



**PS/IS 150
THE CHRISTOPHER STREET SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 23K150
ADDRESS: 364 SACKMAN STREET
TELEPHONE: (718) 495-7746
FAX: (718) 922-3785**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 150 **SCHOOL NAME:** The Christopher Street School

SCHOOL ADDRESS: 364 Sackman Street

SCHOOL TELEPHONE: (718) 495-7746 **FAX:** (718) 922-3785

SCHOOL CONTACT PERSON: Pamela Bradley **EMAIL ADDRESS:** Pbradle2

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Paula Carter

PRINCIPAL: Pamela Bradley

UFT CHAPTER LEADER: Marisol Pena

PARENTS' ASSOCIATION PRESIDENT: Joyce Evans

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** 3.01

NETWORK LEADER: Donald Conyers

SUPERINTENDENT: Ainslie Cumberbatch

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Pamela Bradley	*Principal or Designee	
Marisol Pena	*UFT Chapter Chairperson or Designee	
Joyce Evans	*PA/PTA President or Designated Co-President	
Ethel McDonald	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kitty Joyner	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	
Valerie Daniels	Member/ Teacher	
Paula Carter	Member/ Teacher	
Magali Previl	Member/ Teacher	
	Member/ Teacher	
Ivette Rivera	Member/ Parent	
India Evans	Member/ Parent	
Paulette Hilton	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/IS 150 will be a safe, positive, organized and nurturing environment for all of our students, staff, parents and community. Our mission is to educate, guide and empower our students to become productive citizens in our society. We are a K- 8 school that is phasing out our middle school. We have several special programs and partnerships that make our school a community within a community.

In Partnership with the Brooklyn Arts Council, students will be participating in:

- Photography
- Puppetry
- Mosaic

Our technology initiatives strive to integrate technology into every curriculum area. To that end, our school currently has approximately 150 computers. All classroom computers are connected to the school network. Additionally, most classrooms have access to networked versions of various math and literacy software. Students are actively engaged in various exciting projects incorporating technology into their activities. In addition to student created web quests, online portfolios and web-based research paper projects, students are creating wonderful multimedia projects utilizing audio and video. Grades 2 and 4 are involved in Achieve 3000 Program, a technological reading based program. Students in grades 2-8 utilize V-Math Live, an internet based math challenge program. Programs like Garage-band and IMOVIE provide the technological tools students need to present their ideas and work in exciting new ways.

With the support of an LTG grant, we have been able to initiate new technology programs which will continue in the new school year. We have integrated technology across the curriculum for grades 4 and 5 through "The Legend of Oceantown" project. Students are also engaged in a Wii Fit nutrition and Exercise Program before and during school hours.

Eighth grade Exit Projects are now computer generated thanks to the availability of laptops and the school's modern Mac Lab.

We offer a number of additional programs that are designed to enrich the curriculum and help the students obtain academic success:

- The Extended Day Program supports students of grades 3-5, and 8 in Literacy and Math.
- **Mighty Milers Program** supports the physical fitness of the students in grades K-8
- **Cook Shop** supports Nutrition and Science Standards for students in K-2
- **Project Green Reach** supports the Environmental Studies and Science Standards for students in K-2
- **Urban Advantage** Supports Social Studies Standards for students in grade 8

- **B.E.L.L.** (our SES Provider) supports literacy, Math and provides enrichment activities for students in grades K-8.
- The **Achieve 3000 Saturday Academy** supports students in grade 4
- **Achieve 3000** supports ELA state standards for students in grades 2 and 4, as well as ELL, SETSS and selected students with Special Needs.
- **V- Math Live** supports Math standards for students in grades K-8
- School-wide **Science Fair**
- **Healthy Fruits and Vegetable Program** (students receive a healthy snack daily in addition to the breakfast and lunch program)
- An annual **Family and Friends Day**
- **Get Healthy, Get Smart!** supports the academic, cognitive, social and personal development.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

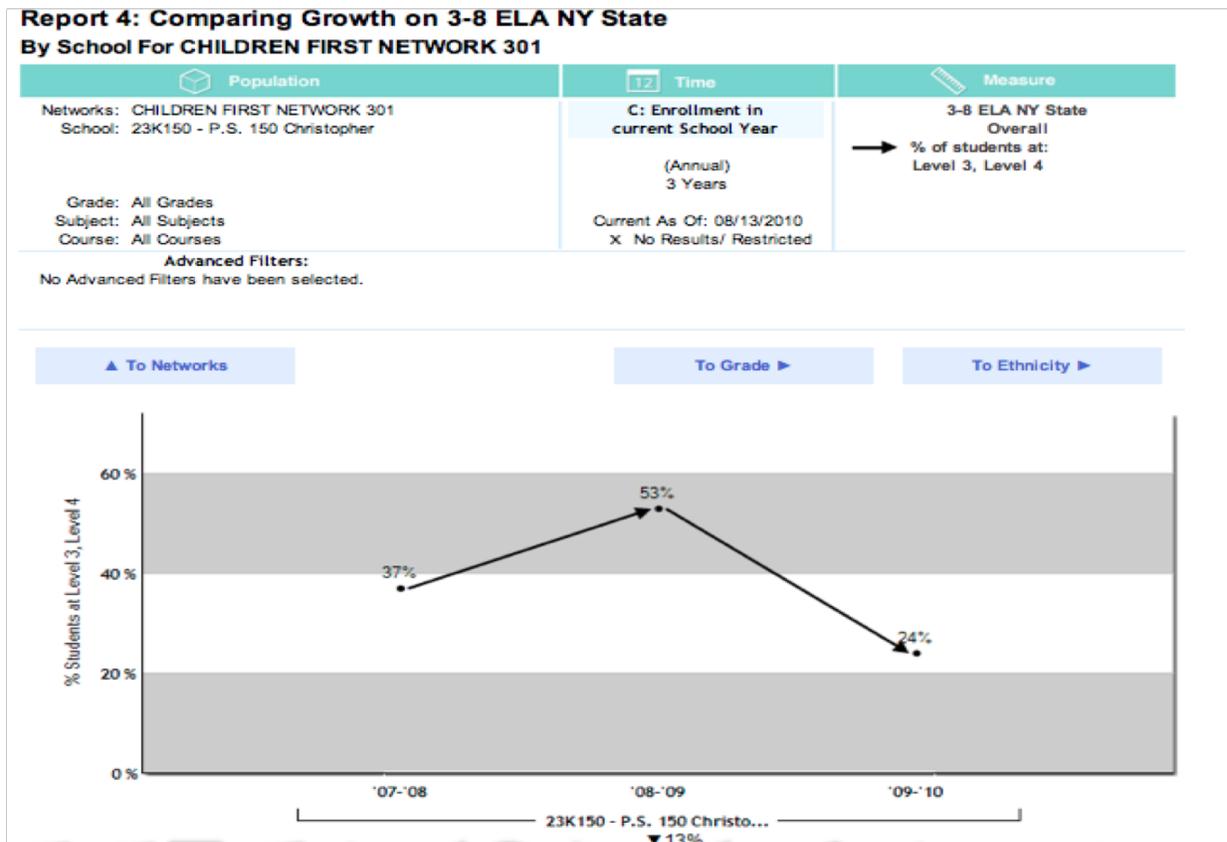
Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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/Teacher 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 your school's 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:

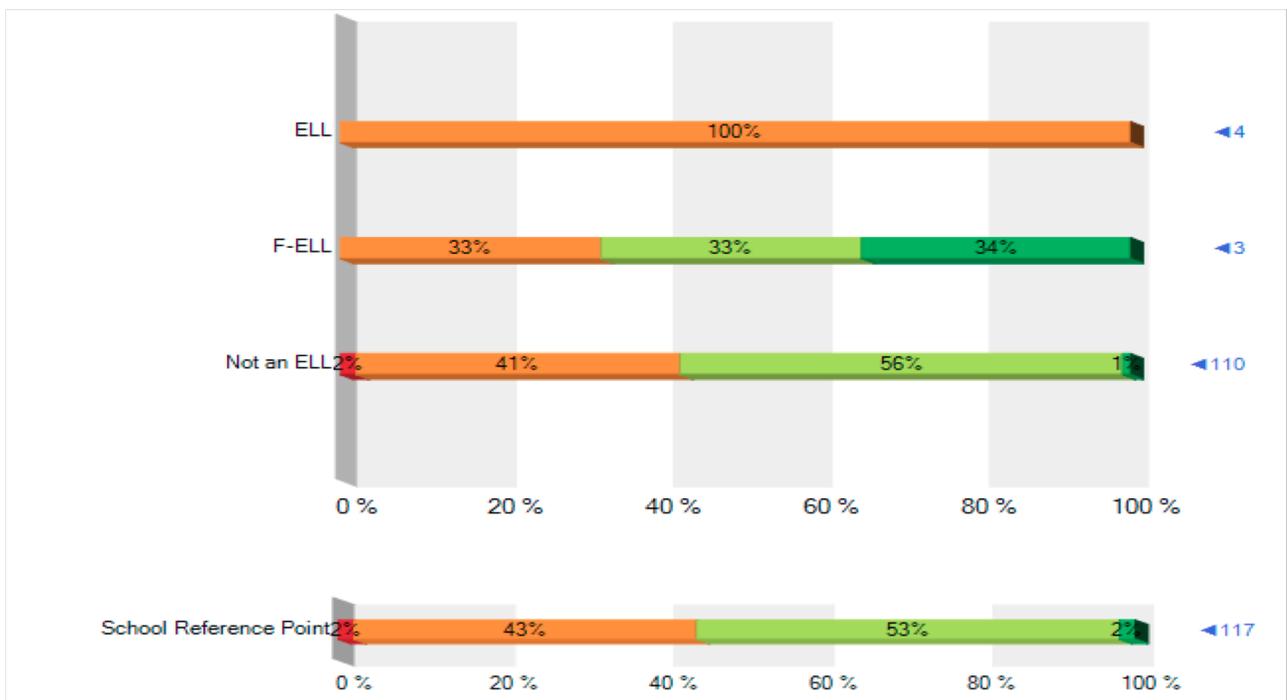
- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-



Student Performance Trends ELA DATA

<p>Networks: CHILDREN FIRST NETWORK 301 School: 23K150 - P.S. 150 Christopher</p>	<p>C: Enrollment in current School Year</p> <p>09-10 Feb</p> <p>Current As Of: 04/16/2010</p>	<p>3-8 ELA Predictives Overall</p> <p>◀ Total Students Assessed</p> <ul style="list-style-type: none"> ◻ Pred Level 1 ◻ Pred Level 2 ◻ Pred Level 3 ◻ Pred Level 4 ◻ No Prediction
--	--	--

ELL Stats



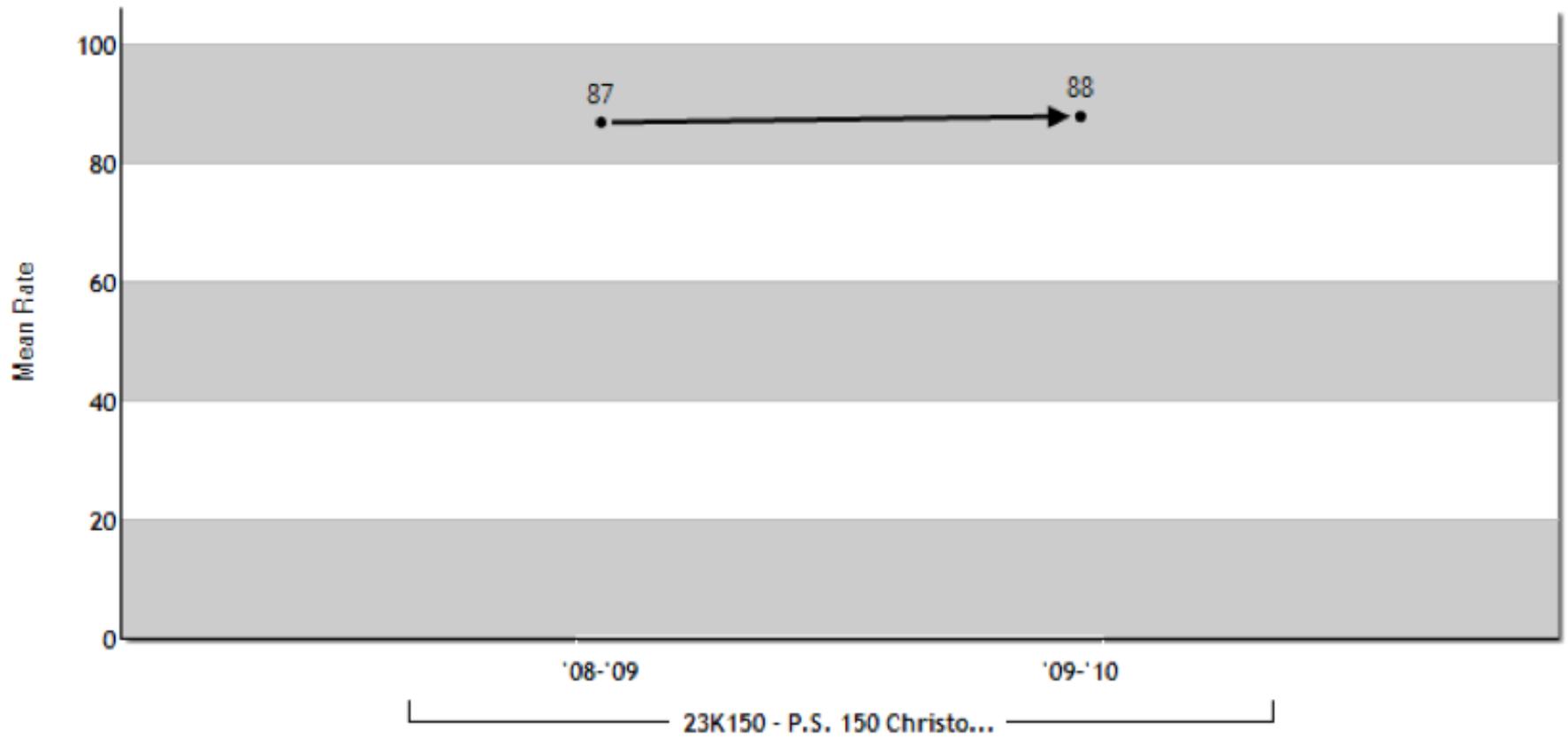
- **100% of the students who received ELL support scored a level 2 on the NYS ELA exam while 67% of former ELL students scored at or above proficiency.**

NYS Department of Education Results of the State Mathematic Test				Level 1		Level 2		Level 3		Level 4		Level 3+4		
Grade	Year	Number Tested	Mean Scale Score	diff.	#	%	#	%	#	%	#	%	#	%
3	2006	69	668.3		7	10.1	11	15.9	39	56.5	12	17.4	51	73.9
3	2007	72	656.8	-11.5	12	16.7	19	26.4	34	47.2	7	9.7	41	56.9
3	2008	57	668.1	11.3	3	5.3	11	19.3	38	66.7	5	8.8	43	75.4
3	2009	44	684.1	16.0	2	4.5	3	6.8	30	68.2	9	20.5	39	88.6
3	2010	40	680.9	-3.2	7	17.5	14	35.0	16	40.0	3	7.5	19	47.5
4	2006	62	650.1		9	14.5	20	32.3	30	48.4	3	4.8	33	53.2
4	2007	69	662.2	12.1	5	7.2	16	23.2	42	60.9	6	8.7	48	69.6
4	2008	67	653.1	-9.1	11	16.4	22	32.8	29	43.3	5	7.5	34	50.7
4	2009	52	673.9	20.8	3	5.8	9	17.3	31	59.6	9	17.3	40	76.9
4	2010	42	669.6	-4.3	4	9.5	20	47.6	15	35.7	3	7.1	18	42.9
5	2006	72	652.6		10	13.9	27	37.5	28	38.9	7	9.7	35	48.6
5	2007	58	651.0	-1.6	4	6.9	27	46.6	23	39.7	4	6.9	27	46.6
5	2008	71	644.1	-6.9	13	18.3	28	39.4	29	40.8	1	1.4	30	42.3
5	2009	59	654.3	10.2	7	11.9	16	27.1	33	55.9	3	5.1	36	61.0
5	2010	32	659.0	4.7	6	18.8	19	59.4	6	18.8	1	3.1	7	21.9
6	2006	66	630.3		17	25.8	30	45.5	18	27.3	1	1.5	19	28.8
6	2007	57	654.8		5	8.8	24	42.1	20	35.1	8	14.0	28	49.1
6	2008	58	649.9		6	10.3	20	34.5	27	46.6	5	8.6	32	55.2
6	2009	61	654.7		5	8.2	22	36.1	29	47.5	5	8.2	34	55.7
7	2006	70	621.5		20	28.6	39	55.7	11	15.7	0	0.0	11	15.7
7	2007	58	629.8	8.3	14	24.1	24	41.4	16	27.6	4	6.9	20	34.5
7	2008	52	642.3	12.5	2	3.8	29	55.8	21	40.4	0	0.0	21	40.4
7	2009	46	651.5	9.2	3	6.5	16	34.8	25	54.3	2	4.3	27	58.7
7	2010	50	642.8	-8.7	15	30.0	29	58.0	6	12.0	0	0.0	6	12.0

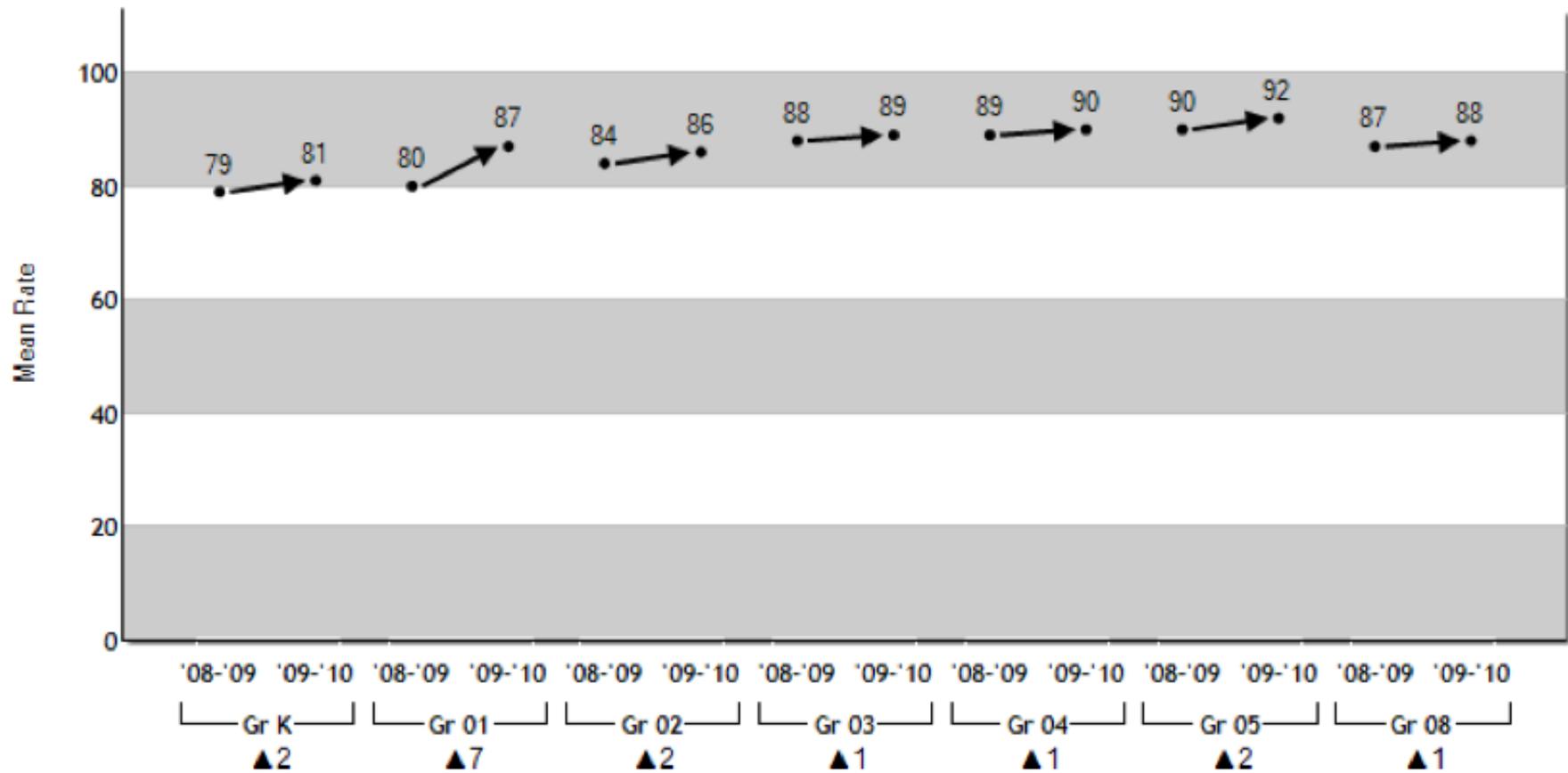
8	2006	48	624.2		18	37.5	21	43.8	9	18.8	0	0.0	9	18.8
8	2007	64	622.1	-2.1	22	34.4	39	60.9	3	4.7	0	0.0	3	4.7
8	2008	52	630.1	8.0	14	26.9	32	61.5	6	11.5	0	0.0	6	11.5
8	2009	46	638.7	8.6	7	15.2	25	54.3	14	30.4	0	0.0	14	30.4
8	2010	41	649.5	10.8	8	19.5	28	68.3	5	12.2	0	0.0	5	12.2
All Grades	2006	387			81	20.9	148	38.2	135	34.9	23	5.9	158	40.8
All Grades	2007	378			62	16.4	149	39.4	138	36.5	29	7.7	167	44.2
All Grades	2008	357			49	13.7	142	39.8	150	42.0	16	4.5	166	46.5
All Grades	2009	308			27	8.8	91	29.5	162	52.6	28	9.1	190	61.7
All Grades	2010	205			40	19.5	110	53.7	48	23.4	7	3.4	55	26.8

- In comparing scale scores from 2009 to 2010 grades 3, 4, and 7 had a decrease in scale scores while grades 5 and 8 had an increase.

ATTENDANCE DATA



- From the 2008-2009 school year to the 2009-2010 school year there was a 1% increase in attendance rate from 87% to 88%



- From the 2008-2009 school year to the 2009-2010 school year all grades improved in attendance percentage.

Student Performance Trends

NYC Assessment data based on the NYS Testing Program from 2007 - 2010

ELA

- Grade 3 Level 1 students showed an increase from 23.9% to 25%, although level 4s increased from 0.0% to 12.5%.
- Grade 4 Level 1 students decreased from 14.7% to 16.7% and levels 2 students increased from 50.0% to 59.5%
- In Grade 5, there was an increase in Level 4 from 0.0% to 3.1% and a decrease in level 2 from 60.0% to 34.4%
- Level 2 decreased from 71.0%% to 61.0% and Levels 3 and 4 decreased from 16.1 to 12.2% in Grade 8

Math

- Grade 3 Level 1 increased slightly from 16.7% to 17.5% and Level 2 increased from 26.4% to 35.2%
- Level 1 slightly increased from 7.2 to 9.5% while Level 2 increased from 23.2 to 47.6 in Grade 4
- Grade 5 Level 2 increased from 46.6 to 59.4% and Level 4 decreased from 6.9 to 3.1 %
- Grade 8 Level 1 decreased from 34.4 to 19.5% and Level 2 increased from 60.9% to 68.3% and Level 3 increased from 4.7% to 12.2%.

NYC Progress Report

Attendance increased from 85.3% in 2006 to 88% currently.

ELA

- Percent of students at Levels 3 & 4 increased from 34.6 to 48.5%
- The median student proficiency rose from 2.84 to 2.98
- Percent of students making at least one year of progress increased about 23% from 50.8% to 73.2%
- Almost 92% of students in the school's lowest third made at least one year of progress from 70% the prior year

Math

- Percent of Levels 3 & 4 increased 15% from 46 to 61%
- The median student proficiency rose from 2.87 to 3.15
- Percent of students making at least one year of progress increased from 39.4% to 60.6%
- The school's lowest third making at least one year of progress rose from 60.4% to 75.8%

ECLAS 2 - the percent of students at or above proficiency based on Spring 2010

- Current Grade 1

- Decoding 25%
- Sight Word 25%
- Emergent Reading 35%

- Current Grade 2
 - Decoding 43%
 - Vocabulary 69%
 - Sight Words 66%
 - Reading Accuracy 54%
 - Reading Comprehension 46%

- Current Grade 3
 - Decoding 44%
 - Sight Words 50%
 - Vocabulary 56%
 - Reading Accuracy 50%
 - Reading Comprehension 47%

Aids and Barriers

- The majority of Level 1 students are in the current grade 5.
- Our school is phasing the middle school out so we no longer have a grade 6 and 7.
- The student mobility rate at our school is high due to a large transient population. Many of our students do not stay for a full year and we rarely have students that transition from the early grades through the middle school.
- As an integral part of the community, our school reflects the assets and challenges of Brownsville
- Our population is decreasing, however class sizes are not. Classes hover at capacity cap.
- To strengthen our Early Grade program we have implemented the Treasures Literacy program. We realize the K-2 grades are the foundation of our Literacy program. The data reflected the need to strengthen our program on that level to support student achievement through all grades. We are also transitioning into balanced literacy.
- Parent involvement is sporadic with only a few parents that are involved in all activities.
- The majority of the teaching staff has more than six years of experience and most teachers are working within their license area for this school year.

Greatest Accomplishments

- Our graduation rate for the grade 8 is over 95%.
- Our Progress Report grade went from an F to an A in 2008.
- The implementation of the McGraw Hill Treasures Literacy program began mid 2007 and was fully embraced by the students and teachers.
- Professional development supporting the Literacy program and its implementation is ongoing and differentiated.
- We have successfully infused technology into the classrooms across the curriculum.
- We have partnered with the Brooklyn Botanic Garden to bring interclass science to grades K and 2.
- The Cookshop program is fully implemented in the Early Childhood grades. This brings science and nutrition alive for our youngest students.

- Core Knowledge continues to fuse the Visual Arts with our Social Studies learning in grade K-3.
- We have implemented technology based literacy programs, Achieve 3000 and KidBiz 3000, which have proven to effectively raise student achievement.
- We have also implemented a technology based math program, VMath Live, which has proven to effectively raise student achievement.
- Thanks to a generous grant from Assemblywoman Darlene Meely and a partnership with the Brooklyn Arts Council we will implement an afterschool art program with several focuses:
 - Grades 2-3 will focus on puppetry
 - Grades 4-5 will focus on mosaic art
 - Grade 8 will focus on photography
- The 8th grade Photography Art afterschool program will lead to the creation of the student led yearbook.

State Quality Review

For the 2009-2010 school year PS/IS 150 was classified as 'proficient.'

The school was classified as 'proficient' in regards to Quality Statements 1-4.

The school was classified as 'underdeveloped' in regards to Quality Statement 5.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

By June 2011, we will increase the percent of students at Levels 3 and 4 by 5% based on the NYS ELA exam.

By June 2011, we will decrease the percent of Students with Disabilities at Level 1 by 5% based on the NYS ELA exam.

We will improve the performance of Students with Disabilities in Math by decreasing the percent of students scoring at Level 1 by 5%.

Students in grades K-3 will increase their literacy skills as measured by ECLAS-2.

By June 2011 we will increase our overall attendance by 1.2% from 87.8% to 89%.

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 2010-11 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, PLA, 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): ELA/ All students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the percent of students at Levels 3 and 4 by 5% based on the NYS ELA exam.</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>	<ul style="list-style-type: none"> • 90 minute Literacy Block with additional support during 37.5 minutes • K-5 McGraw-Hill Treasures • Administer periodic Grade Word List-4 times a year (Sept, Dec., March, May) • Use of periodic running records (Treasures and Teacher’s College assessments) to identify students independent and instructional reading levels (October, January, April, June) • Glencoe Literacy Program, Balance Literacy and Independent Reading in Grade 8 • Utilization of technology • Purchase additional laptops to utilize computer based program (Achieve 3000, I-Ready, Acuity support tests, school-wide database) • Professional Development by CFN (Balanced Literacy Support and the Reading Process) • Weekly Professional Development provided by the administration, outside Professional Developers and/or selected teachers (Inquiry, Data, and Professional Development Program (I-D/PD) • School wide 25 Book Reading Initiative • Mandated 37.5 literacy program for students in 3-8 students (in conjunction with BELL SES provider for lower grades) • Saturday Academy program - ELA test prep program (March-May)

	<ul style="list-style-type: none"> • Achieve 3000 Saturday Academy for general education students in grade 4 (Sept-Dec) • Achieve 3000 incorporated during the day in grades 2 and 4 as well as for our ELL, SETSS and selected Special Needs populations. • Test Ready test preparation program (begin March-May) • I-Ready (Test Ready computer based program) for students scoring level 1 and 2 who attend Saturday Academy • Professional development provided by CITE assisting in aligning curriculum to Common Core State Standards, Test Preparation, and implementation of the Workshop Model. • Professional development provided by TWW Inc. on incorporating art into literacy and Social Studies • Partnership with BELL (SES provider) to support ELA via after-school programming and homework support (October- May) • Creation of school-wide data database that is updated regularly and accessible to all teachers • Creation of curriculum maps aligned to Common Core State Standards • Parent workshops on preparing children on NYS ELA exam (resources to support family literacy i.e. books, handouts) • Destination Reading (ELL students and other targeted populations) <p>Responsible staff: Classroom teachers; Resource room teachers, ELL teacher, Principal, Assistant Principal, SETSS teacher, Technology Teacher</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>Title 1-Classroom Teachers Tax Levy-Classroom Teachers, principal, staff development (10% set aside) Scheduling- 3 common planning sessions per week (K-8) ARRA Grant (via CFN) Contracts for Excellence CTT Tax Levy FSF TL FSF Legacy Teacher Supplement School Support Supplement TL DRA Stabilization TL IEP Teacher Title 1 ARRA SWP Title 1 SWP SINI Grant</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Treasures Unit and Benchmark Assessments Acuity (ITA and Predictive assessments) Running Records (Treasures and Teacher's College)- 3-4 times a year- updated on school wide database) ECLAS-2 Graded Word List (updated on school wide database)- will be conducted 4 times a year) Classroom assessments</p>

Subject/Area (where relevant): ELA/ SWD

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will decrease the percent of students at Level 1 by 5% based on the NYS ELA exam.</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>	<ul style="list-style-type: none"> • 90 minute Literacy Block with additional support during 37.5 minutes • K-5 McGraw-Hill Treasures • Administer periodic Grade Word List (4 times per year) (Sept, Dec., March, May) • Use of periodic running records (Treasures and Teacher’s College assessments) (October, January, April, June) • to identify students independent and instructional reading levels • Glencoe Literacy Program, Balance Literacy and Independent Reading in Grade 8 • Utilization of technology (SMART Boards, laptops, desktops) • Purchase additional laptops • Professional Development by CFN (Balanced Literacy Support and the Reading Process) • Weekly in-house Professional Development provided by the administration and selected teachers (Inquiry, Data, and Professional Development Program (I-D/PD)) • QIP support from CFN • Use of Wilson Program in selected classrooms • School-wide 25 Book Reading Initiative • Mandated 37.5 literacy program for students in grades 3-8 • Incorporate Core Knowledge’s Sayings and Phrases in grades K-5 • Super Saturday program – ELA test prep program and Science Saturday Academy (ELA) –March to May Saturday Academy (Science) May –Grades 4 and 8 • Achieve 3000 Saturday Academy for general education students with support services in grade 4 September to December • Achieve 3000 incorporated during the day in grade 4 as well as for our ELL, SETSS and selected Special Needs populations. • Professional development provided by CITE assisting in aligning curriculum to Common Core State Standards. • Creation of curriculum maps aligned to Common Core State Standards

	<p style="text-align: center;">One ELA map per month</p> <ul style="list-style-type: none"> • Partnership with BELL (SES provider) to support ELA via after-school programming and homework support • Destination Reading (March-June)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1-Classroom Teachers Tax Levy-Classroom Teachers, principal, staff development (10% set aside) Scheduling- 3 common planning sessions per week (K-8) ARRA Grant (via CFN) Contracts for Excellence CTT Tax Levy FSF TL FSF Legacy Teacher Supplement School Support Supplement TL DRA Stabilization TL IEP Teacher Title 1 SWP SINI Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Treasures Unit and Benchmark Assessments (monthly) Acuity (bi-annually) Running Records (Quarterly) SETSS Achieve 3000 (on-going) ECLAS-2 (twice yearly) Graded Word List (Quarterly) SINI Grant</p>

Subject/Area (where relevant): Math/ SWD

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will improve the performance of Students with Disabilities in Math by decreasing the percent of students scoring at Level 1 by 5%.</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>75 minute math block Grades K-5 engage in Everyday Mathematics Program Grade 8 utilize Glencoe Math Program Two teacher approach- a Middle School Generalist with a math background and a Special Needs teacher Test Ready program for test preparation March to May I-Ready Math program (test prep- computer base) March to May V-Math Live computer based learning program Destination Math (March to June) Implementation of School wide Problem of the Day Program Super Saturday Program emphasis on math test prep Parent workshops Smart board and Laptop utilization</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 Tax Levy ARRA Grant (via CFN) Contracts for Excellence CTT Tax Levy FSF TL FSF Legacy Teacher Supplement School Support Supplement TL DRA Stabilization TL IEP Teacher Title 1 SWP</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

**Unit assessments (weekly/monthly)
Acuity testing (twice yearly)**

Subject/Area (where relevant): Early Childhood/ Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students in grades K-3 will increase their literacy skills as measured by ECLAS-2.</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>90 minute Literacy Block McGraw-Hill Treasures (including administering Treasure Running Records to determine reading level) Administer and analyze the Graded Word List (Sept, Dec., March, May) Utilization of technology (Technology class at least one a week) Professional development by CFN and administrative team School wide 25 Book Reading Initiative Core Knowledge Sayings and Phrases Professional development provided by CITE emphasis on aligning curriculum to Create Curriculum Maps using Common Core State Standards 1 ELA Map per month Parent workshops on accessing ARIS Responsible staff: Classroom teachers, SETSS Teacher, Assistant Principal</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contracts for Excellence CTT Title 1 Tax Levy FSF TL FSF Legacy Teacher Supplement School Support Supplement TL DRA Stabilization TL IEP Teacher</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Pre and post unit assessments Teacher generated assessments Monthly assessments Quarterly benchmark assessments</p>

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will increase our overall attendance by 1.2% from 87.8% to 89%.</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>Monthly attendance certificates for classes receiving 100% attendance Attendance team provide support by contacting parents about attendance via School Messenger (daily) and making home visits when necessary. Monthly updated bulletin board emphasizing students' attendance Monthly incentive prize for class with highest attendance (PBIS) Recognition for perfect attendance at Award Certificate ceremony RISA Attendance Forms sent home monthly for parent/guardian signature Pink Slip for Lateness Pink Slip for Unexcused Absences Weekly posting of District Attendance</p> <p>Responsible Staff: Attendance teacher, Family Workers, Pupil Accounting Secretary, School Aides</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contracts for Excellence Title 1 AIDP- Attendance Family Worker Tax Levy- incentives</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School attendance chart in the main hallway Students with 100% attendance will receive an award at PTA meeting Class with the highest attendance will receive a pizza party at the end of the month Daily ATS report and District report highlighting improvement</p>

Subject/Area (where relevant): ELL/All Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELL students in grades K-8 will move at least one proficiency level by June 2011 as measured by the NYSLAT.</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>Achieve 3000 McGraw Hill Treasures Program Push-in and pull-out support from ELL specialist CALLA- Cognitive Academic Language Learning Destination Math Destination Reading</p> <p>Responsible staff: ELL teacher, classroom teachers, IEP/SETSS teacher</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>ARRA Grant- Achieve 3000 Contracts for Excellence CTT Title 1 Tax Levy FSF TL FSF Legacy Teacher Supplement School Support Supplement TL DRA Stabilization TL IEP Teacher</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>3-8 Periodic Assessments NYSLAT (annually) NYS exams Graded Word List ELL field testing Running Records</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	31	31	N/A	N/A	2			
2	56	56	N/A	N/A	13			
3	38	38	N/A	N/A	6			
4	34	34			7			
5	32	32			1			
6					-N/A			
7					N/A			
8	29	29			5			
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

37 ½, Achieve 3000, Get Healthy-Get Smart Program, V-Math Live, BELL(SES- afterschool program), daily small group instruction, SETSS, URSA

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Tutorials including 37 1/2 minutes- Mondays-Wednesdays for Grade 1-8 (all students required to attend; exception given to students whose parents have opted out of the program)-</p> <ul style="list-style-type: none"> • Individualized Instruction Based on Assessed Needs. <p>BELL SES support (after school) AIS 6 week pull out program beginning March 1st. Extended Block (General Ed., Special Ed. Native Language Arts)</p> <ul style="list-style-type: none"> • Extended Time on Task • Achieve 3000 computer based program (for selected grades) • Saturday Academy Achieve 3000 • Grades K-5-----(120 minutes ELA) • Grades 8----- (90 minutes ELA) <p>Daily throughout the school year Wilson Instructional Techniques (Teacher Identified Special Education Students in Need) One to One, Teacher to Student, Service</p> <ul style="list-style-type: none"> • Teacher Prescription and Monitoring (Based on Initial Wilson Reading Assessment Instrument) • Extra 45 Minute Period Minimum 3 Times / Week <p>Summer School Grades 2*-8 (level 1, including ELLs* scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Small Group Instruction
Mathematics:	<p>Tutorials including 37 1/2 minutes- Grade 1-8 (all students required; exception given to students whose parents have opted out of the program)</p> <ul style="list-style-type: none"> • Placement in Small Instructional Groups. Strategies include conferencing, problem solving, and teacher evaluation. Assessed through benchmarks, and teacher evaluation. (• Individualized Instruction Based on Assessed Needs. • AIS 6 week pull out program beginning March 1 • Monday -Wednesday throughout school year <p>BELL SES support</p>

	<ul style="list-style-type: none"> • Daily Extended Mathematics Block (General Ed., Special Ed. Native Language Arts) <ul style="list-style-type: none"> • Extended Time on Task • Grades K-5----- 75 minutes • Grades 8----- 90 minutes • V-Math computer based program to reinforce basic skills Cookshop (grades K-2) Summer School Grades 2*-8 (level 1, including ELLs* scoring below proficiency on NYSESLAT, General Ed., Special Ed.) <ul style="list-style-type: none"> • Small Group Instruction
Science:	<ul style="list-style-type: none"> • Small Group and individual Instruction-Frequency Based on Identified Needs • Cookshop (Grades K-2) Summer School Grades 8 <ul style="list-style-type: none"> • • Small Group Instruction (July- August) Content Area Reading and Writing (one period per week) in ELA classroom <ul style="list-style-type: none"> • Small Group Instruction • Exit Project support- Frequency based on needs Summer School Grades 8 <ul style="list-style-type: none"> • • Small Group Instruction (July- August) Content Area Reading and Writing (one period per week) in ELA classroom
Social Studies:	<ul style="list-style-type: none"> • Small Group Instruction • Exit Project support- Frequency based on needs Summer School Grades 8 <ul style="list-style-type: none"> • • Small Group Instruction (July- August) Content Area Reading and Writing (one period per week) in ELA classroom
At-risk Services Provided by the Guidance Counselor and SAPIS Worker:	<ul style="list-style-type: none"> Guidance Counselor/SAPIS Worker Intervention (Frequency based on need and requirements) <ul style="list-style-type: none"> • Needs based Group and Individual Counseling • Anti-bullying classes • Students not Meeting Promotional / Performance Standards • Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning • Educational and Career counseling Referrals to Supportive Agencies
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Individual Counseling • SETSS Teacher Identifies and Supports non-mandated students • Small Group Instruction Frequency Based on Needs

At-risk Services Provided by the Social Worker:	Social Worker <ul style="list-style-type: none"> • Provide individual and small group counseling • Needs Based • Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning • Referrals to Supportive Agencies
At-risk Health-related Services:	Health Services <ul style="list-style-type: none"> • Regional Nursing Director- Coordinates Services Throughout Region • Supervising Nurse for Each District- Monitors Services • Contract or DOH Nursing Services Support All Elementary Schools @ 6hrs /day • Public Health Advisor for Each Middle School @ 7hrs/day • Trained Health Aide in Each High School • Monitor Health Needs of All Students Provide First Aid Referrals to Supportive Agencies
At-risk services performed by Attendance Teacher and Family Workers	Attendance Intervention <ul style="list-style-type: none"> • Monitor Attendance of At Risk Students (Less than 90% attendance) • Conducts Needed Outreach Services • Daily phone calls to homes of students who are late or absent

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

The ELL Teacher will attend workshops and conferences offered by the CFN. The ELL Teacher will attend the in-house bi-weekly Inquiry, Data, and Professional Development sessions.

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.

We utilized the home language data from ATS to assess needs.

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.

The school found that the Spanish is the largest need for translation services, both oral and written. There is a lesser need for Bengali and Arabic.

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.

Members of the school staff who are fluent and/or native speakers will provide written translation services.

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.

There are several members on the school staff that can provide translation services, both oral and written, in Bengali, Spanish and Arabic.

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>.

Within 30 days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning, the primary language spoken by the parent of each student enrolled in the school will be determined, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. We

provide Board of Education letters and notices in Spanish for those who need or request them, and have translators available by in- house staff members and/or parent volunteers. Parents are informed of the availability of translation and interpretation services when they register their children and announcements are made at PTA meetings. In addition, notices regarding the availability of these services are posted in the main office in English, Spanish, French, Haitian Creole and Italian.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$461,017	\$7781	\$
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,610		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,051	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$46,110	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.**

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. Students receive more than instructional time in both ELA and math than is required by the state.
 - b. Students who scored below proficient are offered additional support.

 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - We have in-house SES provider services from October to May.

- Help provide an enriched and accelerated curriculum.
 - Currently the school utilizes Every Day Math program, the Treasures Program and aspect of the Core Knowledge program on various grades.
- 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.
(Addressed throughout the document)
- Are consistent with and are designed to implement State and local improvement, if any.
Teachers are aligning curriculum to Common Core State Standards

3. Instruction by highly qualified staff.

All but one staff member is considered highly qualified. The one staff member that is not considered highly qualified is in many ways overqualified in that the teacher is a generalist with a science background. Because 150 is phasing out the middle school and there are only three classes left in the middle school, the science teacher teaches science to elementary school students in addition to middle school students. The teacher has been encouraged to pursue a Common Branch license so that the teacher will be considered highly qualified to teach in the elementary 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.

As addressed elsewhere in this document, PS/IS 150 has contracted with several organizations to provide on-going PD. Staff member are afforded regular opportunities for professional development via the schools CFN (both in-house and at other sites). The school offers weekly opportunities for classroom teachers to build their knowledge through its Inquiry, Data and Professional Development sessions. Paraprofessionals were given a 5 session workshop over the period of 5 weeks. These workshops were offered by an outside professional developer.

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

Currently, all but 1 teacher is considered highly-qualified. These teacher is being encouraged to pursue course work that will help the teacher be considered highly qualified. PS/IS 150 will work closely with the CFN's Human Relations director to identify potential candidates for possible openings.

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

PS/IS 150 will offer workshop series on reading strategies. Through the Brooklyn Arts Council we will offer families the opportunities to see a play and provide the book that the book on which the play is based. We will offer basic computer literacy classes to parents.

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 kindergarten teacher will visit local early childhood programs in the late winter early Spring. Her purpose will be outreach to local programs to establish an easier transition to kindergarten.

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.

PS/IS 150 conducts weekly Inquiry, Data and Professional Development (I-D/PD) workshops. These sessions are often teacher led and the focus is often geared towards Inquiry and data. The teachers work in teams to analyze student data and make suggestions as next steps. One member of each team sits on the Instructional Leadership Team. The team's role is to analyze school wide data and turnkey these findings to the staff during our second I-D/PD

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.

This year PS/IS 150 appealed to parents in grades 1-8 to permit their child to stay for the Extended Day Program. This decision was made because a vast majority of our students scored below proficient and many are struggling in class. The Extended Day Program provides students the opportunity to work in smaller groups.

The school works closely with BELL SES provider. While the school offered various SES providers to advertise and recruit students to their program, the school host the BELL program as the primary in-house provider. The school works closely with BELL and identifies students in need of additional support. Thus support is also provided in the BELL after school program.

The school offers Saturday Academy to grade 4 students identified as the most needy academically. The program utilizes the Achieve 3000 and V-Math Live programs.

During the day, when students are in technology, they are given the opportunity to build their skills through the use of Achieve 3000 and V-Math Live. The SETSS teacher also provides daily sessions to students who are in need of additional academic support.

During the months of March and April, the school will offer additional support in math and ELA through a pull out program.

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.

Through a grant the school has adopted Cook Shop- a program to teach students about preparing healthy meals. The school submitted a grant to host a Cook Shop program for the parents. The school has also applied and received a 1 year Fresh Fruits and Vegetable Program in which each day every child and staff member receives a snack of either a fruit or vegetable. The school also applied for and was accepted in the Project Green Reach. In this program first and second grade students learn about growing both edible and non edible plants. The school uses data from a parent survey to identify the services in which they are most interested. The school will offer basic computer classes to parents.

PS/IS 150 is appealing to the Office of Portfolio for a Pre-Kindergarten program at the school.

PS/IS 150 is providing teachers with materials and lessons on Anti-Bullying. A SAPIS worker conducts violence prevention classes. The school is also becoming a PBIS (Positive Behavior Intervention Supports) school.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$461,017		21-27
Title I, Part A (ARRA)	Federal	X			\$7781		21
Title II, Part A	Federal	X			\$21,548(supplemental)		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			\$1,423,661		21-27

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;

students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Improvement (year 2) **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Subgroups: Blacks, Hispanics, ELA, SWD

After analyzing the data we found that the majority of our students made progress in terms of their scale scores; however as a result of the change in cut scores, our performance level did not go up causing us to not make AYP in several subgroups.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

PD is being provided to teach teacher how to do Running Records, level text (Fountas and Pinnell) to match readers’ specific reading needs. Professional Development is also being provided in 6 + 1 Traits, a system for analyzing student writing. This year teachers will learn additional techniques to assess students’ literacy skills. They will administer a Graded Word List and will monitor progress 4 times in the year. Teachers will be given 3 opportunities to work in collaborative planning and professional development groups so that they can develop their craft and thus turnkey their learning to students.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

School Under Registration Review (SURR)

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.

The 10% set aside is being used to improve teacher knowledge in ELA and Mathematics and classroom management.

In terms of ELA, PD is being provided to teach teacher how to do Running Records, level text (Fountas and Pinnell) to match readers' specific reading needs. Professional Development is also being provided in 6 + 1 Traits, a system for analyzing student writing. In both ELA and Mathematics the school will bring in staff developers to familiarize the staff with the new Common Core State Standards. Job embedded professional development, which trains teacher on how to engage students in learning core subjects by incorporating the arts, will also be provided.

Professional development in anti-bullying and classroom management will be provided to address safety concerns to improve instruction:

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

PS/IS 150 will continue to utilize staff developers from CITE to support new and/or struggling teachers.

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

Parents will be notified about the school's identification for school improvement via letters and parent meetings.

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: 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.)

We have 18 students in Temporary Housing

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

We plan to provide students with uniforms and basic school supplies.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 150 Christopher					
District:	23	DBN:	23K150	School		332300010150

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8	v	12	
	1	v	5	v	9		Ungraded	v
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	28	0	0		85.3	87.6	87.8
Kindergarten	54	47	25				
Grade 1	68	61	35	Student Stability - % of Enrollment:			
Grade 2	56	41	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	52	37	44		85.5	91.3	87.1
Grade 4	51	43	41				
Grade 5	68	30	36	Poverty Rate - % of Enrollment:			
Grade 6	64	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	55	55	0		96.7	97.6	98.6
Grade 8	43	48	47				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		48	26	16
Grade 12	0	0	0				
Ungraded	5	3	4	Recent Immigrants - Total Number:			
Total	544	365	295	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	73	52	41	Principal Suspensions	9	5	4
# in Collaborative Team Teaching (CTT) Classes	8	12	11	Superintendent Suspensions	11	12	19
Number all others	20	14	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	52	39
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	14	6
# receiving ESL services only	39	25	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	6	4	6

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.7	67.3	87.2
				% more than 5 years teaching anywhere	52.2	53.8	76.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	83.0	92.3
American Indian or Alaska Native	0.4	0.3	0.7	% core classes taught by "highly qualified" teachers	82.1	80.6	85.1
Black or African American	71.3	72.6	68.8				
Hispanic or Latino	26.5	24.9	27.1				
Asian or Native Hawaiian/Other Pacific	0.6	0.5	0.7				
White	1.1	1.4	2.7				
Male	55.7	54.8	55.3				
Female	44.3	45.2	44.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1		v		
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	28.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	3.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	18.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 150 Christopher					
District:	23	DBN:	23K150	School		332300010150

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	28	0	0		85.3	87.6	87.8
Kindergarten	54	47	25				
Grade 1	68	61	35	Student Stability - % of Enrollment:			
Grade 2	56	41	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	52	37	44		85.5	91.3	87.1
Grade 4	51	43	41				
Grade 5	68	30	36	Poverty Rate - % of Enrollment:			
Grade 6	64	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	55	55	0		96.7	97.6	98.6
Grade 8	43	48	47				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		48	26	16
Grade 12	0	0	0				
Ungraded	5	3	4	Recent Immigrants - Total Number:			
Total	544	365	295	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	73	52	41	Principal Suspensions	9	5	4
# in Collaborative Team Teaching (CTT) Classes	8	12	11	Superintendent Suspensions	11	12	19
Number all others	20	14	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	52	39
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	14	6
# receiving ESL services only	39	25	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	6	4	6

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.7	67.3	87.2
				% more than 5 years teaching anywhere	52.2	53.8	76.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	83.0	92.3
American Indian or Alaska Native	0.4	0.3	0.7	% core classes taught by "highly qualified" teachers	82.1	80.6	85.1
Black or African American	71.3	72.6	68.8				
Hispanic or Latino	26.5	24.9	27.1				
Asian or Native Hawaiian/Other Pacific	0.6	0.5	0.7				
White	1.1	1.4	2.7				
Male	55.7	54.8	55.3				
Female	44.3	45.2	44.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	28.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	3.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	18.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Parent Involvement Policy 2010-2011

I. General Expectations

PS/IS 150 the Christopher Street School 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.

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

1. PS/IS 150 The Christopher Street School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: discuss at leadership team meetings, PA Executive Board Meetings, PA Meetings.
2. PS/IS 150 The Christopher Street School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: schedule a Quality Review, have CEP planning sessions.
3. PS/IS 150 The Christopher Street School 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: discussions at school leadership meetings, workshops on the interpretation and utilization of data, workshops on study skills, standardized testing.
4. PS/IS 150 The Christopher Street School Careers will coordinate and integrate Title I with parental involvement strategies under the following programs: Super Saturday Program, After-school and morning programs, tutorials, Title II, Reading/Math push in program, SES, Test preparation workshops in literacy and math.
5. PS/IS 150 The Christopher Street School 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. The evaluation will be conducted in the following ways: Surveys will be distributed to all parents through mailings and student handouts. Parent Coordinator along with the PA will be responsible for creating, distributing and collecting of the surveys. Parental roles will be determined by the results of the survey. The survey will be collected by the homeroom teachers and submitted to the leadership team. The leadership team members will compile the results into a table. Results will be discussed, a list of conclusions will be drawn and an action plan devised.
6. PS/IS 150 The Christopher Street School will build the schools' 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. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: standardized test workshops, parent teacher conferences, dissemination of the Grow Report, utilizing of the BELL program.
- 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: offering workshops.
- 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, by offering workshops to parents by the parent coordinator.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Super Saturday Program, After-school and morning program, tutorials, Title II D, Reading/Math pull-out/push-in program, SES, Lunchtime help, Test preparation workshops in literacy and math and conduct other activities, such as parent workshops, that encourage and support parents in more fully participating in the education of their children. This is done by communicating with the home through the school agenda, notices, phone calls and direct mailing.
- 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: utilize the Translation Committee and the Parent Coordinator.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings. This policy was revised and adopted by the PS/IS 150 the Christopher Street School on 11/29 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

1. **School-Parent Compact** – Attach a copy of the 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 DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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.

PS/IS 150 the Christopher Street School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 23	School Number 150	School Name PS/IS 150
Principal type here		Assistant Principal PAMELA BRDIGES-PRICE	
Coach type here		Coach type here	
Teacher/Subject Area Adekunle Ibrahim, ESL.		Guidance Counselor G. FOX	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	295	Total Number of ELLs	28	ELLs as Share of Total Student Population (%)	9.49%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Initial Identification

At enrollment, a trained school pedagogue meets and discusses orally with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in the child's language—that parents complete to show what language the child speaks at home. A student is considered to have a home language other than English when: (a) a response to one of the initial 1-4 questions indicate that the student uses a language other than English, and (b) when two responses the last 1-5 questions indicate that the student uses a language other English. The trained pedagogue usually conducts an interview with the parents in their native language to complete the second part of the survey and to determine Language Assessment Battery-Revised (LAB-R) eligibility. At our school, Ms. Pena and Ms. Muniz have been designated to interview Spanish speaking parents; Ms. Irfan interviews Bengali speaking parents; Dr. Ibrahim interviews Arabic speaking parents; and Ms. Previl interviews Hatian parents.

Once the school pedagogue collects the HLIS from parents and determines that a language other than English is spoken in the student's home, then the student is administered a (LAB-R), which is a test that establishes English proficiency level. Dr. Ibrahim administers the LAB-R to eligible students within ten days of initial enrolment at our school. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. We notify parents of their child's eligibility for services and provide them with information and service options. All current ELLs are eligible to take the New York English as aSecond Language Achievement Test (NYSESLAT) annually. The test measures the annual progress of ELLs and it also determines their exit from the program.

School structures that ensure parents understand the three choices

In order to ensure that parents understand the choices of programs for their children, we give them program choices in the their native language, in addition to requesting them to attend video orientation of the program choice. The school pedagogue, who speaks the parent's native language is also made available during video orientation to respond to parents' questions. Finally, we use parent outreach, through the office of the parent coordinator to inform parents of the ongoing orientation sessions for new students. The time for the parent choice comes immediately after the student qualifies for ELL services.

Disribution and collection of entilement letters

Entitlement letters are given to parents during the orientation. This ensures early or on the spot collection by the school. We also mail letters to parents and ask them to return them in person, trough their children, or return them by mail. The parent coordinator also assists with the distribution and collection of the entitlement letters.

Criteria and procedure for placing ELLs

Students's placement are determined by honoring parental choice. During the orientation, parents carefully consider the choice that satisfies the educational goal of their child. Translation services are offered to parents in their native language in order to communicate the description of programs to them. We simply offer parents the choices available to them, without interference, allow them to make informed decisions about the future of their children. A parent may opt for transitional bilingual or dual language program. In this situation, the ELL coordinator will follow up the requests of the parents to place the students in schools that offer transitional bilingual or dual language programs. Since our school district does not offer transitional bilingual programs, we have compiled the list of schools outside our district that offer it. We usually call these schools to request a placement for our ELLs.

Aligning program model at our school with parents' requests

After reviewing the Parent Survey and the Program Selection forms for the past few years, we found that 90% of the parents have chosen the Free Standing ESL programs for their children. Students have benefitted from this program as indicated by the NYSESLAT results. The 2009/2010 NYSESLAT showed that 10 out 32 student from across the grades moved to higher proficiency levels. In addition, there a significant gains in the listening and speaking modalities of the test. ELLs at our school, this year are receiving rigorous instruction through ESL push-in model and through programs such as achieve 3000 that allow them to experience English at interactive level. While ELLs mainly remain in the classroom with their English-only pairs, they nonetheless have access to quality instruction and material like everyone. The Treasure program is one such program that ensures that ELLs receive the content knowledge with a differentiated language need. Students may exit ESL after attaining the passing grade in NYSESLAT, which is the annual assessment test that measues students' progress. We inform parents when their children tested out of ESL and that continue to support them for at least one year during this transitional phase of ELL.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	2	1	2			1					9
Total	1	1	1	2	1	2	0	0	1	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	21	0	0	6	0	0	1	0	1		28
Total	21	0	0	6	0	0	1	0	1		28

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	5	8	1	1			1					23
Chinese														0
Russian														0
Bengali		1				1								2
Urdu		1		2										3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	6	5	10	1	2	0	0	1	0	0	0	0	28

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Instructional delivery
 The ELL models at our school is the free-standing ESL. It consists of 80% push-in and 20% pull-out. During the push-in model, the ELL teacher works with a group of ELLs in their classrooms, employing the best ELLs methods and practices such. The ELLs teacher also works collaboratively with the other pedagogues on curriculum evaluation and delivery, as well as on assessment and data inquiry. The uniformity

of the school curricula, through the grades make the curricula accessible to all teachers, including the out of classroom teachers. The ELL teacher takes advantage of these curricula to pull-out low performing ELLs for special instruction. Hence, ELLs benefit from individual instruction and are in tune with the pace of the curriculum as the other students who remain in the class. The push-in model of instruction is delivered in two periods of 90 minutes each, while the pull-out varies between one and two periods of 45 and 90 minutes each.

Minutes of instructional delivery in ESL, ELA, and content areas/grouping

Our ELLs belong in all categories of English proficient levels. Beginning and intermediate ELLs receive two units or 360 minutes of ESL instruction, while advanced students receive one unit or 180 minutes of ESL instruction. In addition, advanced ESL students receive one unit of ELA per week. The language of instruction in the content areas is English, and teachers utilize ESL methodologies during instruction to facilitate students' academic content learning. The homogeneous grouping of ELLs into classrooms, according to their proficiency level makes it possible for to fulfill the mandated minutes of instructional service per student per week.

Instructional differentiation

At PS 150, we differentiate instruction for ELLs according to their English proficiency. The computer program, Achieve 3000 is a reading program that we use here to to assess and assign reading level based on proficiency. Students move on to a more challenging level after they have demonstrated a mastery of their comfort reading level. In addition, ELLs use Treasure Readers. Treasures are assigned to students based on their reading level. The language of text is simplified for students who are approaching proficiency , and more challengin for students on the reading level. Students who read beyond the reading level have the most difficult text. Since students study the same topic, they are given the same assessment, although with modified language difficulty level.

Since SIFE traditional fall behind in academic, they will benefit from the array of programs at the school: Achieve 3000, Treasure Readers, CALLA. They will also benefit from small group pull-out model of ESL and the after school instructional programs. Likewise, ELLs receiving service between 4-6 years will benefit from Achieve 3000 program, since they can now self-direct their own reading level by moving up to the more challenging reading after mastery of easy texts.

Long-Term ELLs will receive intensive English instruction that strengthens their vocabulary and comprehension. In addition to Achieve 3000, Treasures, and CALLA, the QTEL instructional approach will be utilized to enhance their comprehension of texts and literacy skills. Finally, students with special needs will have the opportunity to use technology based programs focus on listening, speaking, reading and writing. These programs will include self-assessment components that instantly rewards students with success.

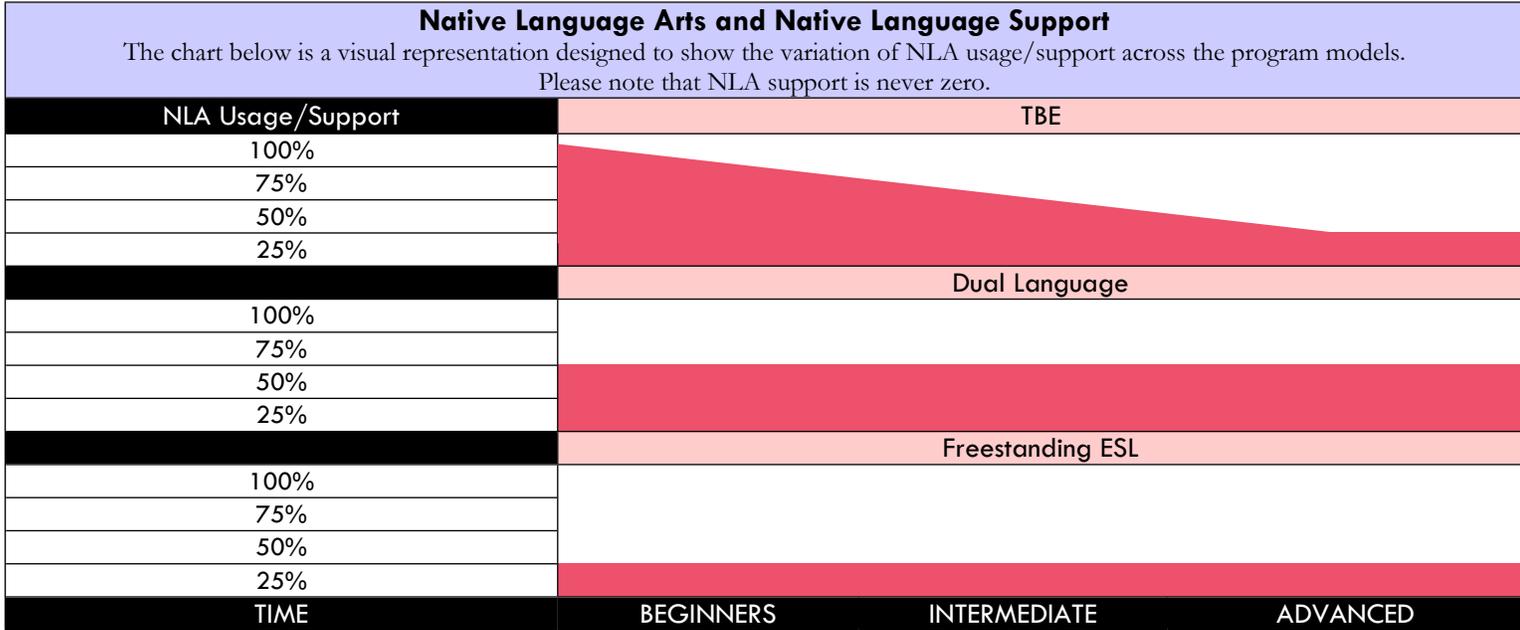
ELLs having special needs

At PS 150, we employ strategies that are effective with English learners who have special needs, such as drawing on their prior knowledge and providing them the opportunities to review previously learned concepts. We teach them to apply and extend concepts to new knowledge. We support ELLs with special needs with learning experience in the form of technology, and relevant materials to fill gaps in background knowledge. We allow special needs ELLs to construct meaning from concepts using their funds of knowledgeas a way of enhancing their creativity and and encouraging them to be self-directed.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Targeted intervention programs

Our beginning ELLs, across linguistic spectrum have difficulties with academic language, reading and writing. The Cognitive Academic Language Learning Approach (CALLA) has been used to teach content at PS 150 in both the push-in and pull-out models. The purpose of CALLA is to focus on the content being studied, then select the academic language, and the learning strategies to be taught. ELLs are motivated to learn the language that represents the ideas of the content. Instructional scaffolding and a lot of activities that rely on students' prior knowledge are utilized during the initial stage of the program until students attain English proficiency. As students acquire academic language, they develop a repertoire of language that can be read and written, in addition to scaffolding instruction. Thus, CALLA helps ELLs in three ways: learn content, acquire academic language, and enhance learning strategies.

New programs

Achieve 3000, a reading program in English is already in use to assess and assign reading level based on proficiency of beginner and intermediate ELLs. Finally, The Treasure program that differentiates instruction for beginner and intermediate ELLs based on level is already in use.

Discontinued programs

The program "ESL" by Scott Foresman which was used for sometime to support content areas will be discontinued. The program is skewed in favor of student activity practice, without providing much background information to students.

Transitional students

ELLs who have attained the transitional phase of ELL will receive academic support for 1 year. ELA instruction for these students will focus on guided reading. Story books of cultural interests will be accessible to students for independent reading, cultural enjoyment, and literary response. There will be more support for transitional students to build on their academic language in the content areas.

ELLs equal access to all programs

ELLs at PS 150 are represented in all the school curricula and extracurricula activities. ELLs, including those with special needs, have access to all the subjects in the school, which include, language arts, math, social studies, science, computer technology, and French. In order to provide ELLs same access to curriculum and instruction as the English-only students, more emphasis is placed on push-in model of ESL. Thus ELLs may achieve the same goal as the English-only students. ELLs at our school have access to intervention services of counseling and career goal. Parents of ELLs are invited to participate in conferences of concern to their children through translated notices and interpreters. As a result, we have ELLs in after-school programs and are able to attend field trips.

Native language support

At PS 150, we encourage ELLs to explore and utilize their background knowledge as a way of knowing. It is their way of knowing and making connection with other knowledge. For this reason, we have materials in students' language for their enjoyment, for use in response to literature, and for content area learning. ELLs have access to dictionaries in their language. At this time we have one ESL teacher for the ELLs in our building. The ESL teacher collaborates with monolingual teachers to provide ESL instructional strategies to ELLs in their classes. Whenever possible that our ELLs will require the service of a bilingual para, we will provide it.

Assisting newly enrolled ELLs before new school year

Translation and interpreter services, especially on keeping ELLs medical records current are arranged by the school. The school provides

brochures in available ELLs native language on instruction about accessing social services. We inform newly enrolled ELLs about our curricula and extracurricula activities before the school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development for pedagogical staff

The school offers in-house instructional and professional developments (ID/PD) in ELL. This year ID/PDs, to be delivered by the ELL teacher, have been scheduled for November 17, January 19, March 16, and April 27. ID/PDs will focus on teachers and paraprofessional roles, instructional delivery for ELLs, instructional and assessment equity for ELLs, cultural responsive teaching, and the goal of creating ELLs who will be self-directed learners. In order to support the pedagogical personnel with ELLs' transition from elementary to middle and high schools, teachers of graduating ELLs at the advanced and transitional levels of proficiency are considered for more in-depth English learning, utilizing text and technology based programs. Also, pedagogical staff dealing with ELLs at the beginning and intermediate levels of proficiency are trained to teach ELLs the subject content that is available to English-only students, with modified language or difficulty level. Teachers and paraprofessional receive mandatory trainings in ESL methodologies and assessment tool for ELLs. The ELL teacher will use some school professional days to discuss relevant ELL topic with the staff. Our school has scheduled 4 in-house ELL instructional and professional development (ID/PD) days for all the staff for the year 2010/2011. The ID/PDs will be delivered by the ELL teacher of the school.

The school guidance counselors, psychologist, and parent coordinator will receive training on the cultural aspect of ELLs, ELLs homes, applicable theories concerning ELLs, such as cultural deficit and cultural mismatch and their impact on adults' relationship with students and their parents. The school secretaries will receive both the human and clerical training issues concerning ELLs.

E. Parental Involvement

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

Parents of newly enrolled ELLs are invited to attend the Parent Orientation session in September in order to obtain information about the ELL programs and to select a program of their choice. At this session, parents of newly enrolled ELLs will have an opportunity to listen to a presentation of the three ELL programs. They will view a video and ask questions that will guide them to make a choice they consider suitable for their children. On-going orientation sessions will take place on a need basis as new ELLs enroll in the school.

In addition, Open Houses and Open School Nights are held for parents to discuss ELLs' progress and to explain the instructional

methodologies and approaches employed by the teachers to meet their learning needs. School related information are also distributed to parents of ELLs in English, and when necessary, in the language they understand.

We evaluate parental needs based on the data collected from focal discussions with parents during the parent-teacher association (PTA) meetings and from the principal's monthly meetings with parents called 'Muffins for Moms' and 'Donuts for Dads.' Finally, data that are gathered from the parent coordinators interviews with parents, paper and online surveys are analyzed to address parental needs.

After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed at our school that about 98% of our parents have chosen the Free Standing ESL program, the rest 2% have transferred to the Transitional Bilingual program. Because of this parental choice, our school has aligned our program to the parents' choice of ESL. Also, our parental involvement has enabled us to focus on students who need extra help with homework because parents are unable to help them due to their limited English proficiency. Through our involvement with parents, we advise them of the danger of formal education interruption (SIFE), and data shows that most of our parents have chosen to keep their children in school, rather than move them back and forth in and out of the country.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4		2	1									10
Intermediate(I)		1	3	5		1			1					11
Advanced (A)		1	2	3		1								7
Total	3	6	5	10	1	2	0	0	1	0	0	0	0	28

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3			2		2
4		1			1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	1	2	1		4
6					0
7		1			1
8		1			1
NYSAA Bilingual Spe Ed					0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Data patterns across proficiency levels

Data from LAB-R and NYSESLAT indicate that while ELLs generally struggle with all the modalities of literacy, they nonetheless fare better in listening and speaking than in reading and writing.

Instructional decisions based on data

With this understanding of the data, the ESL and classroom teachers will emphasize reading and writing strategies for ELLs in ELA and across the content areas. Scaffolding strategies that support reading and writing in the content areas will be employed for ELL's instruction. The CALLA approach, which enhances academic language, knowledge of the content, and the learning strategies will be used to support the students. Teachers and the school leadership will use the test scores mentioned here to track ELLs' areas of need, and teachers who are already using Treasures can use this assessment resource to correct areas of students' needs.

Native language support

Although PS 150 does not have the transitional bilingual program, we use native language to support ELLs in content areas. In addition, literature and research abound in support of native language and cultural background of students as representing funds of knowledge for them. We, at PS 150, support our ELLs with materials that buttress students' foundational knowledge as a means to connecting to wider scope of knowledge. Materials exist in the form of story books and content area texts in the students' native languages. When needs arise, we will utilize the support of bilingual paraprofessionals for our ELLs.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		