



**PS153Q
MASPETH ELEMENTARY SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 24Q153
ADDRESS: 60-02 60TH LANE
MASPETH, NY 11378
TELEPHONE: 718-821-7850
FAX: 718-386-7392**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS153Q SCHOOL NAME: Maspeth Elementary School

SCHOOL ADDRESS: 60-02 60th Lane Maspeth, New York 11378

SCHOOL TELEPHONE: 718-821-7850 FAX: 718-386-7392

SCHOOL CONTACT PERSON: Susan Bauer EMAIL ADDRESS: SBauer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susan Bauer

PRINCIPAL: Susan Bauer

UFT CHAPTER LEADER: Diane Chiauzzi

PARENTS' ASSOCIATION PRESIDENT: Susan Barrese

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 SSO NAME: ICILSO/Network #12

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madeline Chan, IA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Susan Bauer	*Principal or Designee	
Diane Chiauzzi	*UFT Chapter Chairperson or Designee	
Susan Barrese	*PA/PTA President or Designated Co-President	
Susan Yanez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Oonagh Turitto	DC 37 Representative	
n/a	Student Representative	
n/a	CBO Representative	
Gail Chuden	Member/Special Education IEP Teacher	
Josephine Saia	Member/6 th Grade Teacher	
Carmel McGill	Member/1 st Grade Teacher	
Kerry Murtha	Member/Parent	
Lyde Parayno	Member/Parent	
Elisabeth Burzynski	Member/Parent	
Miriam Amaro	Member/Parent	

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

The teachers, administrators, and staff at P.S. 153 pride themselves on providing a rigorous and well-rounded education to the students in their care. Located in Maspeth, Queens, the “Maspeth Elementary School” serves the academic and social needs of over 1400 students from the community and neighboring areas.

We are committed to meeting the needs of all our students. Differentiated instruction for our English Language Learners, Students with Special Needs, Gifted students, and all others from across the broad spectrum of student abilities, is a primary emphasis at our school. Self-contained special education classes, CTT classes, and five ELL teachers work with students both during the school day and extended day. Guidance and support services are provided to assist students who are experiencing issues that are impacting on their ability to achieve academically.

We are particularly proud of our extensive arts program which frequently includes classroom visits by artists, musicians, dancers, and actors. It’s not unusual to find classes attending performances at Lincoln Center, Carnegie Hall, the Queens College Arts Center, or visiting the many art, science, and cultural museums in New York City. Our art, music, and movement clusters help round out students’ experiences. Our 3rd, 4th, and 5th grade students pursue their interests in art, animation, dance, photography, martial arts, music, etc., through our School-wide Enrichment Program.

Technology is also a priority in our school. A number of classrooms work daily on Smartboards. Students attend classes in our two computer labs, as well as receive instruction through the use of the laptop carts available to classroom and cluster teachers. Over the past several years, RESO A grants awarded to our school have helped add additional computers, Smartboards, and document cameras for student and staff use.

Our highly qualified staff is supported by one full time and one part time Literacy coach, as well as a Math coach. They attend professional development and study group workshops both on and off site. Staff members also participate in our literacy, math, and technology cadres, bringing their knowledge and experience back to share with their grade-level peers.

The parents and community of the Maspeth Elementary School are major contributors to our success. Our PTA works tirelessly to provide additional funding for performances and materials for students, as well as other enriching experiences such as the annual book fair, Family Math Night, and Santa’s Workshop. The Learning Leaders program, sponsored by the PTA, offers additional one-on-one academic assistance for struggling learners.

Students at our school are frequently awarded for their achievements. Our Senior Band competes in the annual Music in the Park competition in Dorney Park, PA and has won first prize 5 years in a row. We have had winners of local writing contests, Borough chess tournaments, and National winners of the Continental Math League. Our graduating sixth graders have been nominated to attend the Junior National Young Leaders Conference, and several students leave us to go on to study at Hunter College High School.

Finally, community service is highly valued at the Maspeth Elementary School. Students are encouraged to participate in a yearly “Penny Harvest” which awards money to be sent to a charity determined by the students themselves. In addition to individual class collections of toys and food for the homeless, fund-raising for St. Jude’s Children’s Hospital has become a yearly event. Students also render service to our school by participating in our Safety Patrol, Student Council, and Nutrition Committee.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 153 Maspeth Elem								
District:	24	DBN:	24Q153	School BEDS Code:	342400010153				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	72	72	71		93.4	93.9	94.3		
Kindergarten	179	167	181						
Grade 1	192	189	186	Student Stability - % of Enrollment:					
Grade 2	183	189	212	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 3	179	184	191		95.4	94.9	95.4		
Grade 4	184	184	191	Poverty Rate - % of Enrollment:					
Grade 5	198	184	193	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 6	173	199	168		48.4	43.9	51.5		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 9	0	0	0		0	6	7		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 12	0	0	0		4	4	6		
Ungraded	1	3	4	Special Education Enrollment:					
Total	1361	1375	1405	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					4	4	6		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	54	47	44	Principal Suspensions	53	50	54		
# in Collaborative Team Teaching (CTT) Classes	10	16	28	Superintendent Suspensions	7	5	8		
Number all others	61	68	72	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(BESIS Survey)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	20	14	20	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Dual Lang. Programs	0	0	0		75	82	89		
# receiving ESL services only	186	169	143	Number of Teachers	75	82	89		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	25	0	12	Number of Administrators and Other Professionals	8	16	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	9	10
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	96.0	98.8	97.8
				% more than 2 years teaching in this school	76.0	74.4	77.5
				% more than 5 years teaching anywhere	53.3	65.9	59.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		87.0	89.0	90.0
American Indian or Alaska Native	0.2	0.0	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	1.6	1.3	1.4		100.0	94.5	94.1
Hispanic or Latino	45.8	47.0	46.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.5	6.6	6.5				
White	45.9	45.1	44.3				
Male	51.7	50.8	50.3				
Female	48.3	49.2	49.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 1						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SRAP 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		√SH	√	-			
Limited English Proficient		X	√				
Economically Disadvantaged		√	√				
Student groups making AYP in each subject		6	7	1	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	94.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	10.3	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	18.6	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	55.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9.8		

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

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

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

SECTION IV: NEEDS ASSESSMENT

- 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?
-

NCLB/SED Accountability Status

For the 2007-2008 school year we did not meet our AYP due to an error in the participation rate for our ELL students. Consequently, we were identified as a School in Need of Improvement (SINI). The process of recording participation which caused this error has been addressed and we did meet our AYP for 2008-2009 and are now in a holding pattern regarding our SINI status. We project that PS 153 will again meet our AYP for the 2009-2010 school year and will be recognized as a School in Good Standing.

Student Performance Trends

Student Progress for **Mathematics** indicates the following:

- According to the **New York City Department of Education** data on the 2009 State Math Test, the level 3 and 4 students in our school increased from 2008 to 2009 in every student group and in grades 4 & 6 in Mathematics. The number of ELL students performing at a level 3 or 4 in mathematics increased by 10.3% from 2008. The General Education Students performing at a level 3 or 4 in mathematics increased by 3.4% from 2008. The number of Special Education students scoring a level 3 or 4 increased by 5.9% from 2008. In Grade 3 the number of students scoring 3 or 4 decreased 1% from 93.7% in 2008 to 92.7% in 2009. In Fourth grade the level 3 & 4 students increased 7.9% from 85.2% in 2008 to 93.1% in 2009. The number of students scoring a 3 or 4 in grade 5 decreased 2.5% from 91.7% in 2008 to 89.2% in 2009. In grade 6 the number of students scoring 3 or 4 increased 10.9% from 81.3% in 2008 to 92.2% in 2009. According to the same data the level of students at level 1 decreased by 3.1%. There was a decrease of 8.5% overall in students at level 2.

Student Progress for **English Language Arts** indicates the following:

- According to the **New York City Department of Education** data on the 2009 ELA Test, the level 3 and 4 students in our school increased from 2008 to 2009 in every student group except special education and in all grades in ELA. The number of ELL students performing at a level 3 or 4 in ELA increased by 4.0% from 2008. The General Education Students performing at a level 3 or 4 in ELA increased by 11.6% from 2008. The number of Special Education students scoring a level 3 or 4 decreased by 0.3% from 2008. In Grade 3 the number of students scoring 3 or 4 increased 11.2% from 62.3% in 2008 to 73.5% in 2009. In Fourth grade the level 3 & 4 students increased 3.8% from 70.0% in 2008 to 73.8% in 2009. The number of students scoring a 3 or 4 in grade 5 increased 4.8% from 74.7% in 2008 to 79.5% in 2009. In grade 6 the number of students scoring 3 or 4 increased 22.8% from 66.8% in 2008 to 80.6% in 2009. According to the same data the level of students at level 1 decreased by 1.9%. There was a decrease of 8.5% overall in students at level 2.

Summary of Data Analysis/Findings

Mathematics

Results of the **2009 New York State Mathematics Assessment** indicate that 7% of third graders scored below the target range in Number Sense and Operations Strand, 7% of fourth graders scored below the target range in the Geometry Strand, 8% of fifth graders scored below the target range in the Number Sense and Operations Strand and 4% of sixth graders scored below the target range in all four strands.

- The **2008-2009 Progress Report** indicates that 81.8% of our students made at least **1 Year of Progress** in mathematics which is 98.0% of the way from the lowest (52.4%) to the highest (82.4%) score relative to our Peer Horizon and 100% of the way relative to the City Horizon. The Progress Report also points out that 0.59 is our average change in **Student Proficiency for Level 1 and 2 Students**, which is 87% of the way from the lowest (0.12) to the highest (0.66) score relative to our Peer Horizon and 100% of the way to the City Horizon. Further, the Progress Report shows that 77.9% of our **Lowest 1/3 Students** are making at least 1 year of progress. Which is 73.3% of the way from the lowest (50.5%) to the highest (87.9%) score relative of our Peer Horizon and 73.7% of the way relative to the City Horizon. Lastly, this report shows that 0.11 is our average change in Student Proficiency for level 3s and level 4s, which is 92% of the way from lowest (0.12) to highest (0.13) score relative to our Peer Horizon and 94.1% of the way to the City Horizon.

ELA

Results of the **2009 New York State ELA Assessment** indicate that our third and fifth grade students showed the greatest need for improvement in the area of Information and Understanding when measured against the ELA Learning Standards. 22% of third graders and 14% of fifth graders scored below the target range in this area. The same results indicated that the greatest area of need for 19% of our fourth grade students was Critical Analysis and Evaluation. 8% of sixth graders scored below the target range in this area.

- The **2008-2009 Progress Report** indicates that 74.2% of our students made at least **1 Year of Progress** in ELA, which is 115.6% of the way from the lowest (44.5%) to the highest (70.22%) score relative to our Peer Horizon, and 106.1% of the way relative to the City Horizon. The Progress Report also points out that 0.44 is our average change in **Student Proficiency for Level 1 and 2 Students**, which is 82.8% of the way from the lowest (0.20) to the highest (0.49) score relative to our Peer Horizon, and 82.4% of the way to the City Horizon. Further, the Progress Report shows that 90.7% of our **Lowest 1/3 Students** are making at least 1 year of progress. This is 90.7% of the way from the lowest (61.2%) to the highest (93.7%) score relative to our Peer Horizon, and 87% of the way relative to the City Horizon. Lastly, the Progress Report shows that 0.06 is our average change in student proficiency for level 3 and level 4 students which is 95.5% of the way from the lowest (0.15) to the highest (0.07) score relative to our Peer Horizon and 93.3% of the way to the City Horizon.

Greatest Accomplishments

As indicated in the Quality Review, P.S. 153's leadership is a team of skilled educators who work together effectively, enabling the school to run smoothly and creating a supportive environment for learning. Teachers work collaboratively and tirelessly to continually improve their instruction to help students achieve and to make learning enjoyable. Parents and students appreciate the safe, welcoming environment of the school. Behavior and relationships are excellent, based on mutual trust and respect. It is due to the high degree of professionalism and the dedication of the entire school community that P.S. 153 can list the following accomplishments:

- Over the past several years we have made the transition from a textbook driven curriculum to one that is focused on the needs of individual students. Though due to this year's budget cuts we have had to end our relationship with Columbia University Teachers College Reading and Writing Project, the collaboration between TC and our school has resulted in increased individual and small group instruction for our students. One full time literacy coach and a part time staff developer work together to address the needs of our new teachers and of our experienced teachers.
- In mathematics the results of the 2009 New York State Mathematics Assessment indicated that there was an overall increase of 6.8% on levels 3's and 4's and a 4.7% decrease in levels 1 and 2. We have incorporated a new math curriculum for self-contained Special Education classes to help continue to increase the number of students performing at levels 3 and 4.
- According to NYS ELA results the number of level 3 and 4 students in our school increased in every student group and in grades 3 and 4 during the 2007-2008 school year. We also received extra credit on our progress report for closing the achievement gap for ELL's (+1.5), Special Education Students (+0.75) and Hispanic Students in Lowest Third Citywide (+0.75).
- Parent involvement in the school and students' academic achievement is consistently high. Learning Leaders assist classroom teachers as needed, our PTA is committed and provides support in all areas of school life, and parent participation in events like our Science Fair, Family Math Night, and parent workshops is strong.
- In order to build technology capacity, we have established a cadre of 10 teachers, (one representative from each grade level, a special education teacher, and the librarian) who are interested in incorporating available technology into their classroom instruction. This technology cadre meets several times a month and has undergone valuable training opportunities and produced artifacts such as: a school standard for smart board orientation and training, the creation of web portals that organize content area, on-line resources and classroom technology troubleshooting. The work of our Math Cadre will be expanded this year.
- Our Academic Intervention Team has proved invaluable in preventing students from "falling through the cracks" by identifying and addressing their academic needs. Academic Intervention Services (AIS) are provided to students who require additional assistance in meeting the New York State standards in ELA and mathematics. Guidance and support services are provided to assist students who are experiencing issues that are impacting their ability to achieve academically.
- We are continuing our work with Grades 3-6 on the Science Core Curriculum. We are now implementing the new Core curriculum in Science in grades K, 1, and 2. Along with this new core curriculum our four science clusters have students keeping science inquiry notebooks. Our students also participate in the annual school-wide Science Fair.
- A Social Studies Fair was established last year to showcase the work of our students in this subject area.
- Developing awareness and appreciation of the arts for all students continues to be a fundamental goal of our school. One full time art cluster, one 3 day F-status art cluster, and two 2-day music clusters provide formal art and music instruction to over 40 classes. Beginning in the fourth grade, selected students are offered the opportunity to participate in band and chorus. Additional support for our arts initiative is provided to the students through Project Arts sponsored partnerships offered by cultural organizations such as Lincoln Center Institute, Chamber Music Society, Little Orchestra Society, Queens Symphony Orchestra, Young Audiences, Making Books Sing, Carnegie Hall, Queens Theatre in the Park, and LEAP.

- The Beacon Program, which is a program for students of District 24 who have been identified as being academically gifted, is an important part of the P.S. 153 community. There is one Beacon class per grade, beginning in First Grade and ending in Sixth Grade. Students selected for the Beacon Program are offered a rigorous, enriched curriculum utilizing methodologies such as project-based learning, and where applicable, a compacted curriculum. It addresses the special learning needs of these children so that they meet their potential in a stimulating and enriched environment.
- Recognizing that every child has interests and talents that should be nurtured, we instituted a School-wide Enrichment Model (SEM) for our third, fourth, and fifth grade students. Through an interest inventory, areas of student interest were determined. Student clusters were formed and meet once a week for ten week cycles to pursue and develop interests such as painting, animation, drama, photography, computers, and music.

Aids to Continuous Improvement

A number of factors will provide significant aid to our continuous school improvement.

- Last year we had four inquiry teams, one of which was a study group on boys and their reading habits. Two of our inquiry groups focused on ELA while one focused on math. Our fifth grade inquiry team's goal was to improve student performance on the NYS ELA test. The results were remarkable. The average growth in proficiency ratings of our Inquiry Team was .53. All the students showed progress, 13 of the 18 students went up an entire level while one student went from a level 1 to a level 3. Our second Inquiry Team focused on 19 second graders and our goal was for those students to make a year and a half growth in their reading levels. Of those students seven made between a year and a year and a half's growth while nine made between a half and a year's growth. Our third Inquiry Team focused on 24 students struggling in math. The results were impressive. The average growth in proficiency ratings of our inquiry team was .44. 13 of the 24 students went up an entire proficiency level while one student went up 2 levels. This year we are having inquiry teams on every grade level so we hope to duplicate and exceed the successes of last years Inquiry Teams.
- Additional support for our ELL's is a school priority. In addition to servicing the needs of our ELL's during the school day with 5 full-time ELL teachers, we also offer the Saturday Intergenerational Program and the Imagine Learning program during small group instruction in extended day.
- Professional development continues to be a priority in our school. An additional non-attendance day has been requested and will be used to help teachers meet the professional development goals they have established for themselves. In addition, ongoing differentiated PD during the school day continues throughout the school year via common preparation periods, faculty conferences, grade conferences, etc.
- All teachers will be receiving professional development on the NY State Mathematics Standards and their alignment to the Everyday Math and Impact Math programs, as well as PD on interpreting and using the data from the Instructionally Targeted Assessments, Predictive Assessments, Assessment Pro and State Assessments to help drive instruction and help set goals for students and provide focused instruction to meet these goals. In ELA teachers will also be instructed to use data from these assessments to develop student goals, examine previous year's tests and plan instruction. Additional professional development for ELL, AIS, Science and Special Education teachers is planned.
- To continue to build the involvement of parents in our school and their children's education, workshops are planned on how to access student's Predictive Assessment results and on preparing children for the ELA exam. Parent workshops on the NYS Math Content Strand and on using Acuity assessment data retrieval, interpretation, and utilization are also planned. In addition, our parent coordinator and our guidance counselors have developed a series of workshops focused on parenting skills
- The ability to reduce class size in first and fourth grades should aid in our school's continuous improvement.
- The inclusion of student's with special needs in CTT classes on grades K, 3, 4 and 5.
- Strong support for teachers and students by administrators, math and literacy coaches, AIS team, and knowledgeable and dedicated Cadres in Math, Literacy, and Technology. Our literacy cadre has already begun the process of aligning the written curriculum to the NYS ELA standards in primary reading, and

teachers continue to supplement and differentiate the written curriculum to ensure that students receive well-rounded literacy instruction that meets their needs. Our technology cadre's goal is to serve as role models that will encourage the rest of our faculty to become more proficient in incorporating technology into their classroom instruction.

- RESO A Grant to provide teachers with more in class technology to plan and execute lessons according to the goals set for students.
- A committed and knowledgeable staff working to ensure that the needs of all students are met and the highest standards are achieved.

Barriers to Continuous Improvement

- One of our major barriers to continuous improvement involves funding for current and future initiatives. As a result of budget cuts programs in music and the arts are in jeopardy. Budget cuts for the 2009-2010 school year have curtailed the number of AIS providers and after school programs, which have always benefited our At-Risk Students. Currently, the number of AIS providers is insufficient to enable us to provide all our at-risk students with additional support and makes the delivery of differentiated small group instruction more challenging for our classroom teachers. Budget cuts are also restricting funds to purchase additional student materials as well as sending teachers to workshops off site. We will continue to lobby elected officials for legislative grants, apply for other available grants, and increase our fundraising efforts.
- We have reduced class size in the first and fourth grade. Due to a lack of space in the school it is impossible to reduce class size in the upper grades. As a result of our large upper grade registers teachers find it difficult to meet with individual or small groups as frequently as necessary to deliver consistent focused differentiated instruction. We have also been forced to have our pre-k classes share a room and each class has been capped at 15. This has resulted in the loss of 12 seats for our pre-k which has been credited with successfully preparing the pre-k students for Kindergarten. The lack of space also prevented us from accepting a Gifted and Talented (Beacon) Kindergarten class. We are currently working with the Office of Portfolio Development in an effort to re-zone our school to reduce the number of incoming students which will allow us to recapture much needed space.
- Providing time for Inquiry Teams to meet and for differentiated professional development for teachers during the school day continues to be a challenge. For the past two years we had scheduled an assembly period for each grade once per week. These periods were used to conduct professional development sessions/workshops and also provided coverage for our Inquiry Teams. Due to budget cuts this year, we had to reduce the number of assembly periods to twice per month. We anticipate applying for a School Based Option (SBO) for the 2010-2011 school year, which will allow us to use the 37.5 minute extended time once per week for Inquiry Team work. We have also applied for a Title I SINI grant to allow us to fund after school professional development sessions.

SECTION V: ANNUAL SCHOOL GOALS

After reviewing our Progress Report, Learning Environment Survey, Quality Review, Needs Assessments from faculty and parents, and other available data, we have identified the following priorities:

Annual Goal	Description
Goal Number 1: By June 2010 teachers in grades Kindergarten through 6 th will engage in inquiry work using multiple data sources as measured by 90% teacher use of ARIS.	Due to the positive results of the work of our Inquiry Teams during the 2008-2009 school year, it was determined that an expansion in the number of teams will allow us to further develop teacher proficiency in the use of data to expand and increase student achievement.
Goal Number 2: By June 2010 there will be an increase in the frequency of communication to parents regarding student assessment data from three times per year to eight times a year.	After reviewing the 2008-2009 Learning Environment Survey with the SLT it was determined there was a need to increase the frequency of communication to parents regarding their children's academic performance.
Goal Number 3: By June 2010 the ELL student group will demonstrate progress towards achieving state standards as measured by a 3% increase in the number of students advancing to the next proficiency level i.e., Beginning to Intermediate, Intermediate to Advanced, as determined by the NYSESLAT assessment.	After reviewing the results of the 2008-2009 NYSESLAT it was determined that there was a decrease in the number of students who scored at the Proficient level. In consultation with faculty members, it was decided that there is a need to increase the knowledge and utilization of ESL instructional strategies by our general education teachers of ELLs.
Goal Number 4: By June 2010 teachers assigned to self-contained and collaborative team teaching classrooms servicing students with IEPS will increase their use of differentiated small group instructional strategies by 5% as measured by walkthrough feedback forms.	After reviewing the results of the 2008-2009 New York State Report Card it was determined that there was minimal movement in the percentage of students with IEPS scoring at levels 3 and 4. In consultation with faculty members, it was decided that there is a need to increase the knowledge and utilization of differentiated small group instructional strategies by teachers of our self-contained and CTT classes.
Goal Number 5: By June 2010 the number of teachers incorporating the use of technology in their instructional practices will increase from 30% (27 teachers) to 40% (37 teachers).	After a review of a needs assessment conducted by the technology department, as well as the professional development goals set by individual teachers, it was determined there is a need to increase the knowledge and proficiency in the use of available technology.

SECTION VI: ACTION PLAN

Inquiry Teams

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal Number 1: By June 2010 teachers in grades Kindergarten through 6th will engage in inquiry work using multiple data sources as measured by 90% teacher use of ARIS.</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>	<ul style="list-style-type: none"> • Form additional Inquiry Teams-one on each grade • Increase the use of small group instruction by teachers based on the use of assessment data • Observations and walkthroughs will be conducted with a focus on small group instruction • Schedule monthly meetings for teachers to reflect/discuss/plan instructional strategies/practices regarding target populations • Conduct professional development sessions focused on the Inquiry process. • Inquiry Teams will contribute to the CFI interface • Inquiry Teams will create a community in ARIS to share ideas and practices • Allocate per session funds to compensate teachers for before and after school workshops • Provide coverages for teachers where applicable • Build periods into the Data Specialist’s schedule to provide training and support to teachers involved in the work of Inquiry Team • Reports on the work of each Inquiry Team will be shared with faculty during monthly faculty conferences and grade meetings, and via e-mail. <p>Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist, Teachers</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>Prep Period Coverages and Per Session Funds- Tax Levy Fair Student Funding, Children First Funding, Contract For Excellence Funding</p> <p>Schedule Grade Assemblies to provide time for Inquiry Teams to meet during the school day.</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>The number of teachers involved in the work of inquiry teams will increase throughout the year as measured by the following:</p> <ul style="list-style-type: none"> • We will establish three intervals of periodic review-September/January/June to track progress towards this goal-September 30% (29 teachers) January 60% (58 teachers) June 90% (87 teachers). We will use the CFI Interface documentation on each of the school’s Inquiry Teams to measure the number of participating teachers. • Agendas and minutes from meetings of Inquiry Teams/Faculty Conferences/Grade Conferences/Professional Development Sessions • Formative and summative assessment data of target groups of students used to monitor and

	<p>track progress towards stated goals.</p> <ul style="list-style-type: none">• Teacher lesson plans• Observations of classrooms• Schedule of inter-visitations• Budget Allocations• Data Specialist's Schedule and logs• ARIS
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SECTION VI: ACTION PLAN

Parent Involvement/Communication

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal Number 2: By June 2010 there will be an increase in the frequency of communication to parents regarding student assessment data from three times per year to eight times a year.</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>Student assessment data will be shared with parents eight times by June.</p> <ul style="list-style-type: none"> • Schedule to send home progress reports of students will be developed and shared with teachers • Develop structure/format of applicable progress reports • Solicit written feedback from parents regarding frequency and usefulness of progress reports in February and June
<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>Translation Services (Spanish and Polish) – Title III Funding, Translations Services Funding</p> <p>Supplies (Paper, Ink, etc.)– Tax Levy Fair Student Funding</p> <p>Responsible Staff Members- Principal, Assistant Principals, Teachers, Parent Coordinator</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>Reports of student progress will be shared with parents eight times during the 2009-2010 school year as evidenced by:</p> <ul style="list-style-type: none"> • Teacher checklist of progress reports shared with parents will be reviewed by Assistant Principals monthly from November through June • Written feedback from parents will be solicited and reviewed in February and June

SECTION VI: ACTION PLAN

English Language Learners

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal Number 3: By June 2010 the ELL student group will demonstrate progress towards achieving state standards as measured by a 3% increase in the number of students advancing to the next proficiency level i.e., Beginning to Intermediate, Intermediate to Advanced, as determined by the NYSESLAT assessment.</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>During the 2009-2010 school year general education teachers of ELLs will increase their knowledge and utilization of instructional strategies to differentiate instruction appropriate for English Language learners. This will be achieved by the following measures:</p> <ul style="list-style-type: none"> • ESL teachers will conduct professional development sessions for general education teachers of English Language Learners during grade conferences and before and after school study groups • Schedule congruence for ESL and general education teachers of ELLs to review available data (NYSESLAT, ARIS, etc.) and set learning targets for ELL students. • Arrange inter-visitations to showcase best practices • Observations and walkthroughs will be conducted with a focus on the use of differentiated instruction using ESL strategies • Monitoring of student progress through formal and informal assessments • General Education Teachers will attend off site professional development sessions/workshops pertaining to ESL instructional strategies • Network Support Specialist for ELLs will conduct professional development and coaching sessions for general education teachers of ELLs <p>Responsible Staff Members: Principal, Assistant Principals, Coaches, ESL and General Education Teachers</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>Per Diem, Per Session and Prep Coverage-Tax Levy Fair Student Funding, Title III Funding, Title 1 SINI Grant Funding, Children First Funding, Contract For Excellence Funding Registration Fees/Expenses- Tax Levy Fair Student Funding, Title III Funding</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>The number of students advancing to their next proficiency level as measured by the NYSESLAT assessment will increase by 3%. The following will be used to demonstrate our progress towards this goal:</p> <ul style="list-style-type: none"> • Interim assessments (Practice NYSESLAT) will be administered to ELL students in October and February. • Walkthrough feedback forms documenting the results of walkthroughs conducted in December/March/June reflecting an increase in the use of small group differentiated instruction using ESL strategies by individual teachers of ELL students • Agendas and minutes/notes from professional development sessions • Agendas and Logs from ELL Network Support Specialist • Congruence Schedule • Inter-visitation schedule • Teacher lesson plans • Formal and informal observations reports • Formative and summative assessment data for students • Budget allocations

SECTION VI: ACTION PLAN

Students with Disabilities

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal Number 4: By June 2010 teachers assigned to self-contained and collaborative team teaching classrooms servicing students with IEPs will increase their use of differentiated small group instructional strategies by 5% as measured by walkthrough feedback forms.</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>During the 2009-2010 school year teachers assigned to self contained and collaborative team teaching classrooms servicing students with IEPs will increase their knowledge and utilization of small group instructional strategies to differentiate instruction for their students. This will be achieved by the following measures:</p> <ul style="list-style-type: none"> • Professional Development sessions both on and off site focusing on the use of assessment data to drive individual and small group instruction and to teach and share strategies to adapt and differentiate instruction • Professional development sessions for paraprofessionals • Math and Literacy coaches will conduct coaching sessions for Special Education teachers • Arrange inter-visitations to showcase best practices • AIS teacher will push in to self contained classrooms to allow for an increase in small group instruction • Conduct observations and walkthroughs focusing on small group differentiated instruction in self contained and CTT classrooms • Monitoring progress of students through formal and informal assessments • Utilize the services of the Network Support Specialist for Special Education to conduct professional development and coaching sessions for teachers of Self-contained and CTT classes. • Utilize the services of the Special Education School Improvement Specialist to work with administrators and teachers on the Quality Improvement Process with a focus on small group differentiated instructional strategies via weekly meetings and classroom visits/coaching sessions. <p>Responsible Staff Members: Principal, Assistant Principals, Coaches, IEP Teacher, AIS Teacher, Special Education Teachers, Network Specialist for Special Education, Special Education School Improvement Specialist</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>Per Diem, Per Session and Prep Coverage-Tax Levy Fair Student Funding, Children First Funding, Contract For Excellence Funding Registration Fees/Expenses- Tax Levy Fair Student Funding AIS Teacher-Tax Levy Fair Student Funding</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>The use of small group differentiated instructional strategies for Students with Disabilities by teachers of self-contained and CTT classes will increase by 5% throughout the year as determined by the level of expertise of each individual teacher and as measured by the following:</p> <ul style="list-style-type: none"> • Walkthrough feedback forms documenting the results of walkthroughs conducted in November/February/June reflecting an increase in the use of small group differentiated instruction • Agendas and minutes/notes from professional development sessions • Agendas and Logs from Special Education Network Support Specialist • Agendas and minutes from meetings with Special Education School Improvement Specialist • Inter-visitation schedule • Teacher lesson plans • Formal and informal observations reports • Formative and summative assessment data for students • Budget allocations

SECTION VI: ACTION PLAN

Technology

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal Number 5: By June 2010 the number of teachers incorporating the use of technology in their instructional practices will increase from 30% (27 teachers) to 40% (37 teachers).</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>The number of teachers incorporating the use of technology in their instructional practices will increase from 30% (27 teachers) to 40% (37 teachers) by June 2010. This will be achieved by the following measures:</p> <ul style="list-style-type: none"> • The technology cadre of teachers will continue the work of the past year to increase their knowledge of technology and to exchange practices and ideas • Technology cadre teachers will open their classrooms for inter-visitations and demonstrations to showcase their incorporation of technology in their instruction • Professional development sessions on the use of ARIS, Assessment Pro, NYSTART, etc., to drive assessment based instruction • Periodic walkthroughs focused on the instructional use of technology during instruction • Allocation of funds in Galaxy for equipment and per session • Dedicate funds from RESO A grant for the purchase of additional technology • F-status technology Specialist will work with cycles of teachers in their classrooms to support the acquisition of skills necessary to incorporate technology into their instruction. • Offer opportunities for teachers to attend both on-site and off-site professional development sessions • Program computer clusters' schedules to include technology support to be utilized for training/coaching and/or troubleshooting • Administrative items will be communicated to all faculty members via Outlook e-mail accounts • Program Open Access periods for classes to visit the library to conduct research and participate in video conferences. <p>Responsible Staff Members: Principal, Assistant Principals, Technology Clusters, Technology Specialist, Classroom Teachers</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>Per Diem, Per Session and Prep Coverage-Tax Levy Fair Student Funding, Children First Funding, Contract For Excellence Funding Registration Fees/Expenses- Tax Levy Fair Student Funding Technology Specialist -Tax Levy Fair Student Funding Purchase of additional Technology – RESO A Grant, NYSTL Funds</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>The number of teachers incorporating the use of technology in their instructional practices will increase from 30% (27 teachers) to 40% (37 teachers) as determined by the following:</p> <ul style="list-style-type: none"> • Walkthrough feedback forms documenting the results of walkthroughs conducted in February and in June reflecting an increase in the number of teachers incorporating technology into their instructional practices • Agendas and minutes of technology cadre meetings • Evidence of funding for per session and purchase of equipment • RESO A funding/purchases • Weekly schedules of f-status technology specialist • Agendas and notes from professional development sessions attended by teachers • Teacher lesson plans indicating the use of technology for instructional purposes • Evaluation sheets from teachers who participated in inter-visitations and professional development sessions • Computer clusters' schedules • Observation and walkthrough reports

	<ul style="list-style-type: none">• Budget allocations• Library Open Access Schedule• Use of ARIS and other on line DOE assessment tools
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	24	N/A	N/A	40	2	10	7
1	24	66	N/A	N/A	120	0	2	10
2	11	45	N/A	N/A	120	3	3	6
3	19	56	N/A	N/A	120	3	3	22
4	9	56	15	15	140	5	3	5
5	17	61	15	15	140	5	5	3
6	12	44	15	15	140	3	5	9
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><i>AIS in ELA targets all at risk students:</i></p> <ul style="list-style-type: none"> • Tier I Intervention will be scheduled for one, 45 minute period per week of differentiated instruction in all ELA classes. The effectiveness of Tier I Intervention will be determined through frequent Teachers College inventory, content and skills based data analysis and input from the Inquiry Team findings. Students who are not benefiting from Tier I Intervention will be recommended for Tier II Intervention. • Tier II Intervention will be scheduled for three to four, 45 minute periods per week where a specific differentiated instruction plan will be tailored to target students' individual academic needs. This is an additional supplemental instruction to the general curriculum. Tier II Intervention includes: Great Leaps is a one to one peer tutoring for First Grade students; 25 minutes, 3 times a week during the school day. • During the 2009-2010 school year, Wilson Reading System, a research-based program designed for students Experiencing difficulty with written language in the areas of decoding and spelling, continues to be implemented in our school. Currently, 31 students in Grades K-6 are being serviced for three to four 45-50 minute periods per week. This program originally developed for students who are dyslexic, has been expanded to target the needs of students who still have gaps in their decoding and spelling abilities. <p><i>AIS for English Language Learners:</i></p> <ul style="list-style-type: none"> • Tier I Intervention will be scheduled for one, 45 minute period per week of differentiated instruction during the ESL period. Through frequent Teachers College inventory, content and skills based assessment including Inquiry Team findings, the effectiveness of Tier I Intervention for ELLs will be determined. • Tier II Intervention will take place where ELLs will be pulled out for two or three, 45 minute periods per week so that AIS providers can provide differentiated instructional plan that targets the unique needs of English Language Learners. <p><i>37.5 Minutes Extended Day:</i></p> <ul style="list-style-type: none"> • Text Talk is a read-aloud program being used for 1st to 4th grade in the 37.5 minutes to enhance children's language and literacy development, using a library of trade books. The quality of the talk between the teacher and the children about the story is one of the most valuable aspects of a read-aloud. For children to master sophisticated vocabulary words, they need repeated exposure in a variety of settings which is one of the key strategies in Text Talk. Also, questions posed are open-ended to increase language production and build meaning. The program was purchased as a direct result of the findings of last year's Inquiry Team whose focus group was found to be deficient in vocabulary development. • The 2009-2010 school year will mark the fourth anniversary Wilson's Foundations Reading Program has been adapted in Grades K-2 in our school. This research-based reading program incorporates five essential components of reading instruction: phonemic awareness, phonics, vocabulary development, reading fluency and comprehension. Students use sky writing to learn letter formation and challenging trick or irregular words. Students also use motor memory and tactile learning when they blend and spell words.

	<ul style="list-style-type: none"> • Headsprout is a K-2, interactive, adaptable computer-based reading intervention program. One group of eight at-risk second graders and one group of eight at-risk kindergarten students participate in the program in order to learn and acquire phonemic awareness, phonics, fluency, beginning comprehension, and over 5,000 vocabulary words. The students meet with a technology teacher for 37.5 minutes, four times per week in one of the computer labs. Students also will master strategies for segmenting, blending, decoding in context, and reading for meaning.
Mathematics:	<p><i>AIS in Math targets all at risk students:</i></p> <ul style="list-style-type: none"> • Tier I Intervention is incorporated into the daily math block. Students are taught whole group, and then small group instruction follows depending on the groups needs. On Fridays students receive one, 45 minute period of differentiated instruction during the remediation, enrichment, games day. The effectiveness of Tier I intervention is ascertained through informal and formal assessment. Student observation, unit tests, and the trimester assessment are used to determine success with this intervention. Students who are not benefiting from Tier 1 Intervention will be recommended for Tier II Intervention. <p><i>37.5 Minutes Extended Day:</i></p> <ul style="list-style-type: none"> • Tier II Intervention is scheduled for all 37.5 students. Focused and direct instruction in mathematics is given to all students in the 37.5 minutes after-school program. Individual needs are met during these small group or one-on-one sessions. The effectiveness of this intervention is determined through informal and formal assessments including; New York State Mathematics Test results, unit tests, Trimester Assessments, and student observation. • Tier II Intervention in the form of inquiry groups will take place for students scoring a level 1 or 2 on the New York State Mathematics Assessment. Students in this focus group will develop their number sense and performance with operations through will planned, targeted, data driven instruction with a focus on the process strand. The effectiveness of their intervention is determined in the progress from the baseline to the final assessment.
Science:	<ul style="list-style-type: none"> • Tier I Intervention will be scheduled during the State mandated periods of Science instruction through differentiated instruction in small group and/or one-to-one. • Tier II Intervention will be scheduled for 1.5 hours, two times per week, after school for at-risk students in grade 4, 5 and 6. English Language Learners will receive instruction in content and skills in preparation for the state assessment.
Social Studies:	<ul style="list-style-type: none"> • Tier I Intervention will be scheduled during the State mandated periods of Science instruction through differentiated instruction in small group and/or one-to-one. • Tier II Intervention will be scheduled for 1.5 hours, two times per week, after school for at-risk students in grade 4, 5 and 6. English Language Learners will receive instruction in content and skills in preparation for the state assessment.
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselors provide a six week cycle of counseling for the duration of ½ hour per session. Students facing crisis are eligible to receive counseling services. Students are seen in small groups or one to one depending on their needs. Guidance Counselors provide mandated counseling to students according to their IEP.</p>
At-risk Services Provided by the School Psychologist:	<p>The School Psychologist is available for crisis intervention on an as needed basis during the school day. This may amount up to 5 students a month.</p>
At-risk Services Provided by the	<p>The Social Worker is part of the IEP Team. The social worker's functions are to conduct social histories on all children being evaluated. The social history reviews the child's physical, social and emotional development, the child's family</p>

Social Worker:	and any issues with which the child or family may be dealing. This alerts the IEP Team to various special needs that the child may have. The Social Worker provides tangential academic intervention. This consists of counseling on a short or longer-term basis to help the child deal with school issues, as well as counseling students 1 – 4 times on a crisis basis. Certain behavioral and emotional issues require referral to outside agencies for ongoing treatment. The social worker also provides information and referral about various needs such as health insurance, public assistance, SSI and parenting assistance.
At-risk Health-related Services:	Health related services are offered with 62 students receiving as needed asthma medications, Benadryl and Epi Pen allergy medications, Ritalin, seizure medication, and receiving diabetic treatment, including insulin administration and blood glucose monitoring.

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

NCLB/SED requirement for all schools

**P.S. 153Q
Maspeth Elementary School**

60-02 60th Lane
Maspeth, New York 11378
(718) 821-7850 (telephone)
(718) 386-7392 (fax)

Susan Bauer
Principal

Denise Murphy
Sandra Vartanian
Susan Voogt
Assistant Principals

P.S. 153Q Language Allocation Policy Narrative 2009-2010

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Principal: Susan Bauer
Assistant Principal: Susan Voogt
Parent Coordinator: Susan Yanez
Daniel Berrios: ESL Teacher
Parent: Susan Barrese
Itala Ramirez: ESL Teacher
Doreen Keegan: Literacy Coach
Diane Marzec: Math Coach
Maria Morales: Guidance Counselor
Audrey Murphy: Network Leader

B. Teacher Qualifications

- 5 Certified ESL Teachers
- 2 Certified Bilingual Teachers
- 0 Content Area Teachers with Bilingual Extensions
- 0 Special Education Teachers with Bilingual Extensions
- 0 Certified NLA/FL Teachers
- 0 Teachers of ELLs without ESL/Bilingual Certification

C. School Demographics

- 1416 Students in School
- 189 English Language Learners
- 13.35% ELLs as Share Total Student Population

Part II: ELL Identification Process

ELL students are identified for testing through Home Language Surveys which is given in the native language of the parents. One certified ESL teacher conducts an informal oral interview in English and any available native translations, as part of the registration process. An appropriately certified ESL teacher administers the LABR to eligible students to determine English language proficiency within ten days of enrollment. After a student is determined to need ESL services, an orientation meeting is planned with the parents where the choice of programs for servicing ELLs is explained. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer and are given the opportunity to choose. Parents watch a video showing the different programs for ELLs. The choices are Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The parents fill out a Parent Survey in their native language indicating their choice. The program endorsed by parents has been Free Standing English as A Second Language and the decision to have ESL over Regular Education Bilingual classes is a direct result of the implementation of the city's policy of Parental Choice. All presentations and materials in conjunction with the video are given in the native language of the parents. This ensures that parents of incoming ELL students understand the choices being offered by the Department of Education in order to make a well-informed choice. Parent meetings are also conducted with translators.

ELLs are appropriately placed for the entire academic year. ELLs are assessed at the end of the year according to the results of the NYSESLAT. Parents receive written notification when the children are identified to receive continued ESL services. Continuation in the ESL programs is determined by the results of the NYSESLAT given each spring. The written notification includes a parental choice of programs, i.e., Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The programs servicing ELLs are aligned with the parental

request as indicated on the Parental Choice documents.

Currently, all parental requests have been for Freestanding ESL as indicated on the Parental Choice forms. However, when a parent requests a bilingual or dual language program, they are given the option of going to another location that offers the program of choice. If fifteen parents request the same program in the same language, then a bilingual class is organized. At the present time, there are insufficient numbers to organize a bilingual class.

Part III: ELL Demographics

A. ELL Programs

Public School 153Q is a school with a diverse, multicultural population housing grades Pre-Kindergarten-sixth grade. There are presently 1416 students of whom 189, approximately 13%, receive ESL services. Of the 189 ELLs, 176 are serviced by an appropriately certified ESL teacher in a free standing English as a Second Language program. The remaining 13 are in Spanish self-contained Transitional Bilingual Education (TBE) classes, serviced by two appropriately certified Bilingual Special Education teachers. Of the 176 students serviced by a freestanding ESL program, 24 Kindergarten and 24 third grade students receive services in a self-contained setting, each serviced by an appropriately certified ESL teacher.

B. ELL Years of Service

There are 48 ELLs who have received 4 or more years of service and qualify for extension of services. Of these, 19 are in Special Education classes. Thirteen are Bilingual Transitional Special Education classes with 7 of these ELLs having more than 4 years of service. Of the 48 ELLs who have received 4-6 years of ESL services in a free-standing ESL program, 29 ELLs are in regular education. All long-term ELLs receive services from Title III Afternoon and Saturday Programs, AIS services and the Wilson Reading Program. Newcomers are those children who have arrived from a country whose language is not English, and are registered for less than one year. Presently, during the 2009-2010 academic year, PS 153Q has 38 newcomers whose home language is a language other than English and whose LABR has entitled them to ESL services. These are all at the beginner level and receive eight, 45 minute periods of ESL a week. They are offered Title III programs to jump start their English, support the content areas, as well as English language development. Newcomers use special ESL software that allows the use of technology during the extended day. There are presently no SIFE students at P.S. 153Q.

C. Home Language Breakdown and ELL Programs

In accordance with the New York State guidelines and The P.S. 153 LAP, ELLs are serviced through a Push-in program and two self-contained ESL classes (Kindergarten and third grade), as mandated by the CR Part 154 and Title III guidelines for our Free Standing ESL Program. Of the 189 ELLs, 111 are Spanish speaking and receive services in general education classes and 33 Spanish speaking ELLs receive ESL services in Special Education classes. Of these 33 Special Education ELL students, 16 are in monolingual Special Education classes and receive a Free Standing ESL Program and 13 are in self-contained Bilingual Special Education classes. There are 46 ELLs being serviced through either an ESL push in program or a self-contained program, whose first language is Polish. The remaining 32 ELLs are students whose languages include Bengali, Korean, Greek, Mandarin, Taiwanese, Albanian, Italian, Punjab, Arabic, Romanian, Russian, and Pashti.

D. Programming and Scheduling Information

The ESL program has five appropriately certified ESL teachers and two appropriately certified Bilingual Special Education teachers who service the ELL population according to the State and City mandates, following the instructional strategies of the New York City and State Standards. ELLs are grouped in two classes per grade in grades one, two, four, five and six to allow for the push-in, Balanced Literacy model to be used effectively. Push-in ESL teachers adapt the workshop model by infusing ESL strategies for Beginner, Intermediate and Advanced ELLs. Kindergarten and Grade 3 follow the workshop model of instruction in a self-contained classroom setting. The Workshop model, which follows the research of the National Reading Council, uses mini-lessons, active engagement, teacher conferences, independent reading and writing, and sharing for instruction. Balanced Literacy is infused with ESL strategies of Scaffolding, Sheltered English, Verbal and Written Strategies, Visualization, Graphic Organizers, Reading to Writing Connections, development of Oral language. Differentiated instruction is used to meet the needs of individual students. We integrate the 4 modalities of listening, speaking, reading and writing. Additionally, the content areas are used as vehicles of ESL instruction to prepare the ELLs for city standardized exams in Science, Social Studies and Mathematics. ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of all ELLs.

New Arrivals receive 360 minutes of ESL instruction. Additionally, Title III extended day and Saturday programs are made available for these children to help them further their Academic English as well as content area concepts. Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction. Long Term ELLs have available to them all Title III extended day and Saturday Programs as well as AIS services. These AIS services include the Wilson Program and the Great Leaps Program.

Two appropriately certified Bilingual Special Education teachers service the needs of the self-contained bilingual special education ELLs. The Transitional Bilingual classes follow the 60–40 model, using both the native language and English to teach the content areas. The children receive English as a Second Language Instruction, ELA and Native Language Arts. The NLA component develops communication and academic skills, e.g., in listening, speaking, reading and writing in the student’s native language of Spanish, while cultivating an appreciation of history and culture.

The SIFE are defined as ELL students who, upon enrollment, have had at least two years less schooling than their peers, function at least two years below expected grade level in reading and in mathematics. Title III extended day and Saturday programs are made available for these SIFE students to help them catch up with the basic skills they need in Mathematics and in decoding skills needed for Reading.

ELLs with special needs are assessed in conjunction with the SBST, classroom teacher, ELL AP, and the ESL provider. Special attention is paid to the needs written in the IEP. ELLs with special needs are serviced as per the NYSESLAT and IEP.

Transitional students need the support to maintain progress that will allow them to pass the NYSESLAT. Children who are transitional receive 180 minutes of ESL and 180 minutes of ELA. Additionally, Title III programs are made available to them to maintain the English proficiency skills.

P.S. 153Q recognizes that a strong native language arts foundation give ELLs the resources for strong English language skills. Strategies implemented in the reading and writing workshops are practiced through native language libraries that are available to all students in the languages of Spanish, Polish, Chinese and Korean. Title III funds provide beginner ELLs with the preparation they need to take the content area exams of Science, Social Studies and Mathematics in their native language as they will be taking the State Exams in that target language.

The school has organized ELLs into selected classes in grades one, two, four, five and six, in order to facilitate the servicing of ELLs by a licensed certified ESL teacher. This grouping allows the school to carry out a push in program in which Beginner, Intermediate and Advanced ELLs receive differentiated and small group instruction. ELLs in Kindergarten and grade 3 each receive services by a licensed certified ESL teacher in a self-contained classroom environment. The teaching of Content Area and Balanced Literacy has both language and content goals. Sheltered English is used in presenting densely worded concepts. The language and content points are explicitly taught and assessed through individual and group using the workshop model. All instruction is data driven.

The School Leadership Team, classroom and ESL teachers use the results of the Predictive and Instructionally Targeted Assessments in Reading and Mathematics, and the N.Y.C. Periodic assessments for ELLs to plan the instruction of the ELLs. We believe that instruction and planning must be data driven. The language weaknesses in all of the four modalities of Listening, Speaking, Reading and Writing are addressed through joint planning of the ESL specialist and the classroom teacher.

All ELLs receive additional instruction during the 37 1/2 minutes extended day program. The computer lab uses the Language program *Imagine Learning English* to service the Intermediate ELLs in grades 1 through 3. Beginner ELLs receive intensive Listening and Speaking language instruction in a small group setting. Fourth grade ELLs receive targeted, small group instruction based on academic need (interpreting data in non-fiction reading), which was determined from student assessment data from the previous school year.

In order to support the learning of ELLs grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language where possible. Additionally reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language.

The software program, *Imagine Learning English*, is used to service ELLs during the 37 1/2 minutes. AIS services are made available to all ELLs upon recommendation from the classroom and ESL teacher.

Licensed ESL teachers have joint planning sessions with the classroom teachers to serve as support and train the classroom teachers in new strategies that will enable all ELLs to reach the academic and linguistic goals of the grade. Additional Title III and Part 154 funds are used to provide additional workshops for classroom teachers on ESL strategies that promote a rigorous, standards based model for academic achievement.

E. Schools with Dual Language Programs

Not Applicable

F. Professional Development and Support for School Staff

The classroom teachers in the all grades are provided Professional Development in teaching ELLs who are Beginner, non-English speaking students. PD's include the techniques of differentiated learning, Sheltered English, Modified Guided Reading with ESL infused strategies, explicit teaching of Academic language used in problem solving, and an ESL-infused content area curriculum. ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of the ELLs.

Title III funds have been set aside for workshops and teacher resource guides that showcase the very best reading strategies for English Language Learners. These workshops are turn-keyed to the staff via Professional Development days and grade conferences. Six topics of Professional Development have been planned, devoted to instruction of ELLs by the classroom teacher. The Professional Development is done by the ESL teachers of the school, as well as by the Network Support Specialist for ESL. The following are some of the topics covered:

1. Understanding your ELL Students
 2. Theories of Language Acquisition and Implications for Teaching ELLs
 3. Using Various Modalities of Instruction to Reach English Language Learners
 4. Guided Reading - ESL Strategies for Success in Reading.
 5. Using Scaffolding in Teaching Writing Strategies for ELL Students
 6. Differentiated Instructions for ELLs

G. Parental Involvement

The input of parents is vital for the success of any educational program. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer, including Bilingual Programs and are given the opportunity to choose. The information given to parents, pertaining to all outreach, notification letters, and information concerning the different options and programs is provided in the native language of the parents.

Our school recognizes that newly arrived immigrant children and their parents/guardians, bring with them a wealth of knowledge of language and culture. PS153's Title III program provides ELL parents/guardians with the opportunity to learn the English language through the Saturday Intergenerational Academy classes. The Saturday Intergenerational Academy classes are held for the parents/guardians of ELL students. In this program, parents of ELLs have the opportunity to attend with their children and receive intensive ESL instruction that links their learning to their children's learning in reading, writing, listening and speaking. An appropriately certified ESL teacher provides parents with English instruction that addresses their language needs. Classes are held each Saturday, from 8:00 AM to 11:00 AM, from December 2009 through May 2010.

P.S. 153Q uses the Home Language Survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. With this information, oral and written translation services are provided so that parents are involved with their child's educational growth. Translation services also allow parents to be actively involved in voicing their concerns at PTA functions, parent/teacher conferences, etc. A bilingual social worker is available to meet with ELL parents to provide them with assistance in any area of concern. The social worker also provides outside agency resources for parents in need of crisis intervention.

P.S. 153Q provides ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: parents will be coached in how to use math strategies in problem

solving; parents will become familiar with the ESL learning standards and NYSESLAT assessment; and parents will become familiar with the English Language Arts performance standards. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops.

Part IV: Assessment Analysis

A. Assessment Analysis

- **NYSESLAT Results**

The administration of the LABR in Kindergarten reveals that the majority of students receiving ESL services in Kindergarten are both beginners and first time entrants to the public school system. Kindergarten has the largest population of ELLs all in the beginner category. Data from the 2009 NYSESLAT shows deficiencies in the modalities of reading and writing. Therefore, instructional emphasis is on the modalities of reading and writing. The 2009 NYSESLAT indicates that there are 26 First Grade ELLs; 8 are beginners, 11 are intermediate, and 7 are advanced students. Of the 22 second grade ELLs, 3 are beginners, 6 are intermediate, and 13 are advanced students. Of the 32 third grade ELLs, 6 are beginners, 12 are intermediate, and 14 are advanced students. Of the 31 fourth grade ELLs, 8 are beginners, 10 intermediate and 13 are advanced students. Of the 27 ELLs in grade 5, 3 are beginners, 8 are intermediate, and 16 are advanced students. Of the 16 ELL students in sixth grade, 4 are beginners, 5 are intermediate, and 7 are advanced students. Across the grades, from K through 6, beginner ELLs are first time entrants into the English public school system.

- **NYS ELA Results:**

Assessment results from the 2009 NYS English Language Arts Assessment reveals that 22% of the third grade ELLs tested received a performance level of 3, meeting the state standard. 40% of the third grade ELL students tested received a performance level of 2 and 37% received a performance level of 1, falling below the state standard. No ELLs in grade 3 exceeded the state standard with a performance level 4.

Assessment results from the 2009 NYS English Language Arts Assessment reveals that 40.9% of the fourth grade ELLs tested received a performance level of 3, meeting the state standard. 54.5% of the fourth grade ELL students tested received a performance level of 2 and 4.5% received a performance level of 1, falling below the state standard. No ELLs in grade 4 exceeded the state standard with a performance level 4 in ELA.

Assessment results from the 2009 NYS English Language Arts Assessment reveals that 22.2% of the fifth grade ELLs tested received a performance level of 3, meeting the state standard. 11.1% of the fifth grade ELL students tested received a performance level of 2 and 55.6% received a performance level of 1, falling below the state standard. 11.1% of the ELLs in grade 5 exceeded the state standard with a performance level 4 in ELA.

Assessment results from the 2009 NYS English Language Arts Assessment reveals that 10% of the sixth grade ELLs tested received a performance level of 3, meeting the state standard. 90% of the sixth grade ELL students tested

received a performance level of 2, approaching the state standard, and 0% received a performance level of 1, falling below the state standard. No ELLs in grade 6 exceeded the state standard with a performance level 4 in ELA.

- **NYS Math Results**

Assessment results from the 2009 NYS Mathematics Assessment reveals that 69% of the third grade ELLs tested received a performance level of 3, meeting the state standard. 31% of the third grade ELL students tested received a performance level of 2, approaching the state standard, and 0% received a performance level of 1, falling below the state standard. No ELLs in grade 3 exceeded the state standard with a performance level 4 in math.

Assessment results from the 2009 NYS Math Assessment reveals that 15.4% of the ELLs tested in grade 4 exceeded the state standard with a performance level 4 in Math. 73% of the fourth grade ELLs tested received a performance level of 3, meeting the state standard. 7.7% of the fourth grade ELL students tested received a performance level of 2 and 3.8% received a performance level of 1, falling below the state standard in math.

Assessment results from the 2009 NYS Math Assessment reveals that 31% of the fifth grade ELLs tested exceeded the state standard with a performance level of 4 in Math. 31% of the fifth grade ELLs tested received a performance level of 3, meeting the state standard. 25% of the fifth grade ELL students tested received a performance level of 2 and 13% received a performance level of 1, falling below the state standard in math.

Assessment results from the 2009 NYS Math Assessment reveals that 50% of the sixth grade ELLs tested received a performance level of 3, meeting the state standard. 50% of the sixth grade ELL students tested received a performance level of 2, approaching the state standard, and 0% received a performance level of 1, falling below the state standard in math. No ELLs in grade 6 exceeded the state standard with a performance level 4 in math.

- **NYS Science Results**

Assessment results from the 2009 NYS Science Assessment in Grade 4 reveals that 13% of the fourth grade ELLs tested exceeded the state standard with a performance level of 4 in Science. 54% of the fourth grade ELLs tested received a performance level of 3, meeting the state standard. 17% of the fourth grade ELL students tested received a performance level of 2 and 17% received a performance level of 1, falling below the state standard in Science.

- **NYS Social Studies Results**

Assessment results from the 2009 NYS Social Studies Assessment reveals that 9% of the fifth grade ELLs tested exceeded the state standard with a performance level of 4 in Social Studies. 45% of the fifth grade ELLs tested received a performance level of 3, meeting the state standard. 18% of the fifth grade ELL students tested received a performance level of 2 and 27% received a performance level of 1, falling below the state standard in Social Studies.

B. Analysis of Assessment Data

The emphasis on the modalities of Listening, Speaking, Writing, and Reading is data driven. The data is compiled from the results of the Interim Assessments in Reading, Predictive Assessments in Reading, Mathematics and ESL to plan the instruction of the ELLs. All ELL students are provided with differentiated instruction that will cover all content areas, including balanced literacy, mathematics, science and social studies to meet and exceed *the New York State learning and performance standards*. ELLs participate in the reading workshop, where the teacher

engages ELLs in read-alouds, accountable talk, language experience, shared reading, one-to-one conferring, guided reading and independent reading. ELLs are also engaged in the Writing Workshop through modeled writing, shared writing, guided writing, independent writing and interactive writing. In grades, K-2 *Foundations Phonics Program* and Word Work lessons are implemented within the balanced literacy model.

Focused mini-lessons are derived from the data of the Predictive Assessments given two times a year, Instructional Targeted Assessments given two times a year, as well as running records, portfolio assessments, and NYSESLAT scores. These mini lessons serve to enhance the listening, speaking, reading and writing skills to a level that can promote and enhance their success. ELLs are expected to achieve the same high standards as all students. As per our Language Allocation Policy, Beginner and Intermediate ELLs are given 360 minutes of ESL Instruction and Advanced ELLs are given 180 minutes of ESL instruction with an additional 180 minutes of ELA. Additionally, content areas of Science, Social Studies and Mathematics are used as vehicles of ESL instruction to prepare the ELLs for the city standardized exams.

Title III funded programs provide supplemental instruction to ELLs through the Saturday Intergenerational Academy program and The Title III after-school ELL program. Additional help in English is provided to parents through the Saturday Intergenerational Academy. These programs are used to service any incoming SIFE students as well. The instructional programs service 40 ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Additionally, Title III extended day programs prepare the children for the content area state exams of Social Studies, Mathematics and Science.

Growth in the four modalities of language learning, namely Listening, Speaking, Reading, and Writing, will be measured by administering the appropriate grade level NYSESLAT. The Interim Assessment for ELLs, the NYSESLAT, and in the State Reading Exams given to any ELL that is here for more than one year. The four modalities will be taught using the content area as a vehicle of language learning. We realize that the success of ELLs is dependent on their knowledge of the academic language of the content areas, as well as the exams they must take. Children will continue to be held to the same rigorous standards in content area instruction, and Readers and Writers Workshop portfolios, as native speakers of English.

**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 24	School P.S. 153
Principal Susan Bauer	Assistant Principal Susan Voogt
Coach Doreen Keegan	Coach Diane Marzec
Teacher/Subject Area Daniel Berrios/ESL	Guidance Counselor Maria Morales
Teacher/Subject Area Itala Ramirez/ESL	Parent Susan Barrese
Teacher/Subject Area type here	Parent Coordinator Susan Yanez
Related Service Provider type here	SAF type here
Network Leader Audrey Murphy	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1416	Total Number of ELLs	189	ELLs as Share of Total Student Population (%)	13.35%
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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 (60%:40% → 50%:50% → 75%:25%)	0			5	3	2	3			13
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained	24			24						48
Push-In	6	24	17	9	27	31	14	0	0	128
Total	30	24	17	38	30	33	17	0	0	189

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	189	Newcomers (ELLs receiving service 0-3 years)	141	Special Education	33
SIFE	0	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	1

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	6	0	6	7	0	7				13
Dual Language										0

ESL	135	0	10	40	0	5	1	0	0	176
Total	141	0	16	47	0	12	1	0	0	189
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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				5	3	2	3			13
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	5	3	2	3	0	0	13

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	19	12	9	18	18	16	9			101
Chinese	3	1	5	5	1	0	1			16
Russian										0
Bengali				1		1				2
Urdu						1				1

Arabic		1	1	2						4
Haitian Creole				1						1
French										0
Korean										0
Punjabi										0
Polish	8	7	1	6	6	12	2			42
Albanian		1			1		1			3
Other	1	2	1		1	1				6

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

TOTAL	31	24	17	33	27	31	13	0	0	176
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

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 and the language(s) in

Part IV: Assessment Analysis

A.

Analysis

Enter the number of category, and

- 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

Assessment

ELLs for each test, modality.

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?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	22	8	3	6	8	3	4			54

Intermediate(I)	2	11	6	12	10	8	5			54
Advanced (A)	11	7	13	14	13	16	7			81
Total	35	26	22	32	31	27	16	0	0	189

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B		1	1	0	0	0	1		
	I		4	3	3	2	2	0		
	A		14	8	10	12	10	6		
	P	1	4	2	17	11	17	6		
READING/ WRITING	B	1	7	2	8	5	1	4		
	I		9	4	13	9	12	3		
	A		5	6	9	10	16	6		
	P		2	4	0	1	0	0		

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	11	6	0	27
4	1	12	9	0	22
5	5	1	2	1	9

6	0	9	1	0	10
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		9		20		0		29
4	1		2		19		4		26
5	2		4		5		5		16
6	0		6		6		0		12
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		4		13		3		24
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	3		2		5		1		11
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	3	1					
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.

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Rev. 10/7/09

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)
Susan Voogt	Assistant Principal	<i>Susan Voogt</i>	1/14/10
Susan Yanez	Parent Coordinator	<i>Susan Yanez</i>	1/14/10
Daniel Berrios	ESL Teacher	<i>Daniel Berrios</i>	1/15/10
Susan Barrese	Parent	<i>Susan Barrese</i>	1/15/10
Itala Ramirez/ESL	Teacher/Subject Area	<i>Itala Ramirez</i>	1/15/10
	Teacher/Subject Area	-	-
Doreen Keegan	Coach	<i>Doreen Keegan</i>	1/15/10
Diane Marzec	Coach	<i>Diane Marzec</i>	1/15/10
Marla Morales	Guidance Counselor	<i>Marla Morales</i>	1/15/10
	School Achievement Facilitator	-	-
Audrey Murphy	Network Leader		
	Other	-	-
	Other	-	-

Signatures

School Principal

Susan Bauer

Date

1/14/10

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date

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

Form TIII-A (1) (a)

Region: 4 CSD: 24 School Building: P.S. 153

Grade Level(s): K-6 Number of Students to be Served: 50 LEP

Number of Teachers: 4 Other Staff:1 Supervisor and 1 School Aide

Name of Principal: Susan Bauer Principals' Signature: _____
School Building Instructional Program/Professional Development

Overview

Title III, Part A LEP Program

School Description

Public School 153Q is an elementary school which is part of District 24 in Region 4, located in the Maspeth section of Queens, New York. The total student enrollment at P.S. 153Q is approximately 1416 students encompassing Pre-Kindergarten through Grade 6. Of those students, 189 have been identified as English language Learners (ELL), which is 13% of the total student enrollment.

Presently there are four half-day Universal Pre-Kindergarten classes consisting of 60 students. The 61 additional classes include 8 monolingual Kindergartens, 10 First Grades, 7 Second Grades, 8 Third Grades, 9 Fourth Grades, 7 Fifth Grades, and 6 Sixth Grades. Included in the 61 classes are 6 Special Education classes with a 12: 1:1 ratio of student to teacher to paraprofessional. Two of the four Special Education classes are bilingual Special Education. The average class size of students in Grades Kindergarten through Grade 6 is as follows: Kgn/25, Grade 1/20, Grade 2/ 28, Grade 3/ 28, Grade 4/20, Grade 5/30, Grade 6/30. To allow for continuity of instruction for our Ells, the school is committed to the "Push-In" model in which two classes per grade service ELL students in grades one, two, four, five, and six and a self-contained model for grade 3 and Kindergarten.

Demographic and enrollment data of the Annual School Report indicate that the ELL population increased by 4%, thereby expanding the need for certified ELL teachers. The P.S. 153Q Home Language Report indicates that fifty-five percent of the students in our school have a language other than English spoken at home. The languages spoken include, but are not limited to, Mandarin, Cantonese, Korean, Spanish, Urdu, Albanian, Arabic, Polish, Russian, Bengali, Gujarati, Ukrainian, Vietnamese, Hindi, Turkish, Slovak, Uzbek, and Romanian. 7.2% of the students are recent immigrants. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers, and community based organizations.

As stake holders in the education of students of P.S. 153Q, we offer the following data as crucial to the Language Acquisition Policy (LAP) of the ESL and Bilingual programs: the training of ESL, Bilingual and mainstream classroom teachers and the monitoring of ESL and Bilingual programs to ensure federal and state compliance under the No Child Left Behind regulations. Research based practices along with data driven instruction are the cornerstone of ESL and Bilingual Instruction.

Instructional Program

PS153's Title III program provides English Language Learners with supplemental instruction in a Saturday Intergenerational Academy program and an After-school ESL Program that will target the content areas. The instructional programs will service 40 ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

Saturday Intergenerational Academy* classes will meet a total of 20 sessions beginning in December 2009 through May 2010, from 8:00 a.m. to 11:00 AM. The Saturday Intergenerational Academy will service the Parents/Guardians by giving them ESL instruction and Parent Workshops.

Group class size will be maintained at 10-15 students per teacher. There will be three classes for the Saturday Intergenerational Academy, servicing approximately 40 English Language Learners (K-2 and 3-6) and one class for parents. One supervisor, two, licensed, certified ESL teachers and two Common Branch teachers will provide supplemental instructional support in alignment with the New York City and New York State content and performance standards. Instruction will focus on literacy and math using ESL strategies to help students achieve higher scores on the NYSESLAT, and city and state assessments. Interdisciplinary studies are used in order to build on students' prior knowledge and to facilitate English language learning. Supplementary materials will be provided to augment English and Content area instruction. On Our Way To English and Journey programs, based on scientifically based research, will be purchased with Title III monies. These programs are designed to meet the priority needs identified during the evaluation and assessment process of the ELL students. General instructional supplies such as chart paper, markers, and certificates of achievement will be purchased to support the Saturday Intergenerational Academy.

The Extended Day Program for ELLs will target grades 3, 4, 5 and 6 with the content areas of Mathematics, Social Studies and Science. Content area, research based Rosen libraries will be used for instruction. Manipulative in Mathematics and Science will facilitate the teaching of Science and Mathematical concepts and vocabulary.

Professional Development Program

PS153's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid at the per session rate. School administrators and ESL teachers will facilitate these professional development sessions. Teachers working in the supplementary instructional program will receive 4 sessions of professional development after-school (times to be announced). ESL teachers, Math and Literacy coaches will facilitate these professional development sessions. Topics that will be addressed during these professional development sessions are as follows:

One, 90-minute professional development session will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.

One, 90 minute professional development session will be devoted to Academic Language development and CALP, along with instructional strategies that develop and enhance ELL students' vocabulary.

One, 90-minute professional development session will be on Modified Guided reading strategies for ELLs.

One, 90-minute professional development will be on classroom strategies for Beginner and newly arrived ELLs.

Parent Involvement

PS153's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. In addition, the *Saturday Intergenerational Academy classes will be held for parents/guardians (approximately 30). Parents are given intensive English instruction where their language needs are addressed. They will be given the opportunity to attend 16 sessions of ESL taught by one fully certified ESL teacher. Classes will be held from 8:00 AM to 11:00 AM, from December 2009 through May 2010.

A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: Parents will be coached in how to use math strategies in problem solving. Parents will become familiar with the ESL learning standards and NYSESLAT assessment. Parents will become familiar with the English Language Arts performance standards. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops. Ten percent of the total allocation of Title Three funds has been set aside for parental involvement.

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits) for Instructional Program	\$16,6630.07	<ul style="list-style-type: none"> 2 Licensed, certified teachers will provide instruction to children in the Saturday Intergenerational Academy for 3 hour sessions, a total of 20 sessions at the contractual per-session rate of \$49.89. 2 Licensed, certified teachers will provide ESL instruction in the children in the After-school Program for 1 and 1/2 hour sessions, a total of 42 sessions at the contractual per-session rate of \$49.89 plus benefits. Funding for the Saturday Intergenerational Academy includes one supervisor (at the \$52.21 per session rate) and one supervisory aide (at the \$18.05 per session rate). 1 Licensed, certified teacher will provide ESL instruction to Parents on Saturdays for 3 hour sessions, a total of 18 sessions at the contractual rate of \$49.89.
Professional staff for Parental Involvement	\$2,685.42	
Purchased services such as curriculum and staff development contracts	\$2,000.00	4 sessions of Professional Development will provide training to 10 classroom teachers in ESL strategies at per session rate of \$49.89.
Supplies and materials	\$5,724.51	Instructional supplies and research based materials in reading and writing. Document camera, projector for Saturday and After-school programs.
Travel	N/A	
Other	N/A	
TOTAL	\$27,040.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 153Q uses the Home Language Survey, given at the time of enrollment, to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in the cumulative record cards, in ATS and on the student emergency card.

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.

PS 153Q is a mosaic of many diverse language groups; a total of 18 languages. The Home Language Survey identifies the primary language of our 1416 students. These languages include Spanish, Polish, Arabic, Creole, Albanian, Farsi, Chinese, Mandarin, Turkish, Italian, Korean, Romanian, Portuguese, Urdu, Vietnamese, and Bengali. Polish and Spanish are the major languages spoken at home of students who attend our school. Of the 400 Spanish speaking parents, 102 require translation services. The Home Language Report indicates that there are 246 students whose home language is Polish. Within this language group, 60 Polish speaking parents require oral and written translation services. The HLS has shown that the covered languages of parents that require language assistance services in the form of both written translation services, in addition to Spanish and Polish, are Arabic, Albanian, Chinese, Russian, Italian, and Romania.

Part B: Strategies and Activities

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

P.S. 153Q identifies documents which are distributed or electronically communicated to all or substantially all parents at our school

containing critical information regarding their child's education, including, but not limited to:

- a. registration, application and selection;
- b. standards and performance (e.g. standard text on report cards);
- c. conduct, safety and discipline, consent forms
- d. special education and related services; and
- e. transfers and discharges.

The staff at our school translates such critical communication in a timely manner, in each of the covered languages and works with the office responsible for the critical communication to make such translations available to parents.

Our school provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters; and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

When our school unable to provide required translation into one or more covered languages, we provide in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

P.S. 153Q provides interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with our school regarding critical information about their child's education.

Depending upon availability, such interpretation services may be provided either at our school or by telephone. Our school provides interpretation services at the following school-wide meetings:

1. Educational Policy Meetings;
2. School ELL parent meetings
3. Parent-Teacher Conferences
4. PTA meetings

Interpretation services are provided in whichever of the covered languages the school expects will be spoken as the primary language(s) of the persons attending such meeting or event.

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>

As per the Chancellor's Regulations a-663, P.S. 153Q provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

For all meetings involving our parents, our school posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are downloaded from the central translation unit. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barrier.

Part C: Action Plan – Language Translation and Interpretation

<p>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.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<p>Translation of all documents that go home to parents. Translation of all AIS transportation, PCEN, and tax levy letters explaining entitlements, parental rights, and services children receive. Translation of comments on report cards, standards, and skills children are lacking. PTA Bulletins and translation during monthly PTA meetings.</p> <p>A network of teachers and paraprofessionals are set up to be available for written and oral translation services.</p>
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>September 2009 – June 2010</p> <p>Parent-teacher conferences, both individual and region-wide.</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>A network of teachers and paraprofessionals are set up to be available for written and oral translation services.</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p><u>Resources:</u> ESL teachers, Bilingual teachers and paraprofessionals</p> <p><u>Cost:</u> See Appendix</p> <p><u>Source:</u> Tax Levy, Special Needs PCEN, PCENLEP, Part 154 LEP, Title III LEP and State Standards</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<p>Parents whose primary language is not English will be empowered to participate in all aspects of the scholastic life of their children.</p> <p>Covered Languages – Spanish, Polish, Arabic, Albanian, Chinese, Bengali, Italian, Russian and Romanian</p>

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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:	0	\$667,107	\$667,107
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	0	0
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	0	\$6,671	\$6,671
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	0	0
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	0	\$33,355	\$33,355
6. Enter the anticipated 10% set-aside for Professional Development:	0	0	0
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	0	\$66,710	\$66,710
8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:			<u>97%</u>
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.			

There were some inaccuracies in license areas and/or mentoring requirements that have now been rectified by the teachers involved. Our percentage of highly qualified teachers is now 100%.

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS153Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS153Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS153Q will support parents and families of Title I students by:

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

PS153Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. In June 2010 our school community will conduct an annual

evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS153Q's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS153Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the

parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS153Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children,. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Section II: School-Parent Compact

PS153Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS153Q's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

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

- **Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in PS153Q's Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Susan Bauer on October 26, 2009.

This Parent Involvement Policy was updated on October 26, 2009.

The final version of this document will be distributed to the school community on November 18, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

Through a needs assessment survey of both parents and teachers, and conversations with the school community through the School Leadership Team, grade meetings, faculty conferences, and Parent Association meetings, we are able to assess the needs of the students in relation to the State academic content and academic achievement. Data is collected and reviewed regularly to insure that the students are meeting the academic standards in relation to the State academic content. Data is collected through the school report card, Quality Review, surveys, analyzing the results of state assessments in ELA, Math, Science and Social Studies, Interim Assessments, Fountas and Pinnell benchmark assessment and reading levels, collection of writing samples, Everyday Math assessments, observation, conferences, and portfolio work assessed using rubrics.

2. Schoolwide reform strategies that:

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

P.S. 153Q as a School wide project school, provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Programs such as after-school programs and academic intervention services are available for students to reach the proficient and advanced levels. There is an extended day program (as per the UFT contract) for all students. The students are grouped to address their needs to achieve the highest standards.

Students in need of additional academic assistance in grades 2-5 are offered after school programs in Reading and Math. These programs will begin in January and end in May and are offered 2 days a week for an additional 3 hours per week. In addition, there is an extended day program Monday through Thursday for 37.5 minutes of additional instruction..

The extended day program is mandated for all Level 1 and Level 2 students. This year, due to our SINI status, our students are eligible for Supplementary Educational Services (SES). The on site provider will begin the program in December. Eligible students will be grouped according to their academic needs and differentiated instruction provided. Summer school is offered for students in grades 3, 4 and 5 who are not meeting promotional criteria. Through Title III funding, we have an after-school program to address ELL students academic needs in Social Studies and Science with a focus on building academic language. Also through Title III funding, there is an enrichment summer school program for the ESL students who could benefit from additional instruction. This program provides the students with many opportunities for speaking, reading, writing and listening. We teach the students the literacy standards and math through a thematic approach. We also have a Title II Family Saturday program to meet the needs of our English Language Learners.

We have a Gifted and Talented program (Beacon) for students in grades 1-6. Students in this program are tested by the NYC Department of Education and meet the established criteria for acceptance into the program. We also offer a “ top class” on each grade level beginning in first grade. Children in these classes are placed according teacher recommendation based on their levels in reading/writing/math. In addition, students that are exceeding the standards receive enrichment through differentiated instruction and project based learning. We offer a Schoolwide Enrichment Program (SEM) for students in all our 3-5 grade classes. Students participate in different areas of interest such as: drama, kickball, comic book art, technology , cooking, gardening, dance, art, etc.. Other enrichment activities include book clubs, assemblies, dance programs, band, chorus, family evening programs, Science fair, Literacy Fair, Continental Math League, author visits, pen pals, open access library, Lego robotics, laptop usage, internet and software programs.

We address the needs of the historically underserved populations. At PS 153Q that would include the low-income population, the ELL students, the Special needs students and the students that reside in temporary housing. These groups have been making adequate progress. Through all the academic intervention programs, we address these students’ needs to insure that they are meeting the grade standards. There is also counseling and a SAPIS worker on staff to address any emotional needs of these students.

The students that are low academic achieving and are at risk of not meeting State academic content standards are supported through our Academic Intervention program. Firstly, these students receive Tier I intervention from their classroom teacher through small group instruction, independent and small group conferences. These students remain in school for the mandated extended day and after school program. Then the students are identified for Tier II intervention which is through a push-in program during the school day using programs such as Wilson, Foundations, and targeted small group instruction. ERSSA counseling is provided to students by the School Psychologist or Social Worker, at-risk counseling is available by the guidance counselor and our SAPIS worker works with students in support groups in dealing with peer and self esteem issues. At- risk speech services are provided to students in need of speech during the extended day.

3. Instruction by highly qualified staff.

Administration will review licensing and ensure that all teachers are teaching according to their licensed area and completing the requirements for certification. Teachers are assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations. 100% of our teachers are highly qualified. There is 5% of our Title I budget set aside for teachers that are not highly qualified to become highly qualified. Teachers are encouraged to become highly qualified. Administration regularly observes teaching staff and provides appropriate assistance and feedback through pre and post observation conferences.

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.

Minimum of 10% of our Title I SWP funding is used for professional development purposes. Professional development will be aligned with the State and City standards. We provide staff development in using effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program in meeting the students' needs. Collaborative professional development will occur every other week through scheduling and through monthly faculty conferences and grade conferences. In addition, teachers will attend off-site professional development through the DOE professional development offerings, consultants, and other professional workshops that are available. We have a full time literacy coach, an f-status Literacy coach, and a math coach, to provide in-class model lessons, articulation meetings, mentoring, and coaching. This year we have had teachers develop individual professional development goals in consultation with their supervisors. These goals are based on the Professional Learning Standards with guidance and support of our Network Specialists in literacy and ESL. Teachers will work towards meeting their professional development goals through differentiated workshops, coaching sessions, inter-visitations, and study groups. In addition, we have literacy, math and technology cadres of teachers who meet monthly to share their knowledge and increase their level of expertise in these areas.

Professional books are purchased for all staff members that align with their teaching area. Our school library has a professional section with books and magazines that can be borrowed from the library. Professional publications and other resources are also available through our literacy and math coaches. The professional development team meets weekly to insure alignment and cohesiveness through vertical and horizontal alignment.

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

We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and often receive full time positions.

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

Minimum of 1% of our Title I SWP funding is used for parental involvement. We offer parent programs during the day and in the evening; some of the family programs are (but not limited to): read aloud, math, technology, science, math games night and field trips. We hold parent workshops on ELA, math, Science and Social Studies and how they can best support their child's education. We hold a Junior high school informational meeting to support parents in the application process. We offer a Saturday family program for our ESL families. We invite parents to literacy celebrations throughout the school year. All letters are sent home in a timely manner and translated letters are available. A monthly newsletter and a monthly calendar is sent home. Our school website lists pertinent information and updates the parents as to all the activities available at the school.

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.

We offer parents of incoming kindergarten students from other Pre-school programs a tour of the building. Our parent coordinator and our Pre-K social worker are available to meet with interested parents and answer questions pertaining to the curriculum and expectations of kindergarten. The first two days of Kindergarten are half – days enabling the students to adjust to kindergarten and the new school.

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.

Teachers are integral in the decisions regarding the achievement of individual students, overall instructional program and assessments. The Principal and Assistant Principals meet with teachers several times a year to discuss student progress and the overall instructional program. This conversation is then continued through formal observations and pre and post conferences. Through the Academic Intervention Services team and PPT committee teachers discuss and address academic and emotional concerns of their students. Through grade conferences, collaborative professional development grade meetings and the professional development sessions, teachers create assessments, rubrics, and discuss expected student outcomes. Teachers design our own assessments for Acuity Interim assessments. Teachers review and analyze the results. The data inquiry team analyzes the progress of the identified students and turn-key the information to the staff through faculty conferences, grade conferences, and School Leadership team meetings. Teachers collect and analyze data. This year we are piloting the use of teacher created checklists to assist teachers in forming small instructional groups. Several teachers have also volunteered to keep their assessment data on Netbooks to facilitate student conferences and assessment. Data includes but not limited to, observations, conference notes, writing samples, and assessments.

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 who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are immediately identified. Teachers are encouraged to modify the materials to assist students through differentiated instruction based on their needs. Teachers are encouraged to teach through a variety of modalities to address the students' learning styles. Teachers share concerns regarding at-risk students via the monthly pupil personnel team meetings where the student(s) are discussed and next steps are prescribed. The team makes recommendations to address the students' needs. The following month, the team follows-up on the student to discuss if the prescribed actions are giving the student the necessary supports to succeed. At the monthly Academic Intervention meetings, the service providers discuss each student and review the progress. The AIS teachers provide instruction in a small group addressing the identified weaknesses. Teachers work with the students in small group within the class setting through differentiated instruction and continue to address the students' needs during the extended day program (37.5 minutes 4x per week). Afterschool programs are provided to continue to address the needs of the students not mastering the objectives.

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.

We are coordinating and monitoring funding streams to ensure equity and access and to ensure that there is not duplication of services. We will also ensure that funds are used in compliance with funding guidelines.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Not Applicable for PS153Q

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
-
- 4. Coordinate with and support the regular educational program;
 - 5. Provide instruction by highly qualified teachers;
 - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - 7. Provide strategies to increase parental involvement; and
 - 8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

For the 2007-2008 school year we did not meet our AYP due to an error in the participation rate for our ELL students. Consequently, we were identified as a School in Need of Improvement (SINI). The process of recording participation which caused this error has been addressed and we did meet our AYP for 2008-2009 and are now in a holding pattern regarding our SINI status. We project that PS 153 will again meet our AYP for the 2009-2010 school year and will be recognized as a School in Good Standing.

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.

Please see page 14 Goal #3 and page 18 the Action Plan for Goal #3 which outlines our plan to continue to address the needs of our ELL students.

¹ School Under Registration Review (SURR)
NOVEMBER 2009

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.

We have allocated \$33,355. (10%) of our Title I funds for professional development through the following use of per diem and per session funds:

- **ESL teachers will conduct professional development sessions for general education teachers of English Language Learners before and after school study groups**
- **Coverage for teacher to engage in inter-visitations to showcase best practices**
- **Teachers will attend off site professional development sessions/workshops**
- **Network Support Specialist for ELLs will conduct professional development and coaching sessions for general education teachers of ELLs**

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

New teachers will be assigned a mentor teacher. They will meet two periods per week. The mentor teacher will act as a support for the new teacher through the modeling and coaching of lessons. The mentor teacher will also provide support regarding planning, classroom management and communication with parents.

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.

Our school improvement status was conveyed to parents via letters in English, Spanish, and Polish. Our status was also noted in our PTA Newsletter, and discussed at SLT and PTA meetings. We also held a SES Parent Informational Meeting where our status was discussed.

**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**

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.

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.

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

– **English Language Learners**

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

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

1A: English Language Arts Curriculum

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

At the start of the 2008-2009 academic year, the Literacy Cadre convened to determine whether this finding was relevant to our school’s current ELA curriculum. The Literacy Cadre consisted of the classroom teachers representing primary and upper grades, some of whom teach CTT classes, classes with a concentration of ELL students, and advanced learners. Also sitting on the Cadre were the literacy coach, the school librarian, an ELL specialist and an AIS provider. Several of the Literacy Cadre members were also members of our school’s Inquiry Teams.

The Cadre reviewed all components of finding 1A. It was initially determined that the Curriculum Audit findings were relevant to our English Language Arts program with regard to gaps in the written and taught English Language Arts curriculum. However, after engaging in a school-wide examination of our literacy curriculum as compared to the New York State standards, taking steps to shore up gaps in the English Language Arts curriculum, and embracing revisions to the Teachers College units of study, this finding is no longer applicable as we move into the 2009-2010 school year.

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?

Late in the 2007-2008 academic year teachers designed, implemented and shared with colleagues, an alignment of the Teachers College writing curriculum to the NYS standards in Grades K-2. During grade level professional development sessions in the 2008-2009 academic

year, this work was expanded to encompass an examination of primary grade reading, and upper grade reading and writing. Across the grades our teachers found a need for more opportunities meaningful written response to literature. As a result, all of P.S. 153's reading units for the current academic year will include written response to literature.

Further, in response to a call on the part of many New York City public schools for a clearer connection between their units of study and the ELA standards, Teachers College revised their curricular calendars to include a list of New York State Core Curriculum Standards Performance Indicators addressed in each unit. These performance indicators serve as an important guide for teachers in setting goals, planning lessons, and assessing the work of their students. More clearly defined units with regard to the ELA standards may also serve to maximize student achievement on the primary grades, and increase preparedness for the New York State ELA exam on the upper grades.

Another issue addressed by the Cadre last year with regard to the written curriculum, was the need for differentiation across grades. This was of specific concern in grades 3-6, which share identical Teachers College units of study in reading, and very similar units in writing. During June planning sessions teachers of grades 3-6 took steps to differentiate the reading and writing curriculum through book clubs and fiction writing. Our curriculum maps now reflect grade level specialization in different fiction genres in order to expose students to a wider range of literature and writing craft.

Further, the Literacy Cadre's findings indicated that, while our taught literacy curriculum provides opportunities for children to strengthen speaking and listening skills in the form of turn and talk, read aloud with whole class discussion, reading partnerships and clubs, there was a need for additional opportunities for speaking and listening in writing, and for formal oral presentations by students in all content areas. It was determined that all students, especially our English Language Learners and Students with Disabilities, would benefit from increased opportunity to strengthen speaking and listening skills. Our school has addressed this gap in the form of reading and writing celebrations, as well as science and social studies fairs. In lieu of an annual Literacy Fair, all classes will hold regular reading and writing celebrations, giving students ample opportunity to prepare and present their work to peers, faculty and parents. In addition, students in grades K, 2, 4 and 6 will create and present projects for our Science Fair. Students in grades 1, 3 and 5 will create and present projects for our Social Studies Fair. English Language Learners and Students with Disabilities will receive support from a variety of school personnel, including classroom teachers, AIS providers, ESL teachers and Literacy Coaches as they undertake to present their work.

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.

1B: Mathematics Curriculum

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

Early in the 2008-2009 school year the Mathematics Cadre met to determine whether this Curriculum finding was relevant to our school’s educational program. The Mathematics Cadre included at least one teacher representative from each grade level (K-6). There were two CTT teachers on the cadre, two Beacon teachers, and several teachers that had large ELL populations in their classes. In addition, some members of the Math Cadre were also members of our school Inquiry Teams. The Math Coach and Technology teacher were also part of this group. The Math Cadre reviewed all components of finding 1B. The group determined that the Curriculum Audit Finding is relevant to our Mathematics program. Early in the 2009-2010 school year, cadre members convened to determine whether this finding was still applicable to our school. The group agreed that this finding IS still applicable to our school.

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?

During the 2007-2008 school year, the Mathematics Cadre met on a regular basis to align the Everyday Mathematics (K-5) and Impact Math (grade 6) curriculums to the New York State *content strand*. At that time our focus was on the *content strand* in particular, with the intention of addressing the *process strand* the following year (2008-2009). Therefore, we agreed that this finding was applicable to our school. School-wide, we had started integrating problem solving strategies and math logs into mathematics instruction, allowing teachers to begin addressing the *Problem Solving Strand*, and *Communication Strand*, but we wanted to give more attention to these two strands *and* begin incorporating the *Reasoning and Proof, Connections, and Representation Strands*. During the 2008-2009 school year we continued to delve deeper into the understanding and incorporation of the problem solving and communications strands. For the 2009-2010 school year we want to continue to explore the process strands and begin a thorough understanding and incorporation of the connections strand. We believe that by incorporating the *process strands* into the content instruction all students, including our English Language Learners and Students with Disabilities will gain a better understanding of mathematics as they reason mathematically, solve problems, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. During the alignment of the curriculum to the *content strand* the cadre also determined that we needed to add depth to some of the content in the math curriculum. Students, including English Language Learners and Students with Disabilities would benefit from repetition of certain skills and a more in depth study of certain math concepts.

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.

During the 2009-2010 school year, if the budget allows, the Mathematics Cadre will to meet on a regular basis. These meetings will continue to focus on the study of the *process strands*. We will trace the strands throughout the grades with a continued focus on Problem Solving and Communications and an in depth study of Connections. By tracing the Process strand across the grades and developing a crosswalk of the skills involved in these strands, teachers will be provided with a better understanding of how to develop lessons that engage students in the mathematical content and provide an opportunity for focusing on “how” students learn mathematics. Cadre members will share this information with colleagues at grade conferences and professional development sessions. The focus of math instruction will change to not only include the content, but to highlight ways of acquiring and using the content knowledge through these *process strands*. We have found by focusing on each process strand individually we are better able to understand their purposes and benefits even though we are well aware that many of these strands overlap. We will further address the issue of teaching with greater depth by meeting during grade conferences, professional development periods and common preps to become familiar with and begin utilizing the NCTM (National Council of Teachers of Mathematics) Curriculum Focal Points document. The Curriculum Focal Points are the most important mathematical topics for each grade level. They comprise related ideas, concepts, skills, and procedures that form the foundation for understanding and using mathematics and lasting learning. By

incorporating the *process strand* and teaching with greater depth through the Curriculum Focal Points, students will gain a better understanding of mathematics and have longer retention of mathematical knowledge.

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: English Language Arts Instruction

2A.1 Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

The Literacy Cadre convened to determine whether this finding was relevant to our school’s current ELA curriculum. The Literacy Cadre consists of the classroom teachers representing primary and upper grades, some of whom teach CTT classes, classes with a concentration of ELL students, and advanced learners. Also sitting on the Cadre are the literacy coach, the school librarian, and ELL specialist and an AIS provider. Several of the Literacy Cadre members are also members of our school Inquiry Teams. The members of the Literacy Cadre reflected on the structure of the workshop model, which is the primary method of literacy instruction at P.S. 153.

The Cadre reviewed all components of finding 2A. It was determined that the Curriculum Audit findings are not applicable to our English Language Arts program.

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

Our literacy instruction is based in the workshop model. Teachers engage in brief mini-lessons in which equal time is devoted to teacher direction and active engagement on the part of students. Following the mini-lesson, students are involved in activities that include individual, partner, or small group work. The goal of the workshop is to foster independence and to decrease student need for teacher direction. Students engage in authentic use of strategies taught by the teacher. Practice is done in students' just-right books and in their writing notebooks or on paper choice. Students may use the strategy taught by the teacher that day, but are also encouraged to draw upon strategies taught in prior lessons, when applicable. Worksheets are occasionally used for additional practice or homework, but they comprise a very small part of the work that students do in literacy. Teachers engage in differentiated instruction during the reading and writing workshops via small group instruction and individual conferences.

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.

2B: Mathematics Instruction

2B.1 Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

In the 2008-2009 school year, the Mathematics Cadre convened to determine whether this Instruction finding was relevant to our school’s mathematics instruction. The Mathematics Cadre included at least one teacher representative from each grade level (K-6). There were two CTT teachers on the cadre, two Beacon teachers, and several teachers that had large ELL populations in their classes. In addition, some members of the Math Cadre are also members of our school Inquiry Teams. The Math Coach and Technology teacher were also part of this group. Cadre members reflected on the amount of time spent on math instruction on a daily basis (60 minutes in K-2 and 75 minutes in 3-6). They were asked to determine how much of that time was dedicated to direct instruction and student activities. Based on the feedback it was determined that this finding was applicable to our school. This year the cadre agrees that continued focus on this finding is necessary.

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

Applicable Not Applicable

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

2B.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?

The feedback from teachers on their mathematics teaching practices confirmed that most of their mathematics instructional time was spent on high academically, focused, teacher directed, math instruction with less time on student activities. Teachers agreed that more time should be spent on activities that promote student engagement. During the 2008-2009 school year, the integration of the problem solving strand and the communications strand allowed teachers to engage students in more meaningful investigations and discussions about mathematics. We want to begin exploring the connection strand so that we can further student engagement. In 2008-2009 more teachers started to use technology in the math class. With the use of the Resolution A funds many more teachers have been equipped with various technology tools (SmartBoards, Netbooks, document cameras etc.). We have taken many steps toward addressing this finding, but feel that it is still applicable to our school. We will continue to address these instructional findings.

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.

In the 2009-2010 school year we will continue to concurrently address the curriculum and instructional findings in Mathematics. As we proceed with the incorporation of the process strands we will also begin a focus on the NCTM Focal Points. The Curriculum Focal Points are the most important mathematical topics for each grade level. They comprise related ideas, concepts, skills, and procedures that form the foundation for understanding and using mathematics and lasting learning. They will provide in depth instruction on certain skills in each grade. By incorporating the Focal Points and getting students more involved in activities that address the *process strands* we will be spending less time in teacher directed instruction and more time in student-centered, hands-on, exploration of mathematical concepts. This more *process* centered instruction in mathematics will benefit all students including our English Language Learners and Students with Disabilities. In addition, our Resolution A grant will also provide us with the opportunity to increase the use of technology in mathematics instruction.

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.

We will review our school's Demographics and Accountability Report, Learning Environment Survey, School Report Card, and an informal teacher survey to determine if this finding is applicable.

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?

According to the Demographics and Accountability Report for 2008-2009, 77.5% of the teachers at P.S. 153 have been teaching in the school for more than two years. The 22.5% of "new" teachers in our school are attributable to the addition of new staff to accommodate reduced class size and CTT classes, the replacement of retiring teachers or those out on leave, and the relocation of staff members to schools closer to their homes. The school report card shows that for the year 2006-2007 there was a 5% turnover rate of teachers with fewer than five years of experience. This reflects staffing changes for reasons that have already been explained. The Learning Environment Survey reflects that of the 92% of the teachers who responded to the survey, 76% felt that school leaders invited them to play a meaningful role in setting goals and 96% felt that school leaders let staff know what is expected of them. Statistically, this is a very positive result. An informal teacher survey conducted to assess whether or not teachers would prefer to work in a different school, confirmed our findings from other sources. P.S. 153 is a desirable school to work.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The ELL team, consisting of 5 ESL specialists and the Assistant Principal for English Language Learners, reviewed our Language Allocation Policy and the professional development opportunities available for classroom teachers of English Language Learners as well as the 2009 NYSESLAT scores of our students. These results showed a decrease in the number of students reaching the Proficiency level. The team agreed that there is a need to increase the knowledge and utilization of ELL instructional strategies by the general education teachers of our ELLs. Therefore, it was determined that the ELL Professional Development findings were relevant to our school in the area of effectively communicating to classroom teachers the school's plan for ELL instruction through professional development.

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?

Each year our five ESL Specialists periodically meet with classroom teachers during either grade conferences and/or assigned PD periods to share effective teaching strategies that will support their English Language Learners. Study Groups are scheduled (contingent on funding) for teachers who are interested in issues relevant to English Language Learners. Our ELL Network Support Specialist has visited our school on a regular basis to support the ESL Specialists in the areas of curriculum, instruction and monitoring progress for ELLs.

Although, our ESL Specialists are highly qualified and knowledgeable about effective instructional strategies for teaching ELLs, these ESL strategies need to be communicated more effectively to the classroom teachers of our ELLs in order to improve student performance.

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.

Our ELL Network Support Specialist has been asked to provide a series of professional development sessions for our general education teachers who teach English Language Learners. The focus will be on providing these teachers with strategies and tools that have proven successful for teaching English language learners and increasing student performance in reading, writing, listening and speaking. Classroom teachers will also be trained to effectively differentiate instruction in order to meet the needs of their ELLs who may be at various stages of language development. Our school has set aside two periods each month so that professional development goals for teachers can be met. The Network Support Specialist will also provide support to teachers in their classrooms. In addition, a schedule of inter-visitations will be incorporated so that general education teachers who teach ELLs will have the opportunity to observe either our push-in ESL specialists teaching in a small group or our two ESL specialists who teach in a self-contained setting.

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.

The ELL team, consisting of 5 ESL specialists and the Assistant Principal for English Language Learners met to assess whether this finding was relevant to our school's educational program. The team reviewed our Language Allocation Policy to determine how data was disaggregated and what implications for instruction were necessary next steps. It was determined that the data use and monitoring findings were not relevant to our school educational program in the area of monitoring ELLs' academic progress and English language development as well as informing all teachers involved in instructing our ELLs.

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

Applicable Not Applicable

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

Teachers of ELLs receive a copy of the NYSESLAT scores shortly after they become available in the fall of each school year. The information provided includes the proficiency level and total score as well as the individual score for listening, speaking, reading and writing for each entitled student. With this data, teachers receive training from the ELL specialists and assistant principal on how to determine students' weakest area and this enables teachers to set goals when planning for small group instruction. ELL specialists also met to disaggregate data to compare 2009 NYSESLAT results to the 2008 results. This information provided the school with the names of ELL students who went up a proficiency level, who remained in the same proficiency level, and which students went down a level. Data from State assessments (for those who were eligible to take it) as well as interim assessments in ELA and Math are also used to monitor progress and drive instruction. Thirty Intermediate ELL students are also assessed through an intervention computer program entitled, Imagine Learning English. Student progress is monitored through the program and student reports are shared with the classroom teachers.

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.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

A school based committee met to assess whether this finding was relevant to our school.

The committee held several meetings that consisted of the Assistant Principal, the Special Education Teacher Support Services (SETSS) and the IEP teacher as well as all the members of the Academic Intervention Team (AIT). The AIT team consists of AIS providers, the speech teacher, the school psychologist and our two guidance counselors.

The committee agreed that the Curriculum Audit findings were relevant to our school in the area of overall staff understanding about how 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. Staff are familiar with methods that are employed to transition students to the general education curriculum but may benefit from learning more strategies that would facilitate the process further. This finding is also relevant as it applies to the development of behavioral support plans that match student needs. This assessment was based on observations of teachers as well as dialogue with teachers about the challenges they encounter with IEP students.

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?

Our school has provided professional development for special and general education teachers. Each year we provide the staff with an overview of the functions of the Academic Intervention Team and Pupil Personnel Team. IEPs are addressed during this meeting. Also, we have built capacity at our school for general and special education teachers to be trained in the Wilson and Foundations programs. IEP training has been ongoing for teachers as have sessions for CTT teachers, crisis management paraprofessionals and paraprofessionals of self-

contained classes. Teachers are much more familiar with IEP's. Children with IEPs are continuously evaluated and mainstreamed into the general education classes as progress is noted.

Although we acknowledge our staff is knowledgeable about the content of their student's IEPs, further training on the IEP and how to support student goals in the classroom need to be incorporated into the school year. It has been noted that IEP training for self-contained teachers is more sufficient than that of general education teachers. However administration and all teachers as well as service providers will receive more in depth training that will optimally lead to improved student performance.

There is a need to schedule time in which to transfer more precise and varied information regarding the needs of IEP students via staff development for general education teachers as well as for behavioral support plans.

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.

Our Network Leader and Network Support Specialists as well as our building staff will be asked to provide support for staff as needed. The IEP Team as well as members of the Academic Intervention Team and Pupil Personnel Team will address the staff about instructional techniques that are proven to be beneficial in elevating student performance. Our school will schedule special education support specialists to provide training aligned to identified needs. Conferencing time for special education and general education teachers with appropriate staff such as the IEP teacher, SETSS teacher and guidance counselors will be incorporated. Faculty and staff meetings will be targeted over the year to address these issues and will be scheduled periodically. Adopting and utilizing behavioral support plans will be discussed at grade meetings so as to raise awareness about their function.

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

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

Please respond to the following questions for Key Finding 7:

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

A school based committee met to assess whether this finding was relevant to our school. The committee held several meetings that consisted of the Assistant Principal, the Special Education Teacher Support Services (SETSS) and the IEP teacher as well as all the members of the Academic Intervention Team (AIT). The AIT team consists of AIS providers, the speech teacher, the school psychologist and our two guidance counselors.

We believe that the Curriculum Audit in terms of Finding 7 is not applicable to our school. We do align the IEP goals, objectives and modified promotional criteria to the content on which IEP students are assessed on grade-level state tests. The IEP's do address the classroom environment as well as incorporate behavioral plans for students with documented behavioral issues.

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?

IEP's are reviewed by the IEP Team and service providers to ensure that accommodations and modifications are specified for each student on a consistent basis. There is an 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. Students with IEPs are consistently monitored through a process by the AIT and PPT teams to ensure that their IEPs are a reflection of their capabilities and that progress is noted. Through strong and thoughtful conversations among teachers, service providers and parents and through effective communication with the AIT and PPT teams, students with IEPs are reviewed continuously. The open and collaborative culture at our school is such that staff shares expertise with their colleagues and this results in effective monitoring of 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.

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

This appendix will not be required for 2009-10.

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

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

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

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Thirteen students who are currently attending PS153Q are in temporary housing.

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

PS153Q will be providing SES programs, bus service, and counseling, if needed. School supplies, uniform clothing, eyeglasses, and other allowable items will be supplied as needed.

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.