



COMMUNITY SCHOOL 152

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 08X152

ADDRESS: 1007 EVERGREEN AVE., BRONX, N.Y. 10472

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 152 **SCHOOL NAME:** Community School 152

SCHOOL ADDRESS: 1007 Evergreen Avenue, Bronx, New York 10472

SCHOOL TELEPHONE: 718 589- 4560 **FAX:** 718 328 -5867

SCHOOL CONTACT PERSON: Frances J. Lynch **EMAIL ADDRESS:** flynch@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME FRANCES J. LYNCH

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rona Schwarz

PRINCIPAL: Frances J. Lynch

UFT CHAPTER LEADER: Cynthia Gonzalez

PARENTS' ASSOCIATION PRESIDENT: Milagros Orizal

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 08 **SSO NAME:** Leadership CFN # 18

SSO NETWORK LEADER: Irene Rogan

SUPERINTENDENT: Tim Behr

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
Frances J. Lynch	*Principal or Designee	
Cynthia Gonzalez	*UFT Chapter Chairperson or Designee	
Milagros Orizal	*PA/PTA President or Designated Co-President	
Rocio Carrion	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carol Dickens	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tamara Valentin	Member/Parent	
Rona Schwartz	Member/Teacher	
Roy Chestnutt	Member/Para Rep.	
Janine Giordano	Member/AIS Rep	
Angelica Morales	Member/Parent	
Natalie Weissblum	Member/ Teacher	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

The Evergreen School Community holds the belief that each child has the right to expect that our educational family will provide him/her with the educational and social resources necessary to achieve their full potential. This will be accomplished through a curriculum, which recognizes the diverse needs of individual learners. Literacy, Math, Social Studies, Science, and the Arts make up the core curriculum initiatives. Inherent in our efforts will be a component of social and cultural learning, designed to provide our students with the skills necessary to become leaders in the 21ST century. John F. Kennedy noted that "Leadership and learning are indispensable to each other". We concur and see every child who walks through our doors as a potential leader.

School Mission Statement

We come from all over but
We're truly a team.
We respect everybody and
We reach for our dreams.
Achievement, trust, and kindness
Will govern us all.
Learning together will
Make us stand tall.
We're mathematicians, writers, and readers.
We're building character to become
Future leaders.
Administrators, Teachers, Staff,
And Families too,
All of us together
Make C.S. 152

Exciting New Initiatives:

During the spring of 2008, C.S.152 was awarded a Library Grant from the Carmel Hill Fund. This allocation not only granted us over three thousand new books; it also included computers and a library software system. In addition, the Fund installed Accelerated Reader (A.R.) software into all third, fourth, and fifth grade classrooms. The philosophy behind A.R. is that reading is a skill, and as with every skill, it requires not just instruction but practice as well. We know that just reading does not lead to growth to be effective. Reading practice must have certain guidelines, be driven by instruction, have a level of difficulty built in, and be fun for students. A.R. does all this and provides data so that teachers are able to differentiate reading levels and monitor comprehension. This information empowers students with immediate results of their progress. Furthering our philosophy that students must take responsibility for their learning, in order for learning to be life-long.

The following programs will be implemented this year:

- Accelerated Reader Model Classroom: Classrooms that meet a set of learning criteria within a twelve week period receive certification from the Carmel Hill Fund for mastery of program goals and objectives. Criteria are based upon national reading norms. Consultation and support for this expansion initiative are a gift from the Carmel Hill Fund.
- Accelerated Math: This software based program will be implemented in all third through fifth grade classrooms. The Accelerated Math program differentiates assignments and tasks through the use of four types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth. The software program, consultation, scanners and support for the implementation of this program are a gift from the Carmel Hill Fund.
- New Writing Program: Beginning in the fall of 2009, we will implement a first through fifth grade writing program, "Strategies for Writers". This program provides students with writing skills in four genres: Narrative, Descriptive, Expository and Persuasive. Within each target area, students are exposed to a variety different writing experiences that are linked to literature, allowing the student to hear and visualize how "writers" write in that genre. Most importantly, this school-wide initiative allows for the scaffolding of writing and the development of life long writers.
- Handwriting Program: First through third grade students will be taught how to write through a handwriting instruction program. Handwriting is a motor development skill that in many instances is the paradigm of literacy.
- Vocabulary Program: Beginning in the fall of 2009 all fourth and fifth grade students will be expanding their vocabulary skills through the use of "Vocabu-Lit". This program teaches vocabulary words through a selection of grade appropriate excerpts from fiction and nonfiction.
- Spotlight on Learning: In the fall of 2009 we will begin a school wide study on how children with IEPs learn within the general classroom arena. One area of the curriculum has been selected for investigation; fluency and reading comprehension. By utilizing classroom teachers, AIS, and ESL push-in teachers we will begin a year long case study on the special needs students. The purpose of this initiative is to learn what works and what does not work, in teaching reading comprehension and fluency to the target population.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 152 Evergreen						
District:	8	DBN:	08X152	School BEDS Code:	320800010152		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	72	72	72		90.4	89.8	90.7
Kindergarten	120	113	136	Student Stability - % of Enrollment:			
Grade 1	151	138	147	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	145	164	133		88.3	84.4	90.4
Grade 3	142	140	148	Poverty Rate - % of Enrollment:			
Grade 4	136	140	148	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	120	142	134		91.3	88.0	88.9
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		36	30	95
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		19	17	18
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	3	4	1	(As of October 31)	2006-07	2007-08	2008-09
Total	889	916	939				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	44	69	59	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	9	10	24	Superintendent Suspensions	1	0	0
Number all others	30	40	51	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	76	64	37	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	128	164	189	Number of Teachers	65	72	76

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	8	7	Number of Administrators and Other Professionals	10	19	21
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	11	8
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	100.0	100.0	98.7
				% more than 2 years teaching in this school	46.2	56.9	71.1
				% more than 5 years teaching anywhere	35.4	36.1	48.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	85.0	79.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	98.9	99.2
American Indian or Alaska Native	0.4	0.6	0.6				
Black or African American	27.1	26.4	25.1				
Hispanic or Latino	71.2	71.9	72.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.9	1.3				
White	0.6	0.2	0.6				
Male	49.5	50.9	49.5				
Female	50.5	49.1	50.5				
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 3						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 3			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
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	X	√	-			
Limited English Proficient	√ ^{SH}	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	6	5	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	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	9.3	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:	17.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	58.5		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	8.3		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Over the last five years, our school has evolved into a learning community. Growth can be attributed to five components: Hard work by students and teachers, strong leadership by administration, data and the implementation of data systems which provide information on student achievement, strengthening differentiated instruction throughout the curriculum, and, finally, federal and voluntary funding initiatives which allow for enhanced professional development and new programs.

The Quality Review Report issued in 2006-2007, and in 2007-2008 rated C.S. 152 as "Well Developed." Over the last three years (2006-2007, 2007-2008, and 2008-2009), we have received an "A" rating by the New York City Progress Report. But most importantly, is the fact that we are reaching young students and as the aforementioned scores indicate, we are making an impact. As an example, 2009 NYS English Language Arts and Mathematics tests indicate that 87.9% of those students identified in the lowest quarter for English Language Arts achieved one year or better on their New York State English Language Arts test. Eighty percent of all fourth and fifth grade students taking the NYS ELA test demonstrated one year growth. The same findings were also found for Mathematics. Seventy percent of all students in the fourth and fifth grade achieved one year or better on this examination. Seventy-five percent of the students identified in the lowest quarter scored one year or better on the NYS Mathematics test.

Three years ago, we began an Inquiry Team in order to examine student populations who were not succeeding in school.

- In 2007-2008 fourteen students who were at different stages of language acquisition were selected for an enhanced vocabulary and fluency program. At the end of a six month period these students had made a dramatic change in their phonemic, oral, and vocabulary skills. As a result, Imagine Learning English is now implemented in all ESL classrooms.
- In 2008-2009 after reviewing our NYC Progress Report it became apparent that students scoring levels three or level four were stagnant in their growth. The query was how do we creatively enrich the curriculum of these students? An enrichment program was created in literacy, science, and math. At the end of six months data found that the majority of students had demonstrated an increase in New York State Literacy, Math and Science examinations.
- In 2009-2010 after a review of our NYC Progress Report, we noted the only population to not have made a significant gain in growth during the last academic year was students with

special needs. This year, a case study will be undertaken to identify how students with IEPs function within general education classroom settings. Two areas of investigation have been selected: fluency and reading comprehension. The purpose of this study is to examine how we can enrich the learning environment for students with disabilities.

The CEP of 2009-2010 is in response to the 2005 School Restructuring Plan, we have modified the plan to meet the needs of our students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1:

In 2009-2010 two Read Well Specialist positions will be created in order to further develop an enriched cohesive reading curriculum for kindergarten through grade two. One specialist will be responsible for kindergarten and the other for first and second grade. They will coordinate their activities so as to bridge the Read Well program from kindergarten through second grade.

Goal Number 2:

Greater refinement of the Accelerated Reader (A.R) program in grades three through five. This will be accomplished through closer monitoring of A. R. *Diagnostic Scores*, in addition to implementation of *Model Classroom* in grades three through five.

Goal Number 3:

To enhance math education in grades three through five, the Accelerated Math program will be introduced and implemented. The Accelerated Math program differentiates instruction through the use of math practice assessment which provides teachers with an immediate check on student mastery. STAR Math baseline and end of year assessments will be administered to determine growth.

Goal Number 4:

In 2009-2010, after a review of our NYC Progress Report, we noted the only population to not have made a significant gain during the last academic year was students with special needs. This year, a case study will be undertaken to identify how students with IEPs function within general education classrooms settings. Two areas of investigation have been selected: fluency and reading comprehension. The purpose of this study is to examine how we can enrich the learning environment for students with disabilities.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Early Childhood Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2009 -2010 two Read Well Specialist positions will be created in order to further develop an enriched cohesive reading curriculum for kindergarten through grade two. One specialist will be responsible for kindergarten and the other for first and second grade. They will coordinate their activities so as to bridge the Read Well program from kindergarten through second grade.</p> <p><u>Measurable objective:</u> By June 2010 students in kindergarten through grade 2 will have progressed at least one reading level as measured by monthly running record scores. All kindergarten, first and second grade students will be given pre and post Early STAR Reading/Comprehension Literacy Assessments, and ECLAS. Baseline scores will serve as the measure by which growth is determined. Running Records are administered monthly and STAR Literacy Assessment three times a year (September, January and May), the finale assessment is ECLAS administered twice a year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Principal will oversee the following:</u></p> <p>Read Well Specialists will be responsible for professional development on the Read Well curriculum and administration of baseline and monthly unit assessments. They will present the following reports to grade supervisors:</p> <p><u>Use of Data:</u></p> <ul style="list-style-type: none"> • Collect, record, and analyze baseline DIBELS, Early STAR Literacy and ECLAS data • Collect, record, analyze and document Read Well unit assessments for each child on a monthly basis • Develop a monthly accountability chart to measure each child’s progress in the Read Well program • Use data from monthly unit assessments to ensure appropriate placement in guided reading groups

	<ul style="list-style-type: none"> • Baseline and monthly assessment data will guide professional development • Monthly meetings with grade supervisors will guide ELA instruction • Teachers will continue to utilize grade level monthly reading and writing maps to drive literacy instruction for this academic year • Continued use of New York State standards and standardized early childhood rubrics for reading and writing during this academic year • Implementation and monthly pacing of comprehensive skills during shared and guided reading through the implementation of the <i>Read Well</i> Program • Introduction of the <i>Walk to Read</i>, enhancement program for kindergarten through second grade students, beginning January 2010 <p><u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> • Administration will establish direction for ELA instruction in phonics and comprehension based upon a combination of <i>Early Star Literacy</i>, <i>ECLAS</i> and <i>Read Well</i> data • Teachers will continue to utilize grade level reading/writing curriculum maps in order to drive instruction • Teachers will continue to use New York State standards and standardized early childhood rubrics for reading and writing • <i>Read Well</i> Specialists and teachers will continue to use comprehension skills during shared and guided reading through the implementation of the <i>Read Well</i> program • Read Well Specialists will coordinate program implementation to ensure greater continuity of program from kindergarten through second grade • Administration will continue the implementation of an English Language Skills curriculum in order to develop grammar and emergent writing
<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><u>Principal will oversee the following:</u></p> <p><u>Development of Staff:</u></p> <ul style="list-style-type: none"> • Read Well Specialist will meet weekly to review program data and progress • Read Well Specialist will provide monthly training in Read Well, running records, writing, and comprehension • Outside consultant will provide training twice a year • Ongoing analysis of monthly data in order to develop a focused professional development plan that reflects the needs of both students and teachers <p><u>Use of Resources:</u></p> <ul style="list-style-type: none"> • Allocation and monitoring of: Title I resources to purchase Read Well, and Title 4CE, and Fair Student Funding for staff retention. • Insure implementation of: <i>Read Well</i>, <i>ECALAS</i>, and <i>Early STAR Literacy</i> • Insure Distribution of <i>Read Well</i> libraries to each classroom • Insure common time for both Read Well Specialist to meet

	<ul style="list-style-type: none"> • Continuation of established common planning periods, in order to ensure collaboration among teachers • Implementation of an English Language Skills curriculum in order to develop grammar and emergent writing
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Principal will oversee the following:</u></p> <ul style="list-style-type: none"> • Principal will discuss weekly with targeted Assistant Principals to review implementation and progress of lower school (K-2nd) reading curriculum • Supervisors will meet monthly with <i>Read Well</i> Specialists to review data, reflect on results and revise if needed when establishing the monthly targets • Read Well specialists will develop a binder that will hold samples of standardized tests utilized, results of said tests, and school based monthly testing • Implementation of daily independent reading in order to build fluency • Oversee a standardized data collection system for individual student data within the classroom setting • Increase classroom libraries in order to enhance guided and independent reading through the materials provided by the <i>Read Well</i> program

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Subject/Area (where relevant): Literacy Third through Fifth

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

English Language Arts – Reading Comprehension

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Greater refinement of the Accelerated Reader (A.R) program in grades three through five. This will be accomplished through closer monitoring of A. R. <i>Diagnostic Scores</i>, in addition to implementation of <i>Model Classroom</i> in grades three through five. Ten percent (34) of the students in grades three through five will have increased their reading level by one year as measured by the STAR Assessment. This assessment is administered in September, January and May.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Use of Data:</u></p> <ul style="list-style-type: none"> • Analysis of comprehension skills through pre and post-test STAR assessment testing • Collect, record, analyze and document comprehension levels on a monthly basis through A.R. <i>Diagnostic Report</i> • Bimonthly fluency assessment to ensure skill development throughout the academic year • Continue use of rubrics and NYS ELA standards as a base for instruction strategies to be taught during academic year <p><u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> • Implementation of <i>Model Classroom Software and protocol</i> • Continued implementation of an independent reading program for grades three through five • Continued implementation of computer based comprehension assessment program for

	<p>grades three through five</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><u>Development of Staff:</u> Professional development will be provided in the following areas throughout the academic year</p> <ul style="list-style-type: none"> • Accelerated Reader Software • Comprehension Strategies • Diagnostic test monitoring • Model Classroom protocol • Consultant will meet with administration and A.R. coordinator monthly • Consultant will provide PD to teachers in September and in November <p><u>Use of Resources:</u></p> <ul style="list-style-type: none"> • Allocation and monitoring of: Title 4CE and Fair Student Funding for staff retention. • Assignment of Accelerated Reader Coordinator/ Grant Writer to monitor all aspects of grant program. • Continued implementation of Carmel Hill Fund literacy grant. This collaboration will continue to allow us to assess and enhance independent reading through Accelerated Reader software. • Continued expansion of School Library through Carmel Hill Fund allocation, to support independent reading. <p><u>Personal Leadership:</u></p> <ul style="list-style-type: none"> • Continued ongoing meetings with consultants in order to outline program goals and procedures. • Meet with teachers monthly to review A.R. Diagnostic test results • Meet with A.P. and A.R. coordinator to ensure program implementation. • Meet with cabinet to review data and implement new school wide initiatives • Monthly meeting with data specialist and A.R. coordinator to review qualitative and quantitative data
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Development and maintenance of data binder • Establishment of classroom data folder to measure comprehension growth.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math Third through Fifth grade
Math third through fifth grade

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To enhance math education in grades three through five, the Accelerated Math program will be introduced and implemented. The Accelerated Math program differentiates instruction through the use of math practice assessment which provides teachers with an immediate check on student mastery. STAR Math baseline and end of year assessments will be administered to determine growth. Ten percent (34) of the students in grades three though five will have increased their math level by one year as indicated by the end of the year STAR math assessment.</p>
<p><i>Action Plan</i></p>	<p><u>Use of Data:</u></p> <ul style="list-style-type: none"> • Analysis of math skills through pre and post STAR Math testing • Monitor math pacing and student mastery through monthly review of the Accelerated Math program, Grade Objective List Report, and the Status of the Class Report • Collect, record, analyze and document math comprehension on a monthly bases through the Accelerated Math Diagnostic report • Collect, record, analyze and document on a monthly basis, Accelerated Math and TOPS Reports • Continue use of Everyday Math curriculum in addition to Kaplan Test Preparation • Continue use of rubrics and NYS Math Standards as a base for instruction strategies to be taught during academic year • Continue use of NYC math curriculum <p><u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> • Implementation of Accelerated Math Software and protocol • Implementation of math program in grades three through five • Implementation of STAR Math assessment • Train and oversee classroom implementation of Accelerated Math program

<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><u>Development of Staff:</u> During first year of implementation, teachers will receive guided professional development on the different aspects of Accelerated Math. Grant coordinators throughout the academic year will provide professional development.</p> <ul style="list-style-type: none"> • Classroom rituals and routines • Accelerated Math Software, and scanner use • Accelerated Math Reports: Objectives, Diagnostic, TOPS, and Status of the Class reports • Accelerated Math Lesson planning • Differentiated instruction for Accelerated math • Consultant will meet with administration and Math/Grant coordinator monthly • Consultant will provide PD to teachers in September and November <p><u>Use of Resources:</u></p> <ul style="list-style-type: none"> • Allocation of Title 4C E and Fair Student Funding for staff retention. • Assignment of Math Coordinator to develop grade objective in conjunction with NYS and NYC curriculum • Assignment of Accelerated Reader/Math Coordinator to monitor and coordinate program • Expansion and implementation of Carmel Hill Fund Grant allocation to support math education <p><u>Personal Leadership:</u></p> <ul style="list-style-type: none"> • Continued ongoing meetings with consultants in order to outline program goals and procedures • Meet with AP monthly to review Accelerated Math findings • Meet with Math/Accelerated Math coordinators to review data and implement new actions • Monthly meeting with data specialist and Accelerated Math coordinator to review qualitative and quantitative data
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Development and maintenance of data binder • Establishment of classroom data folder to measure math growth

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Students with IEPs Enrolled in General Education Classrooms

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2009-2010, after a review of our NYC Progress Report, we noted the only population to not have made a significant gain during the last academic year was students with special needs. This year, a case study will be undertaken to identify how students with IEPs function within general education classroom settings. Two areas of investigation have been selected: fluency and reading comprehension. The purpose of this study is to examine how we can enrich the learning environment for students with disabilities.</p> <p>By June 2010 students in grades one and two will average two reading units per month. Students in grades three through five will average an additional five words per-minute in fluency as determined by monthly DIBELS assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>The Principal will oversee the following:</u></p> <ul style="list-style-type: none"> • School wide Inquiry Team will identify student population • Inquiry chairperson will develop case study data collection forms • Inquiry team members will engage all classroom, AIS, and ESL teachers in the study • Data collection will be reviewed at monthly Inquiry meeting. • Data will include, but not be limited to, STAR Early Literacy and upper school diagnostic tests, DIBELS and ECLAS findings • Diagnostic assessments STAR will be administered twice a year • Accelerated Reader quiz assessments will be reviewed upon student completion of quiz • Data collected will also examine social components of the students life within the general education classroom: absences, known family data, and behavior

<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><u>Principal will oversee the following:</u></p> <ul style="list-style-type: none"> • Allocation and monitoring of Children’s First Funds for Inquiry costs.. • Allocation and monitoring of Title I, for implementation of Read Well Program in all Special Education classrooms. • Allocation and monitoring of Title 4CE and Fair Student Funding for staff retention • Inquiry meetings and data collection • Review and discussion of data implications • Implementation of data findings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Principal will oversee the following:</u></p> <ul style="list-style-type: none"> • Development and maintenance of data binder • School wide implementation of data findings

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	10	10	10	10	N/A	0	2
1	35	35	35	35	22	N/A	8	30
2	28	28	28	28	15	N/A	3	22
3	50	48	50	50	12	N/A	5	20
4	45	45			13	N/A	5	35
5	20	20			9	N/A	4	23
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: <u>Wilson</u> <u>Merrill Linguistics</u> <u>Focus</u> <u>Accelerated Reader</u></p>	<p><u>Wilson:</u> A program designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound, word and syllable cards are used throughout the Wilson reading process.</p> <p><u>Merrill Linguistics:</u> Children practice reading in their <u>Stepping Up</u> books before reading stories in the Merrill readers. This preparation makes the reading of words easier for children, so they can focus their attention on the meaning of the stories.</p> <p><u>Focus:</u> Supports NCLB goals, and features differentiated instruction-books across multiple levels feature parallel lessons with the same skills and page numbers.</p> <p><u>Accelerated Reader:</u> Supports NCLB goals, through individualized differentiated assessments and leveled book program.</p>
<p>Mathematics: <u>Accelerated Math</u> <u>Kaplan Keys</u></p>	<p><u>Accelerated Math:</u> The Accelerated Math program supports NCLB goals, through individualized differentiated instruction. Math practice assessments provide immediate checks on student mastery and growth.</p> <p><u>Kaplan Keys:</u> Provides instruction on effective methods and strategies for taking the New York State Test.</p>
<p>Science: <u>Differentiated Instruction</u> <u>Harcourt Brace - NYC Science Curriculum</u></p>	<p><u>Differentiated Instruction:</u> Our science program offers the following features: Hands on learning, small group instruction, Lab set-up for grade four students.</p> <p><u>Harcourt Brace – NYC Science Curriculum:</u> Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials.</p>
<p>Social Studies: <u>Data Driven Monitoring</u></p>	<p><u>Data Driven Monitoring:</u> Academic Intervention Services are given to all students who are performing below Level 2, including but not limited to individual or small group instruction, extended day activities and provision of supplementary instructional materials. Parent workshops and other forums for communication with families to introduce them to DOE social studies curriculum. Administrators and coaches will continue to support student learning and curriculum implementation.</p>

At-risk Services Provided by the Guidance Counselor:	At risk counseling, ongoing contact with parents, referrals to agencies for services and follow-up and monitoring of student attendance.
At-risk Services Provided by the School Psychologist:	Contact with teachers- discussion as to strategies that might be implemented in the classroom to foster/improve management of the class as a whole and/or individuals within the group. Presentations to teachers, explaining the assessment process and how the information can be helpful to them in terms of understanding the needs of students.
At-risk Services Provided by the Social Worker:	At risk counseling, ongoing contact with parents, referrals to agencies for services, and follow-up and monitoring of student attendance.
At-risk Health-related Services:	At risk Health services are provided to students daily by the school nurse. This program addresses medication administration for children with medical conditions requiring the attention of a trained nurse during school hours. In addition students who become ill during the school day are seen on an as need basis by the nursing team.

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

NCLB/SED requirement for all schools

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

LANGUAGE ALLOCATION POLICY (LAP)

Part I: School ELL Profile

Teacher Qualifications

Number of ESL Certified Teachers	6	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	n/a
Number of Content Area Teachers with Bilingual Extensions	n/a	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

School Demographics

Total Number of Students in School	831	Total Number of ELLs	216	ELLs as Share of Total Student Population (%)	26%
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Part II: ELL Identification Process

During the registration process, parents of new entrants to the NYC Public School system complete the Home Language Identification Survey (HLIS). ESL certified teachers Ms. H. Ryan, Ms. K. Brenan, Ms. N. Ortega, and Ms. L. Suarez who are bilingual are present while parents fill out the HLIS. During this time they conduct an informal interview of the student and parent to ensure that the HLIS is completed properly. Once the parent has completed the HLIS, the HLIS rubric is used to determine each student’s OTELE Alpha code. Any student whose OTELE Alpha Code is anything other than English is administered the Language Assessment Battery-Revised (LAB-R) test by an ESL teacher. Any student whose OTELE Alpha Code is Spanish and scores at or below the cut score on the LAB-R is administered the LAB-R in Spanish by a bilingual, ESL certified teacher. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered **Limited English Proficient (LEP)** or an **English Language Learner (ELL)** and placed in an ESL class.

Any student who is identified as LEP/ELL entitled is administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually; it assesses and measures progress in the four modalities (Listening, Speaking, Reading and Writing). The NYSESLAT scores are used to determine a student’s eligibility to continue to receive LEP/ELL services.

In adherence with state requirements to place ELLs within ten days of enrollment, C.S. 152 strives to inform parents of their program during registration and as needed throughout the year. The choices are as follows: choices English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. All ESL certified teachers who are familiar with the program choices are available during registration. At this time, parents of entitled students are provided with an opportunity to view the *Parent Orientation Video for Parents of English Language Learners* (available in English and Spanish) which details the program choices. During this time the Bilingual/ESL Coordinator or an ESL teacher offers a summary of C.S. 152 programs and is available to answer any questions regarding programs. Parents are asked to fill out the Program Selection Form at this time. Throughout the year, parents of ELLs are invited to Parent Orientation where the Bilingual/ESL Coordinator offers a summary of the programs and then parents of ELLs, who did not view the video at registration, are given an opportunity to view the orientation video and make their program selection. Parents are encouraged to fill the Parent Selection Form at school however, if they do not make it to the Parent Orientation, the forms are handed out to the students by their ESL teachers. The ESL teacher and/or Bilingual/ESL Coordinator will inform the parents of the program choices and ask them to make their selection on the Program Selection Form. At this time parents are also informed of the next orientation where they will have an opportunity to view the video.

Mid September entitlement letters are distributed. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. Parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. During this time the parents of all entitled ELLs receive the Parent Survey and the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Program Selection forms are collected and filed in the ESL office by the ESL/Bilingual Coordinator.

C.S. 152 offers an English as Second Language (ESL) program. This program is aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. After reviewing the Parent Survey and the Program Selection forms, the trend by parents is to choose the ESL program.

Part III: ELL Demographics

A. ELL Programs

ELL Program Breakdown

ELL Program	K	1	2	3	4	5
ESL Push In	2	2	2	2	3	2
Total	2	2	2	2	3	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

ALL ELLs	216	Newcomers (ELLs receiving service 0-3 years)	178	Special Education	24
SIFE	1	ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	0

ELLs by Subgroups

	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
ESL	168	1	12	48		11	0	0	0
Total	168	1	12	48		11	0	0	0

Programming and Scheduling Information

At Community School 152 we have a push-in ESL program for grades K-5. The program consists of twelve freestanding ESL classrooms with a certified ESL teacher who pushes in for two periods per day for a total of 520 minutes per week, exceeding the 360 minutes mandated by CR Part 154. The classes are heterogeneous with the exception of one class in the 4th grade with approximately seven ELLs who all scored advanced on their NYSESLAT. A certified ESL teacher pushes into this class five periods per week for a total of 260 minutes per week exceeding the 180 minutes mandated by CR Part 154.

As ninety-seven percent of ELLs at C.S. 152 are Spanish speaking we have made an effort to ensure that each ESL classroom has at least one teacher who is bilingual in English and Spanish (either the ESL push in or the classroom teacher). The ESL teachers are paired with classroom teachers in order to ensure that during morning drop-off, dismissal and parent/teacher conferences parents of Spanish speaking ELLs will be able to communicate with a teacher in the classroom. These considerations promote the home/school connection and allow parents to be involved in their child's education. Additional native language supports include literature in the student's native language, books on CD in English and Spanish, bilingual dictionaries, picture dictionaries, and *Imagine Learning English* software program. In all grades, Everyday Math Books and Math Steps are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed. In grades 3- 5 the New York City core Science curriculum is available in Spanish.

All programs, curriculums and support for ELLs are grade/age appropriate. Each classroom including ESL classrooms receive materials based on grade level. In addition all ESL classrooms have Imagine Learning and as needed, the Read Well program. Both programs are detailed below. Read Well is utilized in ESL classrooms with new arrivals or those who have tested Beginner or Intermediate on the NYSESLAT and are in need of additional support in reading.

Two years ago the Inquiry Team evaluated the *Imagine Learning English* program for one year through an after school program. The Inquiry Team determined that the program was beneficial for newcomers. As such, all ESL classrooms are equipped with a laptop computer that is loaded with the *Imagine Learning English* program. This program provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. *Imagine Learning English* offers critical support for English language learners through the use of L1 Fade Technology. This technology uses advanced algorithms to provide the learner with primary language support as needed. As the learner's need for first-language support lessens, so does the support provided. Through age appropriate themes the program automatically differentiates for each student as they move through the program. The meaning of new words and phrases is communicated through native speakers, written language and real-life images, as well as previously learned material. *Imagine Learning English* teaches over 2,000 vocabulary words, including nouns, verbs, adjectives, adverbs, and prepositions. Students learn over 1,000 academic words taken from language arts, science, math, and social studies, preparing them to succeed in school. *Imagine Learning English* also provides reports, certificates of achievement, and letters for parents in their primary language. Students are assessed by a built-in tracking component of the *Imagine Learning English* as well as receive individual progress reports.

Last year Contract for Excellence (model programs for ELLs) monies were used to purchase bilingual books on CD to build a lending library for a model ESL classroom. Prior to opening the Audio Book lending library the teacher met with parents to explain the goals of the program: to create a love of books and reading, promote listening skills, to introduce students and their families to a variety of imaginative texts in Spanish and English, and to encourage family discussions about the books they have read and listened to. Once the parent and student have signed the contract outlining the expectations and goals, the student is encouraged to select a book to take home and share with their family for four days. This program gave parents of ELLs who may not be literate the opportunity to share a book with their children in their native language as well as English. Parent and teacher response to this program was very positive, therefore C.S. 152 plans to build similar libraries and implement the same program in ESL classrooms for grades K-5.

In the grades K- 2, the ESL teacher pushes into the class during the literacy block. During this time the classroom teacher and ESL teacher co-teach, scaffolding lessons to address the four modalities (listening, speaking, reading and writing) with an intense focus on academic vocabulary development, phonemic awareness, phonics, fluency, comprehension, writing and grammar. Teachers use data from formal and informal assessments to place the students in small groups, and determine the skills focus for each group. Both teachers in each classroom are trained in *Read Well* a reading program that facilitates differentiated instruction in phonemic awareness, phonic, vocabulary, comprehension and fluency. In small groups the students work with one teacher on reading while the second teacher focuses on additional skills such as vocabulary, grammar, comprehension and phonemic awareness, when possible these skills are taught through writing. In small group and whole class lessons teachers continually work on listening and speaking skills. As mentioned above the ESL teachers exceed the required minutes per week mandated by CR Part 154. The additional 160 to 320 minutes per week are spent targeting the needs of ELLs that may need extra time, including but not limited to students with interrupted formal education (SIFE), newcomers with less than three years of service, or those with special needs. The ESL teacher and

classroom teacher design an instructional plan that will meet the needs of these students. In grades K-2 this may include *Read Well* extra practice lessons that are specifically designed to word recognition, comprehension and oral language development. A student may spend time on the *Imagine Learning English* computer program. Additional intervention strategies may include guided activities at a listening center or intensive grammar, vocabulary and writing lessons.

In grades 3-5 the push-in ESL teacher works with students in ELA, Math, Social Studies, and Science providing scaffolding, re-teaching, and academic vocabulary. Teachers use data from formal and informal assessments to place the students in three small groups. These groups are fluid and change based on the needs of students. Three days a week the ESL teacher focuses on ELA skills such as grammar, vocabulary, making predictions, cause and effect, compare and contrast, story mapping, summarizing, main idea, and sequencing, while the classroom teacher works on concepts or strategies in ELA. Two days a week the focus turns to the content areas: Math, Social Studies and Science. During this time the classroom teachers focuses on math strategies while the ESL teacher works on developing academic vocabulary across the content areas and scaffolding the teaching of skills such as operations and analyzing tables and graphs. These activities encompass all four language modalities.

Accelerated Math and Accelerated Reading are two software programs which differentiate learning. Both programs are essential components to the curriculum for third through fifth grade students. Accelerated Reader software provides assessments (STAR) which assess each child's level of reading and assigns them a Zone of Proximal Development (ZPD) based upon their level of reading comprehension. The ZPD assigned to the student correlates with the trade books they will read. Reading progress is assessed upon completion of quizzes on books read. It is important to note that some Accelerated Reader quizzes are available in Spanish. In addition books in Spanish are available to all ESL Classrooms. One result of this process is that students are learning to manage their own growth in reading. Accelerated Math is also a software based program which has been initiated this fall (2009) in all third through fifth grade classrooms. The Accelerated Math program differentiates instruction through the use of 4 types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth.

The additional 160 to 320 minutes per week are spent targeting the students that may need extra time, including but not limited to, students with interrupted education (SIFE), newcomers with less than three years of service, or those with special needs. The classroom teacher and ESL teacher design an instructional plan that will meet the needs of these students. This may include working on the *Imagine Learning English* computer program, or at a listening center. Additional interventions may include intensive lessons that focus on decoding skills, phonics, grammar, vocabulary, and writing.

ELLs with IEPs, who are not in ESL classrooms, are pulled out into a small group five periods a week and push into general education ESL classrooms for two periods a week to fulfill the 360 minutes determined by their NYSESLAT score. The ESL teacher uses formal and informal assessments in conjunction with information gathered from the Special Education classroom teacher guide the focus of the small group pull out sessions that occur five periods a week. Those who would benefit from the *Imagine Learning English* program also have the opportunity to use this program during this time. When the students are mainstreamed into ESL classes they participate in the small group lessons lead by the ESL and classroom teacher.

ELLs who have demonstrated proficiency on the NYSESLAT remain in ESL classes for a minimum of two years. This guarantees that they receive additional support that may be necessary before transitioning to a non-ESL classroom.

Improvements for the upcoming school year include the addition of Imagine Learning in all ESL classrooms. All ESL and classroom teachers will receive professional development on the program. All ESL classrooms grades K-5 will have an Audio Book lending library. Descriptions of these programs (Imagine Learning and Audio Book Lending Library) are detailed above. A Morning program specifically for ELLs will focus on literacy skills through a research based program. All programs that occur during the school day, before school and/or afterschool, including Princeton's After School Program, are available to all ELLs.

Professional Development and Support for School Staff

The primary goal is to develop the teachers' craft, cultural awareness and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. To accomplish this monthly professional development to address these topics will be provided during lunch periods as well as June 10th staff development day. As per Jose P., a minimum of 7.5 hours will be dedicated to Jose P. training. All professional development sessions will be offered to all staff members in the school. All session leaders will provide a sign in sheet to document professional development sessions. Additionally, to ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. Additional support may be in the form of an official professional development or a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT scores with a classroom teacher. After analyzing data from various sources, the tentative topics for professional development sessions are: *Understanding the NYSESLAT scores, Becoming Familiar with the ESL Learning Standards, Writing, Language Experience Approach (LEA), Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, and How English Language Learners are Identified and Exited from the ESL Program.* Professional development workshops will be presented in house by ESL personnel, coaches, and outside workshop providers.

To assist the transition from one school level to another the school guidance counselor in conjunction with the Parent Coordinator meets with teachers and students to assist with the middle school application as well as facilitate the transition from elementary school to middle school.

Parental Involvement

All parents are invited to monthly Parent Association Meetings, Meet the Teacher, Parent Teacher Conferences as well as holiday celebrations, and any other open house activity. These events provide parents an opportunity to get to know the school and staff as well as become more involved in their students education. The parent teacher coordinator, who is bilingual, as well as the Bilingual/ESL coordinator are available to parents to address any questions or concerns. Bilingual staff members are available at all events to interpret and/or translate as needed.

A free adult ESL course is offered to anyone in the community interested in learning English. These courses are offered at C.S.152 Tuesdays and Thursdays from 6 p.m. – 9 p.m. Flyers inform parents of the availability of these courses.

Part IV: Assessment Analysis

Data from yearly New York State Tests including the NYSESLAT and LAB-R are used at the beginning of the year to give teachers a snapshot of the students' academic profile and their academic progress. This information is used in conjunction with initial assessments at the beginning of the year to form literacy groups in grades K-2 and groups in all content areas in grades 3 – 5. All teachers (ESL and classroom) understand that the groups are fluid and change based on the needs of each student throughout the year. Throughout the year, the ESL teachers work with their classroom teachers to analyze data collected from a variety of sources including informal assessments (teacher observations, quizzes, homework, etc.) formal assessments (i.e. Acuity, Accelerated Reading Quizzes and Accelerated Math quizzes), and periodic assessments (Everyday Math, Read Well, Strategies for Writers, Science and Social Studies). This information is used to guide the focus of whole group and small group lessons.

Analysis of 2009 LAB-R/or New York State English as a Second Language Achievement Test (NYSESLAT) results

2009 NYSESLAT Proficiency Level (including LAB-R scores for new admits)

	K	1	2	3	4	5	Total
B(Beginners)	15	13	13	10	6	5	62
I(Intermediate)	10	13	14	16	18	16	87
A(Advanced)	6	5	15	8	23	9	66
Total Tested	31	31	42	24	47	30	215

2009 NYSESLAT Modality Analysis

		K	1	2	3	4	5
Listening and Speaking	B	n/a	0	2	1	1	2
	I	n/a	5	6	4	0	1
	A	n/a	16	32	27	45	25
Reading and Writing	B	n/a	7	11	8	5	3
	I	n/a	13	14	16	18	16
	A	n/a	1	15	8	23	9

Analysis of students' strengths and weaknesses in the four modalities of the NYSESLAT test

All students identified as Limited English Proficient (LEP) are required to take the New York State English as a Second Language Assessment Test (NYSESLAT). Analysis of the NYSESLAT scores indicate that approximately 89% of students in grades K through 5 scored at the advanced or proficient level on the combined listening and speaking scores. Further analysis of these two modalities indicates that in grades one and

two the weakest modality is listening. The same trend follow in grades three through five, with the exception of a few students who scored higher in listening when comparing listening and speaking scores. Analysis of the reading and writing combined scores indicates that students in grades one and two demonstrate weakness in reading while students in grades three through five scored lower in writing. With the exception of a few students, most of which were new arrivals, students in all grades who scored at the beginning level for the NYSESLAT scored intermediate, advanced and even proficient in listening and speaking but scored at the beginning level in reading and writing, making their overall proficiency level -- Beginner.

2009 New York State ELA scores for ELLs

	Level I	Level II	Level III	Level IV
3	9	26	12	0
4	7	9	9	0
5	1	21	14	0

Analysis of 2009 New York State English Language Arts (ELA) scores for English Language Learners

The 2008/2009 DAA Memo #6 (Attachment 8) states “schools are permitted to exempt from the English Language Arts tests only those ELLs who on January 2, 2009 will have attended school in the United States (excluding Puerto Rico) for less than one year.”

Accordingly, some of the ELLs in grades three through five were exempt from ELA test. Forty-seven third grade ELLs took the ELA exam, of these 20% scored at a level I, indicating these students have not met the learning standards for their grade level. Fifty-five percent (55%) of the third graders tested scored at a level II indicating that these students demonstrate a partial understanding of the ELA knowledge and skills expected in their respective grade. While the remaining 25% scored at a level III, indicating that these students demonstrated an understanding of knowledge and skills expected for their grade level. Of the 25 fourth grade ELLs tested 28% scored at a level I, thirty six percent (36%) scored at a level II and 36% scored at a level III. Thirty-six ELLs were tested in the fifth grade. Of these 3% scored at a level I, 58% scored at a level II and 39% scored at a level III.

Previous analyses of NYSESLAT scores for these grades indicate a weakness in reading and writing skills, primarily writing skills. C.S. 152 has adopted the *Zaner-Bloser Strategies for Writers* curriculum for all grades. This research-based curriculum is correlated to New York State writing standards. The curriculum integrates grammar and is rubric based to ensure that all teachers are able to prepare their students to become skilled writers. ESL teachers work side by side with their co-teachers to assist in scaffolding the writing lessons to make them accessible to their students.

Beginning in 2006, C.S. 152 gradually adopted the *Read Well* program for kindergarten through second grade. This research-based

curriculum is specifically designed to facilitate differentiation of instruction, allowing teachers to target the specific reading skills, including phonemic awareness, phonics, decoding, and fluency, for each child. Teachers in grades K through 2 continually receive coaching and training on this program helping them develop as reading teachers. As with the writing curriculum, ESL teachers work side by side with their co-teachers to assist in scaffolding the writing lessons to make them accessible to their students.

Spring 2009 ECLAS – 2 Results for ELLs

	Level I	Level II	Level III	Level IV	Level V	Level VI
K	2	3	14	1	0	0
1	5	5	8	11	8	6
2	1	4	3	10	9	15

Analysis of the 2009 ECLAS-2 results for English Language Learners

Students in grades K-3 are administered the ECLAS-2 twice a year, once in the fall and a second time in the spring. The following is an analysis of Spring 2009 ECLAS-2 results for grades K through 2. Kindergarten students are expected to be at level II at the time of the spring administration of the ECLAS-2. Ninety percent of kindergarten students tested scored at or above level II, indicating that they are at or above grade level. Ten percent of kindergarten students tested below grade level. First grade students are expected to score at level IV or above, 58% of first graders tested scored at or above level IV, 19% scored at a level III. The remaining 23% scored at or below level II. To be considered at grade level, second graders are expected to score at level VI. Thirty-six percent of the second graders tested scored at grade level while 21% scored at level V, 24% scored at level IV, and the remaining 19% scored level III or below. Teachers in grades K through 2 use information from NYSESLAT, ECLAS-2 and the *Read Well* placement test to form their initial literacy groups and determine the focus of each group.

2009 New York State Math Results for ELLs

Grade	Level I	Level II	Level III	Level IV
3	2	6	40	1
4	5	2	15	8
5	0	7	24	5

Analysis of the 2009 New York State Math Scores for English Language Learners

As with all New York State Tests, the NYS Math test is scored on four levels. In all grades a student who scores a level I is considered to be below grade level and not meeting learning standards, a student who scores at level II is also considered below grade level and partially meeting learning standards. Students who score level III are considered to be meeting the learning standards and those who score a level 4 are meeting learning standards with distinction. In third grade 4% of ELLs tested scored at level I, 12% scored at a level II, 82% scored at a level III and the remaining 2% scored at a level 4. This data indicates that of the third grade ELLs tested 84% have met or exceeded the third grade math standards. Of the fourth grade ELLs tested, 17% scored at a level I, 6% scored at a level II, 50% scored at a level III and the final 27% scored at a level IV. Seventy-seven percent of fourth grade ELLs tested have met or exceeded the math standards. Zero percent of fifth grade ELLs tested scored at a level I, 19% scored at a level II, 67% scored at a level III and 14% scored at a level IV. A total of 81% of fifth grade ELLs tested have met or exceeded the math standards.

Everyday Math (EDM) curriculum is implemented in grades K-5 with the support of Math Steps; all books are available in Spanish. Accelerated Math is a software based program placed in all third through fifth grade classrooms beginning this fall. The Accelerated Math program differentiates instruction through the use of 4 types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth.

2009 New York State Social Studies Results for ELLs

Grade	Level I	Level II	Level III	Level IV
5	2	1	17	11

Analysis of the 2009 New York State Social Studies Scores for English Language Learners

Thirty-one 5th grade English Language Learners took the New York State Social Studies exam. Of these 31% scored at a level I, 23% scored at a level II, and the remaining 46% scored at a level III.

2009 New York State Science Results for ELLs

Grade	Level I	Level II	Level III	Level IV
4	3	6	23	46

Analysis of the 2009 New York State Science Scores for English Language Learners

Thirty-nine 4th graders English Language Learners took the New York State Science exam. Of these 6% scored at a level I, 3% scored at a level II, 55% scored at a level III and 36% scored at a level IV.

School: C.S. 152

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 216 LEP 615 Non-LEP

Number of Teachers 18 **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

At C.S. 152, ESL classrooms in grades 1-5 are equipped with the *Imagine Learning English* software program. This program provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. *Imagine Learning English* offers critical support for English language learners through the use of L1 Fade Technology. This technology uses advanced algorithms to provide the learner with primary language support as needed. As the learner's need for first-language support lessens, so does the support provided. The program automatically differentiates for each student as they move through the program. The meaning of new words and phrases is communicated through native speakers, written language and real-life images, as well as previously learned material. *Imagine Learning English* teaches over 2,000 vocabulary words, including nouns, verbs, adjectives, adverbs, and prepositions. Students learn over 1,000 academic words taken from language arts, science, math, and social studies, preparing them to succeed in school. *Imagine Learning English* also provides reports, certificates of achievement, and letters for parents in their primary language. The Technology teacher, Coaches, and ESL teachers will combine their expertise to support the students in the program. Students will be assessed by a built-in tracking component of the *Imagine Learning English* as well as receive individual progress reports.

Last year, Contract for Excellence monies were used to purchase bilingual books on CD for a 1st grade ESL classroom. Parents and other family members were encouraged to listen to books with the students to encourage discussions of books and the development of listening skills. The

program strives to validate the student's home language and expose the students and their families to a variety of popular literature including folktales, fables, fiction and non-fiction. We will continue to build similar lending libraries in all ESL classrooms in grades K-5.

Morning programs will target 7-10 ELL students per grade. Classroom teachers along with the respective ESL co-teacher will use data including NYSESLAT /LAB-R scores, ELA exams, and reports from STAR Literacy and Accelerated Reader in conjunction with class work and teacher's observations to form the basis of these groups. When possible, teachers will be paired with students that they work with on a daily basis. Students will meet with an ESL or Bilingual certified teacher for forty-five minutes to one hour three days per week for 15 weeks. During this time teachers will use themed nonfiction and fiction short stories, poetry and readers theatre that are leveled according to Fountas and Pinnell. All lessons will be differentiated to ensure that they meet the individual needs of each student in the areas of phonemic awareness, phonics, fluency and expressiveness, vocabulary and comprehension.

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

The primary goal of in house professional development is to develop the teachers' craft, cultural awareness and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. When possible, in house and our-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At CS 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered through Leadership Learning Support Organization (LLSO), and other outside sources. Also, C.S. 152 plans to invite Children First Network 18 (CFN 18) to present professional development on topics specific to English Language Learners, especially in the areas of literacy. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher. Based on the needs of teachers as well as the needs of those leading the Morning Programs tentative topics for professional development sessions are: *Understanding the NYSESLAT scores, Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, Guided Reading, Vocabulary Building and Language Experience Approach (LEA) to Reading and Writing.*

School: C.S 152 BEDS Code: 320800010152

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

Allocation Amount: 36,140		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$17,225.25	\$11,225.25 Per Session for ESL/General Ed teachers to support ELL students (45 hours X 5 teachers X \$49.89) \$6,000 Per Diem to allow teachers to attend PD
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$18,914.75	Books on CD to create lending library in grades K-5 (\$9,602.50) Bags and supplies for Books on CD (\$906.00) Reading Safari – Mondo Publishing (\$7,812.6) Classroom and Art supplies for morning program (folders, notebooks, clay, crayons, construction paper, etc) (\$593.65)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$36,140.00	

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.

C.S. 152 employs two methods to determine the oral and written language of preference of parents of ELLs. The revised 2006 Home Language Identification Survey (HLIS) asks parents to indicate the language in which they prefer to communicate (oral and written) with school staff. The second method, for those who did not have access to the revised 2006 HLIS, is the Parent Language of preference form. Data collected from these two sources are input into ATS where it is accessible at anytime during the school day. Once all of the information is input into ATS, teachers will receive a printout that identifies each student's home language as well as their parent's language of preference for oral and written communication. This information will also be filed with the class set of Emergency Cards making it accessible to any staff member that may need to communicate with a parent. Additionally, all teachers are provided with the Language Identification card, found on the NYCDOE Translation and Interpretation Unit website to use as needed.

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.

Data from the HLIS and informal interviews of the parents indicate that 97% of the parents of ELLs requested communication in Spanish or English. The remaining 3% whose home language are not *covered languages*, as defined by Chancellors regulations A-633, have indicated that at least one parent or family member understands English. As noted above, teachers are provided with the oral and written language preferences for each student in their class.

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.

C.S. 152's policy requires that all written communication be provided in English and Spanish. These documents are translated, in-house, into Spanish by bilingual staff members. Report cards are downloaded from the Translation Resources Website in Spanish. The translations are provided for teachers to share with parents during Parent Teacher Conferences. Currently there is no need to have documents translated in any of the nine covered languages; however should this need arise documents will be sent to the Translation and Interpretation Unit for translation.

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.

Each ESL classroom has at least one teacher that is bilingual (English/Spanish). Additionally, several staff members are proficient in English and Spanish. Bilingual staff members are available during regular school hours to interpret for parents, teachers and staff. As needed, teachers and staff utilize the over-the-phone interpretation services that are provided by the Translation and Interpretation Unit. *Language Identification Cards* found on the Translation and Interpretation website will be displayed around the school and provided to teachers to use as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All communication with parents including Bill of Parent Rights and Responsibilities are provided in the language of the parent. A sign indicating the availability of translation services is posted at the entrance of the building. Several bilingual staff members are on call at all times to assist parents. All staff is aware of the services provided by Translation and Interpretation Unit. The school's safety plan meets the requirements of the Chancellor's Regulations A-663.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	881,408.00	263,542.00	1,144,950.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,814.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,634.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,180.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		**see below	
6. Enter the anticipated 10% set-aside for Professional Development:	52,000.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		13,180.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100% ** (Teacher received licensing) No funds set aside.
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.

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

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

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

1. C.S.152 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through our Leadership Team.
2. C.S.152 will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA through our Leadership team and PA meetings.
3. C.S.152 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through letters written in both English and Spanish, parent coordinator monthly meetings, parent/teacher meetings, and our monthly calendar.
4. C.S.152 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs such as Preschool Youngsters, Learning Leaders and State-operated preschool programs.
5. C.S.152 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be accomplished through our Leadership meetings and our monthly assemblies meetings.
6. C.S.152 will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. New York State’s academic content standards
 - ii. New York State’s student academic achievement standards

- iii. New York State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by having parent meetings run by staff developers throughout the school year.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, through our Leadership Team meetings.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through the use of our monthly calendar of events.

Parent Involvement Activities

- To involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- To provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- To pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- To adopt and implement model approaches to improving parental involvement
- To develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- To provide other reasonable support for parental involvement activities under section 1118 as parents may request

This School's Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by Community School 152 on 09/12/08 and will be in effect for the period of September 2009 through June 2010. On December 17 the SLT met and held its annual review of the Parent Involvement Policy. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 12, 2009.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website. This School-Parent Compact is in effect during the school year 2009– 2010.

Community School 152 agrees to implement the following statutory requirements:

- The school will put into operation: programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning
 - that parents are encouraged to be actively involved in their child's education at school

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

School Responsibilities

CS 152 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Accelerated Reading/Math, SES programs, morning programs, after-school programs, One Hundred Book Challenge, Read Well and Academic Intervention Services.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in September 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Meet the Teacher, Parent/Teacher Conferences, and in-person/telephone conferences held throughout the year when necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers and administrators will set-up appointments during preps, in the morning, and after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through our parent coordinator and classroom teachers.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

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

Student Responsibilities

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

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Follow the school's Hands-off Policy
- Ask for help when we don't understand
- Do our homework every day and ask for help when we need it
- Study for tests and assignments
- Read, at least, 30 minutes every day outside of school
- Get adequate rest every night
- Give our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Over the last five years, our school has evolved into a learning community. Growth can be attributed to four attributes: hard work by students and teachers, strong leadership, data and the implementation of data systems which provide information on student achievement, strengthening differentiated instruction throughout the curriculum and finally, federal and voluntary funding initiatives which allow for enhanced professional development and new programs.

The "Quality Review Report" issued in 2006-2007, and in 2007-2008 rated C.S. 152 Well Developed. Over the last three years (2006-2007, 2007-2008, and 2008-2009) we have received an "A" rating by the New York City Progress Report. But most importantly, is the fact that we are reaching young students and as the aforementioned scores indicate we are making an impact. As an example 2009 NYS literacy and Mathematics test indicate that: 87.9% of those students identified in the lowest quarter for English Language Arts achieved one year or better on their New York State English Language Arts test. Eighty percent of all third through fifth grade students taking the NYS ELA test demonstrated one year growth. The same findings were also found for Mathematics; 70.0% of all students in the third through fifth grade achieved one year or better on this examination. Seventy-five percent of the students identified in the lowest quarter scored 75% or better on the NYS Mathematics test.

Three years ago we began an Inquiry Team in order to examine student populations who were not succeeding in school.

- In 2007–2008 fourteen students who were at different stages of language acquisition were selected for an enhanced vocabulary, and fluency program. At the end of a six month period these students had made a dramatic change in their phonemic, oral, and vocabulary skills. As a result Imagine Learning English is now implemented in all ESL classrooms.

- In 2008-2009 after reviewing our NYC Progress Report it became apparent that students scoring levels three or level four were stagnant in their growth. The query was, how do we creatively enrich the curriculum of these students? An enrichment program was created in literacy, science, and math. At the end of six months data found that the majority of students had demonstrated an increase in New York State Literacy, Math and Science examinations.
- In 2009-2010 after a review of our NYC Progress Report we noted the only population to not have made a significant gain in growth during the last academic year was students with special needs. This year a case study will be undertaken to identify how students with IEPs function within general classroom settings, two areas of investigation have been selected fluency and reading comprehension. The purpose of this study is to examine how we can enrich the methodology by which we teach reading comprehension and fluency to the target population.

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.

The following four goals demonstrate our intent to enhance and enrich the education of elementary school children enrolled in CS 152. The goals will serve as the foundation by which the elementary school students begin to build a paradigm by which passage of New York State proficiency and advanced level assessments will be accomplished. In addition, in many instances the goals represent a partnership between a foundation and public school that speaks to the utilization of a technology based differentiated reading and math program. This program Accelerated Math and Accelerated Reader is supported by scientific based research demonstrating effectiveness in the targeted areas.

Goal Number 1:

In 2009-2010 two Read Well Specialist positions will be created in order to further develop an enriched cohesive reading curriculum for kindergarten through grade two. One specialist will be responsible for kindergarten and the other for first and second grade. They will coordinate their activities so as to bridge the Read Well program from kindergarten through second grade.

Goal Number 2:

Greater refinement of the Accelerated Reader (A.R) program in grades three through five. This will be accomplished through closer monitoring of A. R. *Diagnostic Scores*, in addition to implementation of *Model Classroom* in grades three through five.

Goal Number 3:

To enhance math education in grades three through five, the Accelerated Math program will be introduced and implemented. The Accelerated Math program differentiates instruction through the use of math practice assessment which provides teachers with an immediate check on student mastery. STAR Math baseline and end of year assessments will be administered to determine growth.

Goal Number 4:

In 2009-2010 after a review of our NYC Progress Report we noted the only population to not have made a significant gain in growth during the last academic year was students with special needs. This year a case study will be undertaken to identify how students with IEP'S function within general classroom settings, two areas of investigation have been selected fluency and reading comprehension. The purpose of this study is to examine how we can enrich the methodology by which we teach reading comprehension and fluency to the target population.

During the spring of 2008, C.S.152 was awarded a Library Grant from the Carmel Hill Fund. This allocation not only granted us over three thousand new books; it also included computers and a library software system. In addition, the Fund installed Accelerated Reader (A.R.) software into all third, fourth, and fifth grade classrooms. The philosophy behind A.R. is that reading is a skill, and as with every skill, it requires not just instruction but practice as well. We know that just reading does not lead to growth to be effective. Reading practice must have certain guidelines, be driven by instruction, have a level of difficulty built in, and be fun for students. A.R. does all this and provides data so that teachers are able to differentiate reading levels and monitor comprehension. This information empowers students with immediate results of their progress. Furthering our philosophy that students must take responsibility for their learning, in order for learning to be life-long.

The following programs will be implemented this year:

- Accelerated Reader Model Classroom: Classrooms that meet a set of learning criteria within a twelve week period receive certification from the Carmel Hill Fund for mastery of program goals and objectives. Criteria are based upon national reading norms. Consultation and support for this expansion initiative are a gift from the Carmel Hill Fund.
- Accelerated Math: This software based program will be implemented in all third through fifth grade classrooms. The Accelerated Math program differentiates assignments and tasks through the use of four types of assignments: math practice assignments, exercises,

regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth. The software program, consultation, scanners and support for the implementation of this program are a gift from the Carmel Hill Fund.

Other New Initiatives Include:

- New Writing Program: Beginning in the fall of 2009, we will implement a first through fifth grade writing program, “Strategies for Writers”. This program provides students with writing skills in four genres: Narrative, Descriptive, Expository and Persuasive. Within each target area, students are exposed to a variety different writing experiences that are linked to literature, allowing the student to hear and visualize how “writers” write in that genre. Most importantly, this school-wide initiative allows for the scaffolding of writing and the development of life long writers.
- Handwriting Program: First through third grade students will be taught how to write through a handwriting instruction program. Handwriting is a motor development skill that in many instances is the paradigm of literacy.
- Vocabulary Program: Beginning in the fall of 2009 all fourth and fifth grade students will be expanding their vocabulary skills through the use of “Vocabu-Lit”. This program teaches vocabulary words through a selection of grade appropriate excerpts from fiction and nonfiction.
- Spotlight on Learning: In the fall of 2009 we will begin a school wide study on how children with IEPs learn within the general classroom arena. One area of the curriculum has been selected for investigation: fluency and reading comprehension. Utilizing classroom teachers, AIS, and ESL push-in teachers we will begin a yearlong case study on the special needs student. The purpose of this initiative is to learn what works and what does not work, in the teaching of reading comprehension, and fluency to the target population.

Literacy:

Current strategies for improving instruction and student performance in English Language Arts include greater coordination of the Read Well program between Kindergarten, first, and second grades through the creation of a “Read Well Specialist” position in the mini- building. This year we will be refining the Accelerated Reader (A.R.) program in grades three through fifth, through closer monitoring of A.R. scores and implementation of the *Model Classroom* program component of A.R. Beginning in the fall of 2009 we will implement a first through fifth grade writing program “Strategies for Writers”. This program provides students with writing skills in four genres: Narrative, Descriptive, Expository and Persuasive. This school-wide initiative allows for the scaffolding of writing as students are exposed over time to a variety of different sub-genres allowing them to engage in a rich writing education. This fall a Handwriting Program will be implemented in first through third grade. This program was instituted to help refine our students’ motor skills. Lastly, fourth and fifth grade students will be provided with a new vocabulary-literature program designed to build vocabulary through exposure to expository and narrative text.

Math:

Last year we met State standards in mathematics. This year we will be implementing Accelerated Math to enrich and strengthen the curriculum. The Accelerated Math program differentiates instruction through the use of four types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth.

Our math staff developer provides onsite training, interim assessments, and consultation to classroom teachers on implementation of the *Everyday Mathematics* program. All grades will continue with a ninety – minute math block using *Everyday Mathematics* materials. As part of the citywide initiative, the school will continue to have a part time math coach to support the effective implementation of the program through focused, on site math development in math instruction.

Social Studies:

C.S. 152 will continue to follow the NYS Core Curriculum for Social Studies. Every student in the school will be involved in “*A Step into History*” a daylong event celebrating *America, our government, States, Customs and History*. This multi-faceted event will teach students about our Country.

Arts Program:

Enter our doors and not only do you experience an air of excitement, but music in the air, as our students sing, play instruments. In addition, students can be seen dancing, singing, acting and learning to read music through the efforts of our choir, drama, and music teachers.

3. Instruction by highly qualified staff.

One hundred percent of our staff is fully licensed and permanently assigned to the school.

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.

Professional Development and data analysis support our educational focus. Professional Development is directly related to the administration’s expectations in developing teachers’ craft and implementation of all academic programs as they relate to student needs. State and City standards, in addition to data drive the prescribed curriculum per grade level in all subject areas.

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

One hundred percent of our staff is fully licensed and permanently assigned to the school.

Improved recruitment initiatives have attracted high-quality teachers. Our network has coordinated initiatives between Principals and Universities and central board to attract highly qualified teachers.

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

Monthly programs are initiated to involve parents in their child’s education. A monthly calendar is published in Spanish and English alerting parents to all events scheduled in school during the month.

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

The C.S.152 Early Childhood Center's transitional plan for Pre-K children entering our program from Head Start, Even Start, Reading First, or State run Preschool Programs involves an Open House in June where the children and parents visit individual classrooms, view a Power point presentation of the program, receive a Parent Handbook, and both, listen and ask questions to staff members about our program. In September, we have staggered opening schedules where children and family members enjoy the read aloud of "The Kissing Hand" and produce an end product related to the transition from home to school. The Family Assistant and Social Worker engage parents in many workshops to ease the transition period. We also collaborate with nearby programs, discussing the Early Childhood Program that we offer and engage in inter-visitations throughout the academic year. We introduce guest speakers to the parents who discuss a variety of topics including: Nutrition, Age appropriate milestones, social emotional concerns and speech and language development.

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.

The following meetings are held in order to communicate information to staff:

- a. Grade meetings
 - b. Professional development
 - c. Common prep periods
 - d. Faculty conferences
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.

All students enrolled in C.S. 152 receive A.I.S, under the premise that not everyone gets everything the teacher, teaches. As a result during the ninety minute ELA and Math periods students are taught in small groups, by two teachers in every third, fourth and fifth grade classroom. Small group teaching allows for differentiation of materials taught, thus allowing all students contact with a teacher. In addition Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the Standards in ELA, Mathematics, Science, and Social Studies. Intensive guidance and support services are provided to assist students who are experiencing emotional issues that are impacting on their ability to achieve academically. The intensity of the services provided will vary on the individual needs of the students in grades three through five performing at Level 1 or 2, and Grades One and Two, performing below level 5 in ECLAS2. The SETTTS teacher targets at-risk low functioning students. Students exhibiting problems in one or more of the following areas: emotional crisis, behavioral and /or academic failure are presented to the Child Study Team to determine what services need to be put in place so that children can experience success at C.S. 152 without being referred to special education. Our mainstreaming program is

in place for both bilingual and special education students. Soundview Mental Health facility works with the school and provides on-site assistance.

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.

Over the last five years, C.S. 152 has partnered with LEAP, a violence prevention program. This program gives our children in grades one and two, a hands-on, art-based approach to learning. This year, our children will be participating in Creative Movement, Puppet Making, and Urban Dance.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Restructuring Year 3 **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.

See Sections IV: Needs Assessment and V Annual School Goals

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.

Section V: Annual School Goal – Goal Number 4, and Section VI Action Plan Goal #4—Students with IEP’s enrolled in general education classrooms.

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.

Please refer to Part C: Title 1 School-wide Program Schools pages 39-43

¹ School Under Registration Review (SURR)

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

All new teachers are mentored by senior staff members, in compliance with NYC DOE mandates. Teachers new to the school who have transferred with teaching experience are also mentored to insure continuity with school data systems and teaching methodology. New Teacher's meet weekly with the ELA coach and address classroom management, curriculum, and differentiated instruction. The philosophy guiding our mentoring program is "I do, you watch" (modeling) "We do" and "You do I watch". This approach enables the teacher direct support in addressing classroom issues and serves as the foundation for continual learning.

-escribe 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.

Annually, NCLB letters are distributed to parents in both English and Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

While all seven areas of reading cited in the standards are met and addressed by teachers, the degree and orientation differs by grade: Students enrolled in kindergarten through second grade partake in a language rich curriculum with great emphasis on listening, speaking, phonics, decoding, word recognition, print awareness, fluency, vocabulary and comprehension. *Read Well*, the curriculum utilized by the lower grades (K-2) is vertically aligned with NYS standards as it was selected due to the language needs of our school population. The program is a language rich paradigm that builds a strong foundation for higher level learning in third through fifth grade. In addition, *Read Well* allows for horizontal alignment of curriculum among lower grade teachers. Monthly unit assessments allow for monitoring of student and teacher progress. Given that all teachers on grade address the same curriculum during the ninety minute ELA block assures grade continuity of material. Writing is handled in the same manner with the assignment of a writing curriculum in grades K - 2 implemented in the same consistent manner throughout the grades. We note that vertical and horizontal alignment allows for greater emphasis of standards and continuity of education in the lower grades.

Upper grades (3-5) also follow a vertical and horizontal curriculum model. This model is based upon the following components: Ninety minute Push-In Model. This differentiated small group teaching model incorporates direct teaching, and independent learning within classroom settings. Kaplan test strategies, 100 Book Challenge, Accelerated Reader reading and vocabulary diagnostics, and fluency assessments drive curriculum taught. This year we have aligned reading to our writing program. Beginning in the fall of 2009 we will implement a first through fifth grade writing program. "Strategies For Writers". This program provides students with writing skills in four genres: Narrative, Descriptive, Expository, and Persuasive. Within each target area students are exposed to a variety of different writing experiences that area linked to literature, allowing the student to hear and visualize how "writers" write in that genre. Most importantly this school-wide initiative allows for the scaffolding of writing and the development of lifelong writers. Bulletin boards demonstrate the student writing process in areas taught.

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

Applicable X Not Applicable

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

Over the last four years the school has demonstrated significant academic progress as demonstrated by the School Report Card and Quality Review. Good standing is demonstrated by vertical and horizontal alignment, the development of assessment systems allow teachers to monitor student growth. Assessment systems also allow for in depth examination of teacher performance and student learning.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–

12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The school Report Card indicates that students made significant gains through the model in place, This encompasses the 90-minute mathematics block with the assistance of an AIS support person and EDM materials.

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

X 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?

The school report card indicates that students made significant gains through the model in place. The encompasses the 90-minute mathematics block with the assistance of an AIS support person and EDM materials.

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.

CS 152 will continue to incorporate the 90-minute block and EDM materials as this has proven to be successful.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

At CS 152 the teaching methodology for ELA instruction is student –centered differentiated small group instruction. This model incorporates two teachers working with small groups of students in a differentiated capacity. This model incorporates: “I do, you watch,” “We do” “You do, I watch”. This allows for scaffolding of information among students.

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

Applicable X Not Applicable

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

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

2B – Mathematics Instruction

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

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

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

In grades K-5, Every Day Math ("EDM) is used as the paradigm for math education. Delivery is based upon the 90 minute Push-In Model that allows for differentiated instruction through small groups. This instruction takes place within the classroom setting.

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

Applicable X Not Applicable

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

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.

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.

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.

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.

In 2006, 46.2% of the teachers, in our school had taught at CS 152 for two years or more. In 2007-08, 71.1% of the teachers teaching at CS 152 had taught in our building for two years or more.

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?

Teachers at CS 152, receive a great deal of PD, and mentoring support. The administrative team is composed of senior level administrators each of who have a minimum of 10 years of classroom teaching experiences. As a result there is a great deal of knowledge on the epistemology of education in the school. In addition the school seeks out new methodologies through public and nonprofit foundations allowing for continued professional growth.

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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.

No, we believe we are on the right track.

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.

Information received by the Principal regarding PD's specific to ESL teachers are regularly forwarded to the ESL/Bilingual Coordinator, who passes information to the ESL teacher. If/when interested ESL teachers register for PD's of interest to them. The ESL/Bilingual Coordinator monitors the NYC website for additional PD that may be benefit ESL teachers.

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?

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.

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.

In the beginning of each academic year the ESL/Bilingual Coordinator meets individual with targeted classroom teachers and reviews NYSESLAT data. This data serves as one tool for literacy grouping and differentiated instruction.

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?

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.

The 2008-08 NYC Progress Report spoke to the need for greater understanding of the special needs student within a general education classroom. In that students with IEPs were the only school population to have not made significant academic gain during the school year.

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?

NYC Progress Report data indicated minimal growth in ELA by special needs students

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.

This fall (2009) a case study will be undertaken by the school's Inquiry team to identify how students with IEPs function within general education classroom settings, two areas of investigation have been selected based upon NYC Progress Report findings *Fluency and*

Reading Comprehension. The purpose of this study is to examine how we can enrich the methodology by which we teach reading comprehension and fluency to the target population.

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.

All of our IEPS follow NYC D.O.E. guidelines in aligning student performance with goals. Goals are specific and targeted to student need.

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

Applicable X 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?

School is in compliance with current NYC DOE guidelines pertaining to IEP mandates.

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)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
42 students were noted as living in temporary housing. Data reviewed upon revision (1/4/ 10) indicated 50 students (10/31/09) residing in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
These students are provided with Student Planners and their parents receive a copy of the Parent Handbook. Also, we currently have a PA who is on the premises Monday through Friday. We also are in constant contact with the coordinators at the shelters in case of an emergency.

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.