0%
2008-09 Credits	.75	0	.75
Gains	31.7%	35.8%	44.5%

Negative trends that were identified as a result of an analysis of ELA student performance in grades 4 and 5 over the past two years indicated the following:

- Overall scores of English • Overall scores of ELLs in 2008 – 2009 grades 4 and 5 reflected a negative .1% gain in ELA as compared to students from the previous year.
- Overall scores of SWDs in 2008 – 2009 in grades 4 and 5 reflected a negative 8.6% gain in ELA as compared to students from the previous year.
- Overall scores of Hispanic Students in 2008 – 2009 in the lowest 1/3 of NYC students in 4th and 5th grade reflected a negative 5.5% gain in ELA as compared to students from the previous year.

School Year	Student Performance	Student Progress	Additional ELA Credit	Overall Progress Report Score	Median ELA Student Proficiency Score
2006-07	14.5/30	32.7/55	3.8/15	58	2.88
2007-08	15.1/25	40.6/60	3.8/15	66.7	3.04
2008-09	17.2/25	50.8/60	6.0/15	81.7	3.07

Math

The Performance trends that we identified as a result of an analysis of overall Math student progress over the past two years indicated the following:

- Overall scores of ELLs in grades 4 and 5 reflected a 9.7% gain
- Overall scores of SWDs in grades 4 and 5 reflected a 10.4% gain
- Overall scores of Hispanic Students in the lowest 1/3 of NYC students in grades 4 and 5 reflected a 11.5% gain

School Year	Math / ELLs	Math/ Sp. Ed.	Math /Hispanic Lowest 1/3
2007-08 Credits	.75	0	.75
Gains	23.0%	29.6%	27.9%
2008-09 Credits	1.5%	1.5%	1.5%
Gains	32.7%	40.0%	39.4%

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 (SINI/SRAP/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.

Annual Goal	Short Description
<p>Goal # 1- Progress of ELLs in ELA By June 2010 the overall average Reading Level progress of ELLs in the 4th and 5th grades will be increased by a minimum of 1.5 years. This will be evidenced by an average growth of 3.0 levels in Fountas and Pinnell text gradients of academic growth in ELA.</p>	<p>Analyzing the school's (AYP) Accountability Report it is clear that the ELLs in grade 4 and 5 need to increase their English reading ability. Staff identified that increasing English Language vocabulary and comprehension will be the focus of this work. Conducting running records and asking comprehension questions integrating the new vocabulary as part of reading progress monitoring will help in fine-tuning students' needs as well as generate data which will produce trends to address in Professional Learning Teams who will craft lessons to increase learning.</p>
<p>Goal # 2 – Progress of SWDs in ELA By June 2010, 75% of the Students With Disabilities (SWDs) in grade 3 will make a minimum of one and a half year's gain in reading as evidenced by an average growth of 2.5 levels in Fountas and Pinnell text gradients.</p>	<p>According to the NCLB/SED school-level accountability summary SWDs consistently have been the lowest performing students at PS 152M. In an effort to increase their performance, ESL, SETSS and classroom teachers will conduct literacy conferences to evaluate student needs and plan the next steps focusing on teaching methodologies at least once every 2 weeks. This will ensure differentiation of instruction will occur and those individual students' needs are met in order to increase their reading ability.</p>
<p>Goal #3 – Student Goal Setting in ELA By June 2010, 90% classroom teachers on each grade level (K to 5) will use goal setting/conferencing tool templates during conferencing to guide their students in setting and articulating one (1) ELA (English Language Arts) goal, as well as their progress towards it.</p>	<p>In order to establish a consistent approach whereby teachers share and develop academic goals with students and their parents, a uniform student goal setting template and accompanying reading criteria booklet will be used with students to establish reading goals that are based in the scope and sequence of the needed characteristics of each Fountas and Pinnel reading level across the grades. These templates and booklets will be used during ELA conferences and will ensure that students and their parents are clear of their goals. The goals will be sent home to help the families support academic work.</p>
<p>Goal #4 – Professional Learning Teams By June 2010, at least one Professional Learning Team (PLT) per grade will be established where teachers using data will</p>	<p>As the staff has become very good at collecting data, the rationale behind this goal is to develop their ability to function as Professional Learning Teams which focus on data to identify learning needs trends and then to</p>

<p>address the identified learning needs trends by working collaboratively to establish uniform best practices activities in both teaching and assessing their students.</p>	<p>subsequently establish uniform practices/lessons/assessments to address them across all the grades.</p>
<p>Goal #5 – Curriculum Development – ELA and Social Studies By June 2010, PLTs will create publish a coherent curriculum for each grade K to 5 which integrates Language Arts and Social Studies and is aligned to the NYS Standard for each content area in each grade.</p>	<p>As the school has a heavy focus on ELA it is important to be able integrate other content into the teaching of ELA. While Professional Learning Teams focus on data driven instruction they must also focus on creating opportunities to teach ALL content areas. The integration of Social Studies and ELA will ensure this.</p>

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.*

**Subject Area
(where relevant) :**

Progress of ELLs in ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal # 1- Progress of ELLs in ELA By June 2010 the overall average Reading Level progress of ELLs in the 4th and 5th grades will be increased by a minimum of 1.5 years. This will be evidenced by an average growth of 3.0 levels in Fountas and Pinnell text gradients of academic growth in ELA.</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>Use of Data: The Developmental Reading Assessment (DRA) will be administered three times a year. The information from each administration of this assessment will help teachers to recalibrate their techniques to best meet the needs of their students and help them reach their end of year goals. Scantron Progress Monitoring Series tests will be administered on an ongoing basis in order to provide data for small group instruction that focuses on students' individual needs. Student progress will be monitored in 4 to 6 week cycles to guide instruction and create customized activities to meet their needs. Teachers will analyze data from ARIS and Acuity tests to differentiate instruction when data becomes available. Curriculum: Lessons and activities that follow the New York State Reading and Social Studies Standards and focus on vocabulary development and comprehension will be implemented to promote English Language acquisition. Teachers will administer ELA Predictives, ELA ITA's (every 4-6 weeks) to inform and adjust instruction. A Test Preparation Unit of Study of editing skills will be taught. Students will maintain Reading Logs to monitor reading. On-going professional development and curriculum writing /lesson planning in Social Studies/English Language Arts (ELA) will be conducted weekly during Circular 6 periods.</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>Professional Development: Administrators and Leadership Learning Support Organization (LLSO) Knowledge Management staff will provide support that increases teacher’s knowledge and use of web based systems to identify students in categories from the NYC Progress Report and The NYS Report Card which require specific focus to move them towards exemplary academic growth. In house workshops during PLTs will be conducted. Common planning time Staff: ESL teachers will push-in to support and modify instruction for ELL students.</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>Class reading level charts indicating DRA baseline scores are established in early Fall. Students’ gains will be measured by DRA assessments 3 times a year and every 4 to 6 weeks between the DRA assessments. Students’ gains will be monitored by running records on 4 to 6 week cycles. Literacy conferences with individual students to evaluate student needs and plan their next steps focusing on teaching methodologies for ELLs will be conducted and documented by ESL, Classroom and intervention teachers. Monthly Reading Level Progress charts indicating achievement that meets or exceeds 1.5 year’s progress.</p>

**Subject Area
 (where relevant) :**

Progress of SWDs in ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal # 2 – Progress of SWDs in ELA By June 2010, 75% of the Students With Disabilities (SWDs) in grade 3 will make a minimum of one and a half year’s gain in reading as evidenced by an average growth of 2.5 levels in Fountas and Pinnell text gradients.</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>Use of Data: The DRA will be administered three times a year. The information from each administration of this assessment will help teachers to recalibrate their techniques to best meet the needs of their students and help them reach their end of year goals. Teachers will conduct running record assessments in 4 to 6 week cycles and submit their results to their grade supervisors during the first week of each month for review. Results from the computer reading intervention program Lexia which has been installed on all classroom computers and will be used to identify growth. Curriculum and Instruction: Teachers will implement: A 90 minute Literacy block using the Harcourt Trophies/Trofeos Reading program along with the integrated ELA/Social Studies writing units that combine the Accelerated Literacy Learning Writers Workshop model and Step-up to Writing Techniques, from September 2008 to June 2009. These lessons and activities follow the newly created Social Studies/ Literacy Curriculum which is standards based.</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>Professional Development: On-going professional development in Accelerated Literacy Learning Units of study as well as Step-up to Writing Techniques and all the other elements of Balanced Literacy will be presented the common prep periods. Use of Data: Scantron Performance Series tests will be administered on an ongoing basis in order to provide small group instruction that will focus on the students' individual needs.</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>Agendas, sign-in sheets and handouts from collaborative meetings facilitated by administrators and or Professional Learning Teams (PLTs) on a weekly basis. Beginning of Year (BOY) DIBLES testing results. Analysis of the NYSESLAT Language Strands to identify areas of need. A DRA baseline established in early Fall, and subsequently demonstrating students' gains, measured by both the Fountas and Pinnell and DRA assessment levels will occur 3 times a year. At-risk students will be assessed through running records on 4 to 6 week cycles. Setting and using student goals to monitor progress. Midterm Indicators: Middle of Year (MOY) DIBLES testing results. Monthly informal observation documentation by supervisors. Teachers will administer ELA Predictives, Scantron Performance Series, to inform and adjust instruction. Instructional staff will conduct literacy conferences with individual students to evaluate student needs and plan next steps focusing on teaching methodologies for ELLs and SWDs. Administrators and staff will review lesson plans, conference and formative assessment binders to monitor progress. Midterm indicators: Middle of the year (MOY), DIBELS 3D testing results. Monthly informal observation documentation by supervisors. Teachers will administer ELA predictives and Reading Scantron Performance Series to inform and adjust instruction. Instructional staff will conduct Literacy conferences with individual students to evaluate student needs, and plan next steps, focusing on teaching methodologies for ELLs and SWDs. Administrators and staff will review lesson plans, conference and formative assessment binders to monitor progress (bi-monthly). End-term indicators, end of year (EOY), DIBELS 3D testing results meeting or surpassing individual student progress goals.</p>

Subject Area
(where relevant) :

Student Goal Setting in ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3 – Student Goal Setting in ELA By June 2010, 90% classroom teachers on each grade level (K to 5) will use goal setting/conferencing tool templates during conferencing to guide their students in setting and articulating one (1) ELA (English Language Arts) goal, as well as their progress towards it.</p>
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<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>Use of Data: The Developmental Reading Assessment (DRA) will be administered three times a year. The information from each administration of this assessment will help teachers to recalibrate their techniques to best meet the needs of their students and help them reach their end of year goals. Scantron Progress Monitoring Series tests will be administered on an ongoing basis in order to provide data for small group instruction that focuses on students' individual needs. Student progress will be monitored in 4 to 6 week cycles to guide instruction and create customized activities to meet their needs. Teachers will analyze data from ARIS and Acuity tests to differentiate instruction when data becomes available. Curriculum: Lessons and activities that follow the New York State Reading and Social Studies Standards and focus on vocabulary development and comprehension will be implemented to promote English Language acquisition. Teachers will administer ELA Predictives, ELA ITA's (every 4-6 weeks) to inform and adjust instruction. A Test Preparation Unit of Study of editing skills will be taught. Students will maintain Reading Logs to monitor reading. On-going professional development and curriculum writing /lesson planning in Social Studies/English Language Arts (ELA) will be conducted weekly during Circular 6 periods.</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>Professional Development: Administrators and Leadership Learning Support Organization (LLSO) Knowledge Management staff will provide support that increases teacher's knowledge and use of web based systems to identify students in categories from the NYC Progress Report and The NYS Report Card which require specific focus to move them towards exemplary academic growth. In house workshops during PLTs will be conducted. Common planning time Staff: ESL teachers will push-in to support and modify instruction for ELL students.</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>Class reading level charts indicating DRA baseline scores are established in early Fall. Students' gains will be measured by DRA assessments 3 times a year and every 4 to 6 weeks between the DRA assessments. Students' gains will be monitored by running records on 4 to 6 week cycles. Literacy conferences with individual students to evaluate student needs and plan their next steps focusing on teaching methodologies for ELLs will be conducted and documented by ESL, Classroom and intervention teachers. Monthly Reading Level Progress charts indicating achievement that meets or exceeds 1.5 year's progress.</p>

Subject Area
 (where relevant) :

Professional Learning Teams

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p>Goal #4 – Professional Learning TeamsBy June 2010, at least one Professional Learning Team (PLT) per grade will be established where teachers using data will address the identified</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>learning needs trends by working collaboratively to establish uniform best practices activities in both teaching and assessing their students.</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>Use of Data Indicators: PLTs will collaboratively address grade-wide learning needs trends identified by grade supervisors in whole grade data meetings. Curriculum and Instruction: PLTs which include Coaches and teachers will look at curriculum maps to find specific opportunities to infuse alternate methods of differentiating instruction to meet student needs. Professional Development: Coaches will conduct workshops in the implementation of the new integrated ELA/Social Studies Curriculum across all grades. Inter-visitations to observe other teachers implementing best practices will be on-going.</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>Circular 6 periods for all classroom teachers have been identified as fluid periods in which to conduct PLTs. During these times the grade groups will establish their collective need as a whole to participate in required professional development, planning, grade meetings, inter-visitation or data analysis. A common Grade Meeting period has been established where the grade supervisors conduct Data Meetings to identify whole grade learning needs trends.</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>Meetings Agendas. Sign/in Sheets. Formal and informal teacher observations that reveal “teachers in action” conducting lessons that incorporate uniform practices developed in the PLTs.</p>

**Subject Area
(where relevant) :**

**Curriculum Development – ELA
and Social Studies**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #5 – Curriculum Development – ELA and Social Studies By June 2010, PLTs will create publish a coherent curriculum for each grade K to 5 which integrates Language Arts and Social Studies and is aligned to the NYS Standard for each content area in each grade.</p>
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<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>Curriculum and Instruction: Teachers will meet during summer and throughout the 2009-2010 academic year to plan, craft lessons and curriculum maps which will lead to published uniform units of study to be implemented across the grades. The School will have grade specific PLTs where curriculum writing meetings will be held to develop lesson plans for this integrated curriculum. PLTs where teachers share their best practices and tried true lessons and assessments will be presented on every grade. Classes will inter-visit each other during unit culminating activities.</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>Use of Data: Fall 2009 Baseline Scores along with progress monitoring scores generated through the year will be used by administration and the PLTs to identify learning needs trends and subsequently fine-tune the lessons generated in planning sessions. Use of Data: Teachers will be paid per session hours to participate in a summer curriculum writing institute, where they begin to write and develop this integrated curriculum.</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>Curriculum Maps integrating Literacy and Social Studies at each grade level that are shared and posted school- wide. Teacher observations that exhibit units of study that integrate Literacy and Social Studies.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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			N/A	N/A			15	
1	13		N/A	N/A			5	
2	23	22	N/A	N/A			3	
3	25	11	N/A	N/A	15			
4	44	29		11	18			
5	41	35			25			
6								
7								
8								
9								
10								
11								
12								

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

- o 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.

- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>ELA Intervention programs are researched based instructional programs designed to help our students reach the standards. Depending on the student needs the programs used are: Insights Reading Comprehension,</p>
<p>Mathematics:</p>	<p>AIS in math uses the research based program, Exploring Math. Small group instruction for at risk students is given for 1 period during the school day. The computer programs Math Missions and Fast Track Math are is available. Both the push-in and pull-out models are utilized.</p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>Using an integrated approach Social Studies intervention is provided in small guided reading groups where historical fiction is used as the content text.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselor grades 3-5 as risk counseling (individual and small group) parental outreach, staff support, works collaboratively with family workers to address issues in collaboration with social worker.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social Worker is assigned to grades K-2 as risk counseling (individual and small group) parental outreach, staff support, works collaboratively with family workers to address issues in collaboration with Guidance Counselor.</p>

At-risk Health-related Services:	N/A
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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.

**Language Allocation Policy (LAP)
2009-2010****I. Language Allocation Policy Team**

Name	Position
Ms. Julie Pietri	Principal
Ms. Stella Castillo	Assistant Principal/Bilingual Coordinator
Mr. David Grisevich	Assistant Principal/Intervention Supervisor
Ms. Lucy Aguirre	Parent Coordinator
Ms. Maria Gil	Parent Association President
Ms. Laya Ameri	Reading First Coach for Lower Grades/ELA Intervention Teacher
Ms. Joana Hall	Reading Coach for Upper Grades/ELA Intervention Teacher
Ms. Victoria Shearer	Bilingual Teacher
Ms. Francis Escano	Dual Language Teacher
Ms. Franchesca Tavares	Dual Language Teacher
Mr. Steven Cook	ESL Teacher
Ms. Margaret Padua	ESL Teacher
Ms. Jenny Moon	ESL Teacher
Ms. Vanessa Esquea	Guidance Counselor for Lower Grades
Ms. Rosa Moreno	Guidance Counselor for Upper Grades
Ms. Luz Narvaez	IEP Teacher
Ms. Terri Outerbridge	Pupil Personnel Secretary
Ms. Inaya Assal	Math/Intervention Teacher

II. Teacher

Teachers Servicing ELLs

Grade	Class	Teacher
K	021	F. Taveras
	022	D. Rios
1 st	121	L. Alten
	122	A. Bravo
2 nd	221	M. Rosa
	222	G. Pichardo
3 rd	321	F. Escano
	322	E. Polanco
4 th	421	Y. Baez
	422	X. Ravelo
5 th	521	A. Makatche
	522	V. Shearer
ESL		S. Cook
		J. Moon
		M. Padua

Qualifications

License	Qty Teachers In this License	Qty Fully Licensed and Certified	Qty In the process of Completing Certification
ESL	3	3	0
Bilingual (Spanish)	12	12	0

The above table shows that we have a total of 12 Bilingual/Spanish teachers; all are fully licensed and certified. We have 3 ESL teachers; all three are fully licensed and certified.

The pedagogues responsible for conducting the initial screening and the administration of the Home Language Identification Survey (HLIS) are:

- Ms. Moon, ESL teacher
- Mr. Cook, ESL teacher
- Ms. Padua, ESL teacher
- Ms. Castillo, Bilingual Coordinator/Assistant Principal
- Ms. Pietri, Principal

III. ELL Demographics

PS 152M is a Pre-K to 5 public school in New York City. It is part of District 6, located in the upper part of Manhattan in Washington Heights.

There are 831 students enrolled in the school including 313 ELLs. These ELLs represent 38% of our total student population. There are 68 ELLs who are also Students with Disabilities (SWDs). 22% of our ELLs are SWDs.

To best service our population, PS152M offers the following programs:

- Transitional Bilingual classes
- Dual Language Classes
- Push-in ESL Program
- Pull-out ESL Program

Our Transitional Bilingual (Spanish) Program consists of the following:		
Grade	Total Number of Classes	Actual ATS Class Code(s)
K	1	022
1	1	122
2	1	222
3	1	322
4	1	422
5	1	522
	6 Transitional classes in total	

(ELLs) in Transitional Bilingual (Spanish) Program:		
Number of years	SDWs	Qty of students
3 yrs or less	8	111
4 to 6 yrs	8	11
More than 6 yrs	0	0
TOTAL		122

(ELLs) in Transitional Bilingual (Spanish) Program by Grade:		
GRADE	# of Classes	QTY OF STUDENTS
Kindergarten	1	14
1	1	27
2	1	25
3	1	17
4	1	19
5	1	20
TOTAL	6	122

Our (Spanish) Dual Language Program consists of the following:		
Grade	Total Number of Classes	Actual ATS Class Code(s)
K	1	021
1	1	121
2	1	221
3	1	321
4	1	421
5	1	521
6 Dual Language classes in total		

(ELLs) in (Spanish) Dual Language Program:		
Number of years	SWDs	QTY OF STUDENTS
3 yrs or less	2	39
4 to 6 yrs	0	7
More than 6 yrs	0	0
TOTAL		46

(ELLs /EPS) in (Spanish) Dual Language Program by Grade:		
Grade	Qty of ELL students	Qty of EPS students
Kindergarten	10	14
1	14	13
2	10	12
3	3	15
4	1	17
5	8	22
TOTALS	46	93

The Push-In ESL Program Services 123 students.
The Pull-Out ESL Program Services 22 students.
There are two different ethnicities among these students, these are: Spanish and Arabic.

Grade	Total Number of Classes with ELLs	Actual ATS Class Code(s)
K	5	001, 002, 003, 021, 022
1	4	101, 103, 121, 122
2	4	203, 221, 222, 251
3	5	301, 303, 304, 321, 322
4	4	401, 403, 421, 422
5	4	501, 504, 522, 252

(ELLs) in Push-In ESL :		
Number of years	SDWs	Qty of students
3 yrs or less	23	62
4 to 6 yrs	24	59
More than 6 yrs	2	2
TOTAL		123

(ELLs) in Pull-Out ESL :		
Number of years	SWDs	Qty of students
3 yrs or less	1	22
4 to 6 yrs	0	0
More than 6 yrs	0	0
TOTAL		22

(ELLs) in Free Standing ESL Program by Grade & Ethnicity:			
Grade	Qty of (Spanish)	ELL students Qty of (Arabic)	ELL students
Kindergarten	11	0	11
1	11	0	11
2	16	0	16
3	37	0	37
4	38	1	39
5	31	0	31
TOTAL	144	1	145

Sub-Groups of (ELLs) by Programs:	
Number of years	Qty of students
Transitional	122
Dual Language	46
Free Standing ESL	145
TOTAL	313

Number of years	Transitional	Dual Language	Free Standing ESL	Totals
3 yrs or less	111	39	84	234
4 to 6 yrs	11	7	59	77
More than 6 yrs	0	0	2	2
	122	46	145	313 Total ELLs

IV. Parent Program Choice

PS 152 has many structures in place to ensure that parents understand all the programs offered at our school. Meetings are conducted for the parents of newly arrived students. During these meetings parents are required to view a video which explains all the programs offered. A question/answer session is held following the viewing where the details of all the programs are then explained in full detail.

After the group presentation is completed, individual interviews with parents are conducted to help select the programs that best address the needs and desires of their children.

Working closely with the Parents' Association, the supervisor conducts parent/family workshop several times a year to explain the elements, philosophy and characteristics of the programs offered at the school for ELLs. The Parent Coordinator along with the Bilingual/Dual Language Supervisor also conducts tours of the program as per request.

After reviewing the parent program selection forms for the past few years, the PS 152M staff concludes that the trend in our school is that 54% of parents of ELLs have selected bilingual classes. We have a total of 313 ELLs enrolled in our school, 145 of those students are in monolingual classes receiving ESL.

Our programs are aligned with our parents' choices. We have built this alignment by conducting meetings where parents are free to ask questions about the programs offered at the school and their different components; (Transitional Bilingual, Dual Language and Freestanding English as a Second Language Program also known as ESL).

V. Assessment Analysis

After analyzing the results in the LAB-R and the 2009 NYSESLAT, we identified the following

Overall English Language Proficiency Levels in the Transitional Bilingual Program				
Grade	Beginning	Intermediate	Advanced	Totals
K	12	2	0	14
1	24	3	0	27
2	14	10	1	25
3	8	6	3	17
4	9	6	4	19
5	11	5	4	20
Total				122

Overall English Language Proficiency Levels in the Dual Language Program				
Grade	Beginning	Intermediate	Advanced	Totals
K	8	0	2	10
1	7	6	1	14
2	0	0	10	10
3	0	0	3	03
4	0	0	1	01
5	0	4	4	08
			Total	46

V. Assessment Analysis

Overall English Language Proficiency Levels in the ESL Program				
Grade	Beginning	Intermediate	Advanced	Totals
K	3	0	8	11
1	10	1	1	12
2	3	5	8	16
3	2	19	16	37
4	1	9	28	38
5	1	9	21	31
			Total	145

Part A.

Based on all this data we can conclude that more parents are choosing to place their children in bilingual classes. We have 168 students in the Bilingual Transitional Program and the Dual Language Program combined and 145 students in the monolingual classes, who are receiving ESL services.

We can also conclude that the majority of our students in the Dual Language Program are EPS. We have 46 ELLs and 93 EPS (English Proficient Students).

We have analyzed the scores for all the strands tested on the NYSESLAT. The weakest modality tested is *writing*, followed by the second weakest modality that is *reading*.

Part B.

Data is used to drive instruction across the different programs. Teachers have received copies of their students' NYSESLAT scores and use this information along with informal observations to differentiate lessons for all students as well as for grouping them during instructional time.

The School Leadership Team plans different strategies for ELLs with programs such as the Saturday Academy. Students are grouped by levels and needs. Teachers receive training and materials appropriate for our ELLs.

Native Language is used for instruction in the Bilingual Transitional classes and to support the ELLs learning. Language allocation of 60/40, 50/50, 25/75 is selected according to the student's level of English Language Proficiency.

All English Proficient Students are assessed by their teachers running records, informal observations, teacher-made assessments and oral presentations.

SIFE Students:

Our plan for students with interrupted educations (SIFE) is to have teachers who speak the student's native language help them develop higher levels of their native language skills while they acquire English. These students will follow the 60\40 model of language allocation throughout the school day. Teachers are notified as to who their SIFE students are so that they can plan accordingly.

Newcomers:

Our plan for newcomers is to emphasize language development. To best support their academic needs the 60\40 model of language allocation along with flexible grouping and continuous assessments are utilized in the planning and implementation of instruction. Parents of these students are encouraged to select the Transitional Bilingual Program as their program of choice.

Long Term ELLs:

Long term ELLs will follow the 25\75 model if they are a Bilingual Transitional class. They are identified by the years that they have received ESL and receive extra support in the late fall Saturday Academy Program. Students are also invited to participate during the Extended Day Program from Monday through Thursday during the school year.

Our plan is to continue giving support to ELLs who have obtained proficiency. We place these students, whenever possible, with a teacher who speaks the same native language and is knowledgeable of ESL methodology. Materials in the native language will be provided to each monolingual class with ELLs.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL X Both Number of LEP (ELL)
 Students Served in 2009-10: 313
 (No more than 2 pages)

PS 152M provides different programs tailored to our students' needs. This year we are serving 313 ELLs. We have a Transitional Bilingual Program, a Dual Language Program, and a Free Standing ESL Program that incorporates both the Pull-out and the Push-in models of instruction. All our bilingual teachers and ESL teachers are fully licensed and certified.

Our instructional model uses the Reading First guidelines and the core curriculums which both focus on balanced literacy and balance mathematics. The Mathematics curriculum is aligned with the NYC and NYS Council of Teachers of Mathematics Standards. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are:

- Read Alouds
- Independent Reading and Writing
- Shared and Guided Reading Instruction

All services are provided by certified teachers who participate in ongoing professional development and who receive constant support from coaches, grade supervisors at both grade meetings and/or in one to one meetings with their supervisors. All the decisions and planning for each program is based on students' data and its analysis. All our teachers are provided with the opportunity to receive ongoing professional development on how to use data to differentiate instruction.

The Native language for the students in our Transitional Bilingual is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYC Language Allocation Policy and reflect a 40% English / 60% Spanish for beginner ELLs, a 50% English / 50% Spanish for Intermediate ELLs and Dual Language Students and a 75% English / 25% Spanish for advanced ELLs.

All classes differentiate instruction based on individual student language proficiency levels and academic achievement (i.e. whole group instruction, small group instruction, one to one conferencing and differentiated tasks). The English Language proficiency levels for all ELL students are measured yearly with the administration of the NYSESLAT. The results of the assessment are then used to determine class placement and guide instruction. However it must be noted that parental choice of program always supersedes final placement decisions.

Initially our Dual Language Classes were also Gifted and Talented (G&T) classes. Due to the lack of enrollment of documented Gifted and Talented students, PS 152 has combined the G&T students in this program with ELL students who are performing at the advanced level of English Language proficiency as indicated by the NYSESLAT. The guiding philosophy in these 50% English / 50% Spanish language classes is:

- To provide a rich learning and challenging environment with the implementation of a rigorous curriculum to meet the needs of each individual student.
- Student use of both languages (English and Spanish) equally across content areas
- An academically enriched program that is differentiate to meet the needs of students with advanced learning abilities
- An in depth accelerated pace of study

Our free-standing ESL Program addresses the needs of the ELLs who by parental choice have been placed in monolingual English classes. The frequency by which an ESL teacher either pushes-in or pulls out these students is determined by each child's NYSESLAT or LAB-R score. These children have opted out of our Bilingual Transitional Program by their parents after the parents have attended a Parent Meeting where all programs offered at the school are explained to them.

The freestanding ESL Program offers:

- Both Pull-out and Push-in models of instruction
- Students are placed in monolingual classes according to their English Language Proficiency Levels
- Beginning and intermediate level ELLs receive 360 minutes of ESL instruction per week where advanced students receive 180 minutes. This is in compliance with Part 154 regulations
- ESL instruction is aligned to the NYS English as a Second Language learning standards
- ESL Teachers use Data to drive instruction and differentiate tasks

Our ESL teachers use a variety of ESL strategies such as total physical response, songs and chants, use of realia , scaffolding instruction, repetition, graphic organizers, interactive read alouds, sequencing, pantomiming, the Language Experience Approach , predicting, story mapping, checklists and rubrics to accommodate the needs of their students constantly. Additionally many of our ELL students receive intervention services in reading and/or math.

All of our ELL students have been offered and most attend our 37½ minute after school small group tutoring program. We have also conducted two Saturday academies for our ELLs. One focused on preparing for the ELA assessment and the other will focus on both the Math assessment and taking the NYSESLAT. Additionally since we are a Children's Aid Society (CAS) and a Corrective Action phrase I, many of our ELLs participate in either the CAS program and/or the Supplemental Educational Services (SES). Currently our school is in contract with the BELL and Learn-It programs who offer services on site to our students.

- I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Due to the fact that we receive newly registered ELL students throughout the year, our school conducts Parent Orientation meetings either in small groups or on the one-to-one basis. At these meetings parents are provided with information about the different programs that we offer and their right to choose the program of their choice.

- **Jointly our Parent Coordinator and the Assistant Principal supervising the programs for ELLs translate meetings as needed into Spanish.**
- **Parent orientation is also conducted each fall to inform families of the curriculum, discipline, standards, assessments, routines and expectations.**

- II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Welcome workshops are held for parents of newly enrolled students. They receive information about the standards and what they can do to support their children in the classroom.

- III. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

ESL Teachers meet weekly with the program supervisor to discuss strategies to be implemented with their groups, they also analyze student data and discuss curriculum. Training and support is given to bilingual and monolingual teachers with ELLs in their classroom during grade meetings or during individual meetings with the Bilingual Supervisor. As mandated by the state, a 7½ hour ESL training course is offered to all new teachers.

- IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

All our ELLs are offered the 37½ minute after school small group tutoring program. They are also invited to participate in the Saturday Academies offered throughout the year. ELLs also receive academic intervention services to increase their academic success in Mathematics as well as English Language Arts.

- V. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

All our Hispanic ELLs are assessed in their native language (Spanish) with the EI Examen de Lectura en Español (ELE). ELLs are also assessed by their teachers within their classrooms when they conduct running records to monitor their reading progress. Teachers use rubrics and checklists along with students during self assessment. Bilingual teachers are responsible for native language Literacy Portfolios and the administration of EL SOL as an assessment tool.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: PS 152M The Dyckman Valley School District 06

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
12	3	0	0	0	0	15

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Breakdown of number of ELLs in TBE by grade and language:

- There are 122 ELLs in the TBE program. We have 14 ELLs in kindergarten, 27 ELLs in first grade, 25 ELLs in second grade, 17 ELLs in third grade, 19 ELLs in fourth grade and 20 ELLs in fifth grade. (Read chart below)

Number of bilingual students fluent in both languages

- 139 students are fluent in both languages

Number of third language speakers

- None (if the questions refers to a 3rd language taught at the school)

(ELLs) in Transitional Bilingual (Spanish) Program by Grade:		
GRADE	# of Classes	QTY OF STUDENTS
Kindergarten	1	14
1	1	27
2	1	25
3	1	17
4	1	19
5	1	20
TOTAL	6	122

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

A description of how the content areas are delivered in each program model.

A description of language, instructional approaches and methods used to make content comprehensible to enrich language development are explained.

ELLs in our TBE and Dual Language Program receive academic instruction in both English and Spanish. Our literacy program is implemented during an uninterrupted 90 minute block for grades K – 3. The Accelerated Literacy Learning (A.L.L.) Writer’s Workshop is implemented across grades K – 3. As a Reading First school, Grades K-3 has utilized Harcourt’s Trophies/Trofeos since September 2004 and will continue to do so. The A.L.L. model of the balanced literacy workshop is implemented by Grades 3, 4 and 5. A daily ninety (90) minute block is applied school-wide to implement our literacy programs. Everyday Mathematics is used as our school’s primary curriculum in grades K-5. Our school has designed its daily schedules with double periods to accommodate a minimum of a seventy-five (75) minute block to implement our math program. In order to improve students’ knowledge of science concepts and instruction, we have aligned our program with State and City standards. The school has four (4) full-time Science cluster teachers that primarily focus on serving grades 3-4. A cross curricular model of science instruction is implemented for students in all other grades.

P.S. 152 will continue to follow the NYC Core Curriculum for Social Studies. Every student, including Special Education students and English Language Learners, will be involved in several research projects throughout the year that implement the thematic approach. Our school has invested in providing non-fiction, social studies-based libraries to all of our third, fourth and fifth grade classrooms. These libraries incorporate copies of authentic documents.

A description of how ELLs are afforded equal access to all school programs.

ELLs have equal access to all programs available in the school. All our ELLs are offered the 37½ minute after school small group tutoring program. They are also invited to participate in the Saturday Academies offered throughout the year. ELLs also receive academic intervention services to increase their academic success in Mathematics as well as English Language Arts. At PS 152 we offer Supplemental Educational Services (SES) and our ELLs are invited to participate in this program as the non-ELLs as long as they meet the qualification criteria.

The instructional materials, including technology, that are used to support ELLs, materials for each subgroup is included.

Our instructional model uses the Reading First guidelines and the core curriculums which both focus on balanced literacy and balance mathematics. The Mathematics curriculum is aligned with the NYC and NYS Council of Teachers of Mathematics Standards. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are:

- Read Alouds
- Independent Reading and Writing
- Shared and Guided Reading Instruction

Our ELLs in grades kindergarten through third grade use the computer regularly during the reading block. Teachers use different programs to differentiate instruction, all the teachers have listening centers for students to increase their listening skills. Teachers in both the lower and upper grades use computer programs such as Lexia to track the progress of the students in Tier I intervention. Students in grades three through five also use the computer to take online assessments such as the Performance Series in ELA and Math.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing **X** Push-in ___ Pull-out

Indicate Proficiency Level: ___ Beginning ___ Intermediate **X** Advanced

School District: 06

School Building: PS 152M

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	ESL/Literacy	ESL/Literacy	ESL/Literacy	ESL/Literacy	
2	From: 8:52 To: 9:37					
3	From: 9:39 To: 10:24					
4	From: 10:26 To: 11:11:					
5	From: 11:13 To: 11:58					
6	From: 12:00 To: 12:45					
7	From: 12:47 To: 1:32					
8	From: 1:34 To: 2:20:					
9 37½ Program	From: 2:20 To: 2:57					
10	From: To:					

SAMPLE STUDENT SCHEDULE 2009-19 (ESL)

ESL Program Type: ___ Free-Standing X Push-in ___ Pull-out

Indicate Proficiency Level: ___ Beginning X Intermediate ___ Advanced

School District: 06

School Building: PS 152M

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50					
2	From: 8:52 To: 9:37	ESL/Literacy	ESL/Literacy	ESL/Literacy	ESL/Literacy	ESL/Literacy
3	From: 9:39 To: 10:24			ESL/Science		
4	From: 10:26 To: 11:11:	ESL/Science				
5	From: 11:13 To: 11:58					ESL/Science
6	From: 12:00 To: 12:45					
7	From: 12:47 To: 1:32					
8	From: 1:34 To: 2:20:					
9 37½ Program	From: 2:20 To: 2:57					
10	From: To:					

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing **X** Push-in ___ Pull-out

Indicate Proficiency Level: **X** Beginning ___ Intermediate ___ Advanced

School District: 06

School Building: PS 152M

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50					
2	From: 8:52 To: 9:37	ESL/Literacy	ESL/Literacy	ESL/Literacy	ESL/Literacy	ESL/Literacy
3	From: 9:39 To: 10:24			ESL/Science		
4	From: 10:26 To: 11:11:	ESL/Science				
5	From: 11:13 To: 11:58					ESL/Science
6	From: 12:00 To: 12:45					
7	From: 12:47 To: 1:32					
8	From: 1:34 To: 2:20:					
9 37½ Program	From: 2:20 To: 2:57					
10	From: To:					

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: TBE ___ Dual Language
 Indicate Proficiency Level: Beginning ___ Intermediate ___ Advanced

School District: 06

School Building: PS 152M

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Literacy/ESL	Literacy/ESL	Literacy/ESL	Literacy/ESL	Literacy/ESL
2	From: 8:52 To: 9:37	Literacy/ESL	Literacy/ESL	Literacy/ESL	Literacy/ESL	Literacy/ESL
3	From: 9:39 To: 10:24	Science/NLA	Library	Science/NLA	Math/NLA	Math/NLA
4	From: 10:26 To: 11:11	Math/NLA	Math/NLA	Math/NLA	Science/NLA	Math/NLA
5	From: 11:13 To: 11:58	Dance	Math/NLA	Math/NLA	Math/NLA	Physical Ed.
6	From: 12:00 To: 12:45	Writing/NLA	Writing/NLA	Writing/NLA	Writing/NLA	Writing/NLA
7	From: 12:47 To: 1:32	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
8	From: 1:34 To: 2:20	Math/NLA	Social Studies/Writing/ESL	Social Studies/Writing/ESL	Social Studies/Writing/ESL	Social Studies/Writing/ESL
9 37½ Program	From: 2:20 To: 2:57	37½ Program	37½ Program	37½ Program	37½ Program	37½ Program
10	From: To:					

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: TBE ___ Dual Language
 Indicate Proficiency Level: Beginning Intermediate ___ Advanced
 School District: 06 School Building: PS 152M

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Science/NLA	Reading/NLA	Reading/NLA	Reading/NLA	Reading/NLA
2	From: 8:52 To: 9:37	Reading/NLA	SS-Writing	Dance	Science/NLA	Science/NLA
3	From: 9:39 To: 10:24	Social Studies	Physical Ed.	Social Studies	Art	Social Studies
4	From: 10:26 To: 11:11	Math/NLA	Math/ESL	Math/NLA	Math/ESL	Math/NLA
5	From: 11:13 To: 11:58	Math/NLA	Math/ESL	Math/NLA	Math/ESL	Math/NLA
6	From: 12:00 To: 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	From: 12:47 To: 1:32	Writing/ESL	Writing/ESL	Writing/ESL	Writing/ESL	Writing/ESL
8	From: 1:34 To: 2:20	Reading/ESL	Reading/ESL	Reading/ESL	Math/NLA	Math/NLA
9 37½ Program	From: 2:20 To: 2:57	37½ Program	37½ Program	37½ Program	37½ Program	37½ Program
10	From: To:					

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

Form TIII – A (1) (a)

Grade Level(s) K – 5 Number of Students to be Served: 313 LEP 0
 Non-LEP

Number of Teachers 12 Bilingual + 3 ESL = 15 Other Staff (Specify) Pupil Secretary, Supervisor, School Aid

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

There are three types of instructional models offered at PS 152M: Dual language, Transitional Bilingual and ESL instruction. Our Dual Language and Transitional Bilingual Classes are instructed in Spanish and English

A total of 313 are served. As of September 2009, there are:

1. 24 Kindergarten ELL students. Of these 14 are in TB classes and 10 ELL students are in the Dual Language class
2. 41 ELL students in the First Grade. Of these 27 are in TB classes and 14 ELL students are in the Dual Language class
3. 35 ELL students in Second Grade. Of these 25 are in TB classes and 10 ELL students are in the Dual Language class
4. 20 ELL students in Third Grade. Of these 17 are in a TB class and 3 ELL students are in the Dual Language class
5. 20 ELL students in Fourth Grade. Of these 19 are in a TB class and 1 ELL students is in the Dual Language class
6. 28 ELL students in Fifth Grade. Of these there are 20 students in a TB class and 8 ELL students are in the Dual Language class

Placement in all bilingual programs is determined by parent choice. Parents are informed of all the program choices and they select the program they believe is most beneficial to their child. Student scores on the Lab-R and the NYSESLAT exam and used in addition to place students in appropriate bilingual programs (60/40, Dual, and ESL).

The PS 152M Program focuses on balanced literacy and balanced mathematics and is in alignment with the New York City and New York State Native Language Arts, English as a Second language, and National Council of Teachers of Mathematics(NCTM) Standards.

Licensed ESL teachers deliver ESL instruction to ELL students in monolingual classes. These teachers push-in during balanced literacy, writing and content area instructional time and support classroom instruction. Students are seen in small differentiated groups based upon their proficiency levels.

When pushing into monolingual classes across the grades, ESL teachers follow the content curriculum for the period and use ESL methodology to build schema and language.

All students in grades K-3 TB & DL classes participate in the Reading First initiative, which is based upon scientifically research based instructional practices. The instructional practices that support balanced literacy include: whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using EL-SOL, E-CLAS-2, DIBELS, IDEL, running records and Trofeos unit tests. In grades 4 and 5 Balanced Literacy is implemented. Our school has combined the Accelerated Literacy Learning Reading and Workshop Model with Step-up to Writing Program. The students receive native language instruction in literacy using units of study from Accelerated Literacy in writing that have been translated to Spanish. Students in grades K-5 TB classes receive instruction in Everyday Mathematics in Spanish. The content areas of Social Studies and Science are presented to the children in English using ESL methodologies.

Push-in ESL services are provided to students in monolingual classrooms in the following units:

- Beginners and Intermediates – 360 minutes per week
- Advanced - 180 minutes per week

Language of instruction in the transitional bilingual classes is 60% Spanish and 40% English. Level of student proficiency in reading, writing, listening and speaking determines the percentage of Spanish and English instruction in the program

Our Dual Language program is a 50/50 model using parallel literacy programs in Trophies/Trofeos by Harcourt. All Dual Language classes are fully equipped to teach Everyday Math in both languages. This year we have begun to link out Social Studies curriculum to our writing English component across the grades.

Our BESIS data indicates we have 234 students with three (3) years or less time in ELL instruction (this includes the new admitted students for this school year) and 77 ELL students have been here for 4-6 years. These students have not passed the NYSESLAT. The ESL teachers push-in and support the students. In addition, all ELLs are included in the Extended 37½ Minute after school program.

The ESL teachers on staff are all certified in ESL. All the teachers in the TB classes possess a Bilingual Common Branch license with Bilingual Extensions. The self contained Dual Language teachers also have a Bilingual Common Branch license. The free-standing ESL teachers are fully certified. Their licenses are on file.

Parent and Community Participation:

PS 152M provides various parental workshops including, Tuesday Math, parent workshops for language development from K to 1 twice a month and book of the month.

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.

A description of parent involvement in your school, including parents of ELLs

Due to the fact that we receive newly registered ELL students throughout the year, our school conducts Parent Orientation meetings either in small groups or on the one-to-one basis. At these meetings parents are provided with information about the different programs that we offer and their right to choose the program of their choice.

- Jointly our Parent Coordinator and the Assistant Principal supervising the programs for ELLs translate meetings as needed into Spanish.
- Parent orientation is also conducted each fall to inform families of the curriculum, discipline, standards, assessments, routines and expectations.

P.S. 152 families are encouraged to meet with the direct grade supervisors/ assistant principals and the Guidance Department on an as needed basis, appointments with classroom teachers are arranged according to the teachers’ prep schedules or mutually agreed upon times that do not interfere with instructional time. In addition, there is an open door policy between the Parents’ Association President, members of its executive board and the school’s principal. This openness allows for meetings to occur on an as needed basis. Parents’ Association meetings are also held on a monthly basis, every third Thursday of the month.

Specification of partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL parents

We have a partnership with Children’s Aid Society (CAS) and we are a school in Corrective Action phrase I, many of our ELLs participate in the CAS program and/or the Supplemental Educational Services (SES). Currently our school is in contract with the BELL and Learn-It programs who offer services on site to our students. CAS, BELL and Learn-It maintain ongoing communication with the ELL parents.

Professional Development:

PS 152M provides a series of professional development for its teachers. We have the Reading Reform Foundation that provides PD in literacy and best teaching strategies. Additionally, two half-time Reading First Coaches provide constant professional development to our Teachers servicing ELLs in both monolingual and bilingual classes. With the Title III funds, we provide additional professional development to our ESL and Bilingual teachers in the areas of scaffolding for ELLs and differentiated instruction.

A description of the professional development plan for all personnel who work with ELLs

PS 152M provides a series of professional development for its teachers. We have the Reading Reform Foundation that provides PD in literacy and best teaching strategies. Additionally, two half-time Reading First Coaches provide constant professional development to our teachers servicing ELLs in both monolingual and bilingual classes. We also have a half-time coach providing professional development to teachers in grades four and five. With the Title III funds, we provide additional professional development to our ESL and Bilingual teachers in the areas of scaffolding for ELLs and differentiated instruction. In addition, ESL teachers meet weekly with the program

supervisor to discuss strategies to be implemented with their groups; they also analyze student data and discuss curriculum and the New York State standards. Training and support is given to bilingual and monolingual teachers with ELLs in their classroom during grade meetings or during individual meetings with the Bilingual Supervisor. In addition, ESL teachers receive training being offer by the department of education as training becomes available during the school year.

A description of the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) and how records are maintained of meeting the requirements

As mandated by the state, a 7½ hour ESL training course is offered to all new teachers. Records of the training are maintained in the office of the bilingual coordinator.

A description of the assessment tool your school uses to assess the early literacy skills of your ELLs...

Includes data, an explanation, and information on how this will help inform your school's instructional plan.

All our Hispanic ELLs are assessed in their native language (Spanish) with the EI Examen de Lectura en Español (ELE). ELLs are also assessed by their teachers within their classrooms when they conduct running records during the administration of the DRA to monitor their reading progress. Teachers use rubrics and checklists along with students during self assessment. Bilingual teachers are responsible for Native Language Literacy Portfolios and the administration of "EL Sistema de Observación de la Lecto-Escritura" (EL SOL) as an assessment tool. If students are performing below grade level, classroom teachers provide differentiation of instruction according to the data derived from the different assessments.

An explanation of how the English Proficient students are (EPs) assessed in the second (target) language.

All out English Proficient students are assessed in Spanish with EI Examen de Lectura en Español (ELE). Also all our English Proficient students in grades K-3 must take "EL Sistema de Observación de la Lecto-Escritura" (EL SOL). If students are performing below grade level, teachers provide differentiation of instruction by targeting the needs of the students in small groups during regular schools hours and/or during our 37½ minute after school small group tutoring program.

A description of how you evaluate the success of your programs for ELLs.

There are many ways in which we evaluate the success of your programs for our ELLs. We use the data derived from the New York State ELA, Math, Science, and Social Studies. We also use the data derived from the New York State English as Second Language Assessment Test (NYSESLAT) as well as from the assessments from New York City. We analyze the results from the DRAs, DEBILs 3D, Fountas and Pinnell reading levels and the students' portfolios.

Form TIII – A (1)(b)

Title III LEP Program School Building Budget Summary

Allocation:		
Budget Category	Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$13,969.20	<u>Instructional: Title III ELL Program</u> 10 Teachers X 8 Weeks X 1 Day per Week X 3.5 hrs (Totals 280 hrs X rate \$49.89)
	\$1,670.72	1 Supervisor X 8 Weeks X 1 Day per Week X 4 hrs (Totals 32 hrs X rate \$52.21)
	\$560.64	1 School Aide X 8 Weeks X 1 Day per Week X 4 hrs (Totals 32 hrs X rate \$17.52)
	\$615.00	1 School Secretary 8 Weeks X 2.5 hrs per Week (Totals 20 hrs X rate \$30.75)
Purchased services such as curriculum and staff development contracts	\$10,000.00	<u>Professional Dev.: from Reading Reform Foundation</u> Consultants will train 6 classroom teachers each classroom at rate \$2,500.00
Supplies and materials	\$15,000.00	<u>Instructional: Title III ELL Program & School Bilingual Program</u> Instructional materials for the ELL program
	\$9,164.44	Instructional materials Bilingual Classroom Teachers
Travel	n/a	n/a
Other	n/a	n/a
TOTAL	\$50,980.00	

**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 type here	School PS 152 M
Principal Julia Pietri	Assistant Principal Stella Castillo
Coach Ms. L. Ameri	Coach Ms. J. Hall
Teacher/Subject Area Ms. F. Tavares/Dual Language	Guidance Counselor Ms. R. Moreno
Teacher/Subject Area Ms. Escano	Parent Maria Gil
Teacher/Subject Area Ms. Shearer	Parent Coordinator Lucy Aguirre
Related Service Provider Luz Narvaez	SAF type here
Network Leader type here	Other T. Outerbridge, Pupil Secret.

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	12	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	831	Total Number of ELLs	313	ELLs as Share of Total Student Population (%)	37.67%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native

language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60% 40% → 50% 50% → 75% 25%)</small>	1	1	1	1	1	1	0	0	0	6
Dual Language <small>(50% 50%)</small>	1	1	1	1	1	1	0	0	0	6
Freestanding ESL										
Self-Contained	2	2	0	0	0	0	0	0	0	4
Push-In	0	0	2	3	2	3	0	0	0	10
Total	4	4	4	5	4	5	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	313	Newcomers (ELLs receiving service 0-3 years)	234	Special Education	68
SIFE	6	ELLs receiving service 4-6 years	77	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										Total
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		

TBE	111	5	8	11	0	8	0	0	0	122
Dual Language	39	1	2	7	0	0	0	0	0	46
ESL	84	0	24	59	0	24	2	0	2	145
Total	234	6	34	77	0	32	2	0	2	313

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	14	27	25	17	19	20	0	0	0	122
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0
Other										0
TOTAL	14	27	25	17	19	20	0	0	0	122

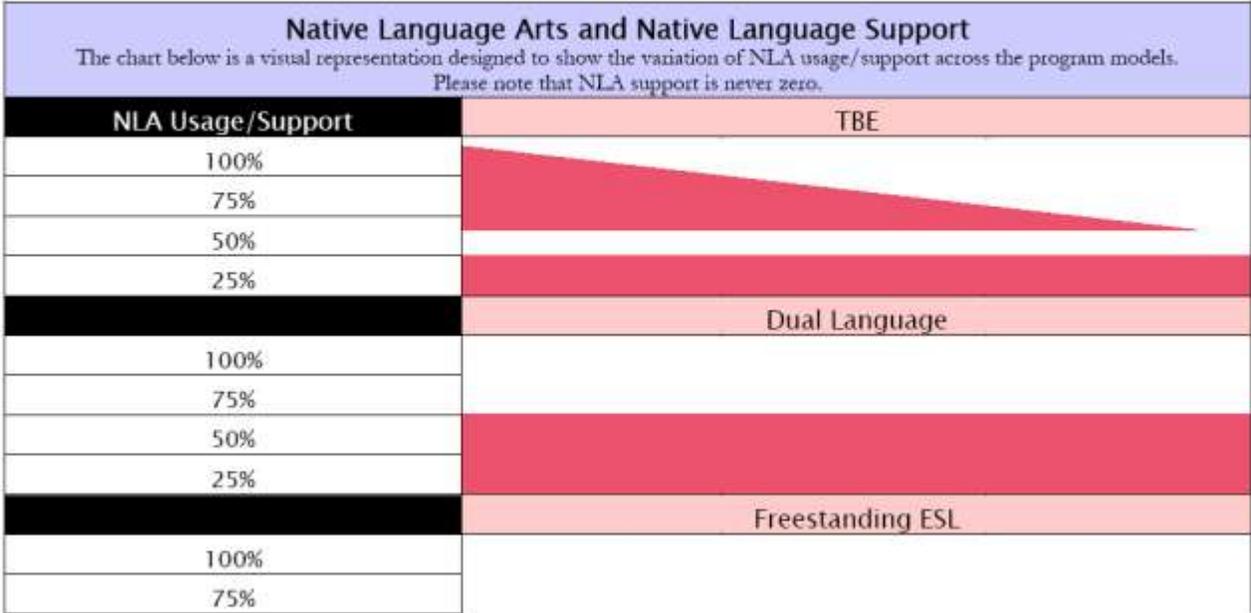
Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	10	14	14	13	10	12	3	15	1	17	8	22	0	0	0	0	0	0	46	93
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0





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

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

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)	23	41	17	10	10	12	0	0	0	113
Intermediate(I)	2	10	15	25	15	18	0	0	0	85

Advanced (A)	10	2	19	22	33	29	0	0	0	115
Total	35	53	51	57	58	59	0	0	0	313

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	0	14	3	2	0	4	0	0	0
	I	1	9	11	5	4	1	0	0	0
	A	0	15	25	13	17	11	0	0	0
	P	0	8	10	30	32	38	0	0	0
READING / WRITING	B	1	33	15	5	4	6	0	0	0
	I	0	11	15	24	14	18	0	0	0
	A	0	2	11	21	33	29	0	0	0
	P	0	0	8	0	0	1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	32	22	0	63
4	16	37	14	0	67
5	3	31	17	0	51
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		21		1		22
4	0		3		10		0		13
5	0		2		13		2		17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0



- 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)
Stella Castillo	Assistant Principal		
Lucy Aguirre	Parent Coordinator		
Steven Cook	ESL Teacher		
Maria Gil	Parent		
Franchesca Tavares	Teacher/Subject Area		
	Teacher/Subject Area		
Joana Hall	Coach		
Laya Ameri	Coach		
Rosa Moreno	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Terri Outerbridge	Other		
Vanessa Esquea	Other		

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	26		24		23		1		74
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	45		23		99		24		191
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	20	10	32	15	2	8	19	32
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)
Stella Castillo	Assistant Principal		
Lucy Aguirre	Parent Coordinator		
Steven Cook	ESL Teacher		
Maria Gil	Parent		
Franchesca Tavares	Teacher/Subject Area		
	Teacher/Subject Area		
Joana Hall	Coach		
Laya Ameri	Coach		
Rosa Moreno	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Terri Outerbridge	Other		
Vanessa Esquea	Other		

Jenny Moon	ESL Teacher		
Margaret Padua	ESL Teacher		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

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.

The Home Language Survey and Ethnic Survey at registration informs us of our students' home-language. Parent surveys on our progress report states our translation needs.

Description of how records are maintained (eg ATS, Emergency Cards, HLIS Surveys etc)

Data is entered and updated on a regular and ongoing basis. The pupil accounting secretary along with the family worker also maintains the student records (ie emergency cards and HLIS surveys). Incorrect and/or inconsistent data is weeded out and identified by our School Data Manager on a regular basis to later be corrected by the pupil accounting secretary.

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.

Since ninety-eight percent of our students come from Hispanic descent the home language of the majority of our students is Spanish. All of our correspondence is in Spanish and we have translators available in Spanish.

According to our ATS data, the language determined by the Home Language Identification Survey (HLIS) the language predominantly chosen is Spanish (84.36%). Of our parents 15.05% chose English as their primary language. We also have two students that speak Arabic, one that speaks Lithuanian, one that speaks Russian and one that speaks Telugu. We offer language interpretation via phone and all forms are sent to the parents in the language they are comfortable reading.

The language chosen in the HLIS is shared with the teachers and staff. It is included in the student cumulative record and printouts are also given to the teachers at the beginning of the school year and also at their request.

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.
-

All of our parent communications are bilingual Spanish/English. This includes and is not limited to: the principal's newsletter, parent notices, report cards, interim progress reports, home-school connections in literacy and math, and calendars. The CEP will be translated into Spanish and is soon to be posted on the school website.

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.

The Main office is always staffed with an employee who speaks both English and Spanish to assist families when they visit the school. The Parent Coordinator, Family Worker, and Guidance Counselors are also bilingual in Spanish. Most of our administrators, teachers, paraprofessionals and counselors are available for translations when needed; i.e. parent-teacher conferences). Our parent workshops, orientations, and PTA meetings are conducted in English and Spanish. The parents receive a translated version of the Parents Bills of Rights which is disseminated by the Department of Education from the parent coordinator.

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>.

We fulfill the Chancellor's regulation by always having available bilingual in Spanish staff members to serve as interpreters, and to translate written communications sent home by the school. Additionally,

1. Provide strategies to increase parental involvement
-

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:	\$760,878	\$167,169	\$928,047
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,609		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,672	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$38,044		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$8,358	
6. Enter the anticipated 10% set-aside for Professional Development:	\$76,088		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$16,717	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
91.8%

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.

Our school will implement a quality professional development program that is continuous, and sustained. The professional development will be provided in grades K to 3 by the Reading First Tier II Coaches, and in grades 4 and 5 by a Literacy Coach, School Administrators, mentors, outside consultants (i.e. Reading Reform Foundation), and LSO Knowledge Management team. The professional development will be conducted during school hours, grade level meetings, after school sessions, and in highly focused Saturday staff development workshops.

Our professional development will provide our teachers with scientifically based research methods that will; strengthen the core academic program; provide an enriched and accelerated curriculum; strategies for meeting the educational needs of all students including ELLs and SWDs.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

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

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 152 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: send letters home, post information for parents on bulletin boards, collaborate with CBO's to deliver workshops to parents.
2. P.S. 152 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: parents will be active members in the Schools Leadership Team, the Parents Association will organize monthly meetings, and parents will be encouraged to participate in the Community Board Meetings which are facilitated at the Regional Level.
3. P.S. 152 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: All support staff will work together to effectively implement parent involvement activities. The following activities will be offered to parents to reinforce information and skills presented to their children through the academic school year.

1. Parent Workshops in Dual Language, ELL and Literacy
2. Training Opportunities
3. Conflict Resolution and Mediation Activities

P.S. 152 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies with the Children's Aid Society where workshops are given to promote adult learning in ESL, Sewing, Arts and Crafts, establishing cottage industries and Pre-School Daycare programs.

The Parent Coordinator at P.S. 152 will focus on increasing parental involvement in the school by working closely with parents and community organizations. In an attempt to improve students' academic achievement and enhance parent involvement the following activities will be offered:

- a. Workshops and information will be provided to parents to help them understand school policies in accordance with Chancellors Regulations.
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. 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: Literacy and Technology Workshops.

c. In order to provide the best possible service to our students, it is necessary to offer training opportunities to all school staff. Training topics include but are not limited to the following: Promoting Student Success, Behavioral Management, School based Early Intervention and Support Services, Building Students Self Esteem and Confidence

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Reading First, Everyday Math and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Offering a Parents Library, Educational Parent Trips, Bringing in CBO's to facilitate workshops such as Asthma and Nutritional Programs.

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

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team signatures and PA Executive Board signatures. This policy was adopted by the PS 152M Parent's Association and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A.

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 Responsibilities

P.S. 152M will:

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

By crafting and implementing lessons and activities that follow the New York State Reading and Social Studies Standards and focus on vocabulary development and comprehension that will be implemented in an effort to promote English Language acquisition.

2. Hold Fall and Spring Parent-Teacher Conferences during which this compact will be discussed as it relates to their individual children's achievement. 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Access to interim testing results on ARIS, Fountas and Pinnell Independent Reading Score Levels at least three (3) times a year, and report cards.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: By mutual appointment during teacher prep periods, during fall and spring Parent Teacher Conferences.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can volunteer at the school through the Parent Coordinator, they are also invited to assist teachers during cuminating student activities and as chaperons on class trips.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), during Parent Association and/or SLT meetings.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL PARENT(S) STUDENT

 DATE DATE DATE
 (Please note that signatures are not required)

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.

Over the past three years the overall average performance of students in grades 3, 4 and 5 has increased by approximately 3% and, their average progress rate has also increased by approximately 18%. Additionally the school has also been moving towards closing the achievement gap in the NCLB categories by increasingly gaining additional credit in these categories (3.6/15pts in 2006 and 2007 to 6.0/15pts in 2008).

Despite these successes the school has a Title 1 Accountability Rating as a School in “focused” Corrective Action, year 1. Students in these categories did meet AYP in 2007 but unfortunately missed meeting the AYP for the needed second consecutive year in 2008.

The Progress trends that were identified as a result of an analysis of ELA student performance in grades 4 and 5 over the past three years indicated the following:

- Overall scores of English Language Learner students in grades 4 and 5 reflected a .1% negative gain in ELA
- Overall scores of Special Education students in grades 4 and 5 reflected a 8.6% negative gain in ELA.
- Overall scores of Hispanic Students in the lowest 1/3 of NYC students in grades 4 and 5 reflected a .5.5% negative gain in ELA.

Thus, P.S. 152 will focus interventions for ELLs, SWDs, and students who have been identified as being at risk who have not met the standards in Reading.

2. Schoolwide reform strategies that:

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

The greatest challenge therefore still remains in closing the achievement gap for the ELLs and SWDs in ELA as these students had overall negative gains in ELA.

Based on prior year reflections and data the staff has identified vocabulary development and differentiation of instruction as the areas to focus on to best support student learning and increase student achievement for the ELLs and SWDs.

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Creation of the school schedule which ensures 2 periods blocks for both literacy and math instruction.
- Use of data on ARIS and Scantron Performance Series website to drive instruction and facilitate differentiation by the creation of small groups when implementing the workshop model of instruction.
- Summer school for non mandated students in grades K-5

- o Help provide an enriched and accelerated curriculum.

- Creation of an integrated Social Studies/Literacy Writing Curriculum
- Dedicated cluster teaches to teach Science
- Creation and maintainance of a science lab

- o Meet the educational needs of historically underserved populations.

- Provide a Spring Academy for ELLs and at risk students.

- Delivery of academic intervention services to SWDs.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- * CBO relationship with the Children’s Aid Society which provides academic, as well as family assistance services.
- * CBO relationship with Columbia Presbyterian hospital for Mental Health Services includes an on site psychologist to provide counseling and resources to parents and students
- * Scheduling of AIS services to facilitate the push-in model of ESL across all the grades.
 - o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

PS 152 has a highly qualified senior staff.

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.

The school has three ½ Time Literacy Coaches/ Intervention Teachers. It also participates in staff development through the Reading Reform Foundation and has hired consultants specializing in the "Step-Up-To-Writing Program to give workshops to teachers across the grades and disciplines. Teachers across the grades also receive professional development in data analysis, lesson planning, goal setting, differentiation of instruction, vocabulary development and assessments.

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

The tone of the building, focus on data driven instruction and the grades on the most recent NYC Progress Reports and Quality Reviews are the most successful strategies that the school implements to attract teachers to join its staff.

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

Parents are encouraged to participate in culminating activities at the end of units of study.

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.

The School pre-screens graduating pre-schools to determine their English Language Skills and school readiness to place them in Kindergarten to their needs.

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.

Grade meetings are conducted monthly to identify student needs, trends and make curricular decisions. The School Cabinet meets regularly with the coaches and the intervention team to also make instruction decisions.

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

Students are screened according to assessments like the K-3 EClass, DIBELS, 3-5 DRA, State Assessments (in ELA and Math) and the Scantron Performance Series. Programs used for ELA are Wilson Reading, Quick Reads, Lexia Reading Program, Foundations, Exploring Math and Fast Track Math.

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.

The school enjoys a partnership with the Children's' Aid Society which supports whole family needs, Healthy Schools Health Families – an on-site nutrition and physical fitness program from the local hospital (Columbian Presbyterian) is another partner which helps address the children's' needs.

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.

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

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;

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

c. Minimize removing children from the regular classroom during regular school hours;

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

4. Coordinate with and support the regular educational program;

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

5. Provide instruction by highly qualified teachers;

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

7. Provide strategies to increase parental involvement; and

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

8. Coordinate and integrate Federal, State and local services and programs.

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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:

Corrective Action - Year 1

SURR 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.

Both the ELLs and SWDs did not meet Adequate Yearly Progress (AYP) Goals in ELA. Analysis of the NYSESLAT scores for both ELLs and SWDs who took the test, indicated that the students' weakest areas of performance were in the modalities of Reading and Writing. All students were administered the DRA Reading assessment to establish their baseline independent Fountas and Pinnel Reading Levels for the 2009 -2010 academic year. Overall scores for these students indicated that a majority of them read significantly below grade level. On both assessments students demonstrated limited vocabulary which has affected their reading comprehension, and ability to make reasonable inferences to gain meaning. In writing, students demonstrated deficits in sequencing information and providing details. These same trends were identified in monolingual SWDs who only took the ELA assessment.

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.

From Kindergarten – 3rd Grade, lessons and activities that follow the New York State Reading Academy's strategies in vocabulary development and comprehension are implemented. In grades 3, 4 and 5 the Scantron Performance Series is used to provide data for

small group instruction that will focus on the students' individual needs. Across 2nd- 5th grades, ESL teachers push-in to support and modify instruction for ELLs and SWDs.

On-going professional development and curriculum writing /lesson planning in Social Studies/ELA integrated units of study are conducted weekly during Circular 6 periods. Results from the DRA and running records are used to differentiate instruction and increase academic rigor.

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.

PS 152M provides a variety of professional development opportunities for its teachers. The Reading Reform Foundation provides PD in literacy and best teaching strategies. In grades Kindergarten – 3rd Grade, two ½ time Reading First coaches/intervention teachers, and in grades 4th and 5th a school-based ½ time coach/intervention teacher all provide ongoing professional development to teachers servicing ELLs and SWDs in both monolingual and bilingual classes. The school provides additional professional development to ESL and Bilingual teachers in areas of scaffolding and differentiated instruction for ELLs and SWDs. Additionally, the school has contracted professional Consultant from the Step-Up-to-Writing program who has given workshops and conducted model lessons across the grades. Per-session hours have been scheduled for staff to participate in Professional Learning Teams concentrating on curriculum development and implementation based on student data to increase student learning.

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

A classroom-based teacher mentoring model has been selected to meet the professional development needs of the one newly certified teacher on staff, who is a Special Education Teacher in a Bilingual Integrated Co-teaching Class (CTT) and is therefore always teaching ELLs and SWDs. The ½ Literacy Coach/ intervention teacher will meet with her at least two times a week to share best practices, develop lesson plans, and support in implementation of the curriculum. Additionally the Special Education Supervisor provides guidance and modeling on how to write and implement I.E.P.s, as well as differentiation of instruction for ELLs.

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.

During a Parents' Association Meeting, the Principal informed parents of the school's improvement status. She used over-head slides of charts delineating the analysis of student testing data that lead to school to become in School in Corrective Action Year 1. She conducted the meeting in Spanish after the attendees were surveyed as to their language needs. A letter informing parents, of the improvement status, which was written in English and Spanish was also sent to parents of all students enrolled at the school.

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 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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Review of data (NYSESLAT, NYS Exams classroom assessments) indicated that appropriate academic intervention services along with the use of the push-in model in delivering ESL to the PS 152M ELLs addresses the English Language Acquisition needs of its students by utilizing best practices of collaborative teachers servicing the same students.

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

- Applicable
- 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?

Longitudinal progress of ELLs over the past 3 years demonstrates growth across grade 4 and 5 students who have taken the NYS ELA assessments.

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.

N/A

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.

The school is in its seventh year of implementation of Everyday Mathematics as its core math curriculum in grade Kindergarten to 5th grades. The program and its materials are aligned to the New York State Standards.

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?

All PS 152 students including each sub-group: low income, Hispanic, ELLs, and Students with Disabilities and English Proficient have met the NCLB standards set by New York State for the past 5 consecutive years. Our performance rate has increased each year. We do have a concern regarding all students making a full one year's progress.

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.

N/A

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.

PS 152M implements the Reading and Writing Workshop model of instruction across all grades and therefore disagrees with the panel's findings in ELA regarding explicit instruction and differentiation during literacy instruction. Additionally as a Reading First school our staff has received professional development on the 5 areas of reading instruction with particular emphasis on differentiated instruction and assessment in whole group, small group and individual instruction.

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

- Applicable 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?

The following evidence is visible during literacy instruction:

- Regular assessments including: Unit Exams, progress monitoring through DIBELS, DRA, Scantron Performance Series, informal running records, and conferencing
- Differentiated Instruction through the use of the balanced literacy model in all grades
- Use of Scientific, Researched-based Literacy Program in English and Spanish: Harcourt Trophies/Trofeos in grades K to three
- 90 minute literacy block, uninterrupted in grades K to three

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.

N/A

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.

Review of PS 152M data (New York State Acuity and classroom assessments) indicated that the Everyday Math Program utilized at the school uses best practices in providing its students with appropriate academic services.

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

Applicable 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?

Constant progress reported on NYC School Progress Report across all subgroups in Mathematics.

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.

N/A

³To 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.

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.

PS 152M has predominantly a stable senior staff, with only one new teacher on staff.

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?

Review of the state report card will indicate that PS 152M has highly-qualified teachers. Review of the school’s budget will reveal that it has a high average teacher salary reflecting tenured senior teachers.

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.

N/A

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.

PS 152M Teachers did not participate in QTEL, predominantly because it requires an absence of 4 to 5 school days. Teachers in the Dual Language program did get an extra Prep every week to have a department meeting with their supervisor. During these meetings teachers had the opportunity to share best practices in language acquisition. The ESL team was also included in all Literacy training to provide them with best practices in increasing language acquisition.

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?

Schedules, meeting agendas, and sign-in sheets are evidence that this information was effectively communicated to the teachers.

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.

N/A

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.

Meetings and professional development on ELL student data was provided at the school level by the administration.

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?

All classroom teachers were given student data for all their students, which included the ELLs, in data binders.

ESL teachers implemented the push-in model of instruction and serviced their students in small differentiated groups within the classes they pushed into.

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.

N/A

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.

Supervisors review all data and distribute it to classroom and ESL teachers at the beginning of the school year. Teachers know who their ELL students are and receive all assessment data from the previous year. Teachers measure these assessments against grade level expectations. Teachers access ARIS which provides ELL status for current and previous years.

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?

For the 08-09 school year the school made progress in the subgroup ELLs in both math and ELA, but missed meeting safe harbor for the ELLs in ELA by one point. In the 09-10 school year the school will continue to focus on the performance and progress of its ELLs by including them in its CEP goals.

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.

N/A

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.

To address the needs of its special education students, all teachers working with students with IEPs have copies of student goals and modified promotional criteria. In addition, every teacher with an IEP student in their classroom is required to complete progress reports four times a year. These students receive differentiated instruction and additional intervention services. Teachers attend annual and triennial EPCs to offer information regarding social and academic performance of their students.

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?

Teachers have copies of IEP Goals and testing accommodations. Additionally, teachers participate in EPC meetings regarding students with IEPs.

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.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

Students in Temporary Housing receive academic intervention services, counseling and after school tutoring if necessary. In addition the school put aside money from its Title I SWP to provide funding for clothing, transportation (i.e. metro-cards) and school supplies as needed. Our Children's Aid Society (CAS) partners also assist families in crisis. CAS is able to assist with rent arrears to prevent families from being placed in the shelter system. The CAS New York Times neediest cases fund can also be tapped for emergency food, seasonal clothing, and home furnishings necessities.

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.