



FINAL

P.S. 152

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 22K152

ADDRESS: 725 EAST 23RD STREET BROOKLYN, NEW YORK 11210

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 22K152 **SCHOOL NAME:** School of Science and Technology
SCHOOL ADDRESS: 725 East 23rd Street Brooklyn, New York 11210
SCHOOL TELEPHONE: 718-434-5222 **FAX:** 718-859-5965
SCHOOL CONTACT PERSON: Sheila Siegel **EMAIL ADDRESS:** Ssiegel19@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stephanie Wilensky
PRINCIPAL: Dr. Rhonda Dawn Farkas
UFT CHAPTER LEADER: Gladys Savage
PARENTS' ASSOCIATION PRESIDENT: Judith Simon and Mariette Best
STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA
NETWORK LEADER: Althea Serrant
SUPERINTENDENT: Linda Waite

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
Dr. Rhonda Dawn Farkas	*Principal or Designee	
Stephanie Wilensky	SLT Chairperson	
Gladys Savage	*UFT Chapter Chairperson or Designee	
Mariette Best	*PA/PTA President or Designated Co-President	
Judith Simon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Anna Torres	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Giselle Fritz	Member/	
Bianca Armstrong	Member/	
Phillip Millien	Member/	
Jillian Palmiotti	Member/	

* 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.

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

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

We have 855 children in our two buildings. Our students begin in Pre-K and continue through grade 5.

P.S. 152 has noted growth in student achievement over the last eight years in English Language Arts and Mathematics. Our school population has met city and state accountability standards. In English Language Arts, six of the seven groups tested made adequate yearly progress. Students with disabilities did not meet their target goal. In Mathematics and Science all seven groups tested made annual yearly progress.

Our last school quality review of 2008 resulted in a Well Developed rating. We believe the joint effort of our staff, parents, and students will continue to support our academic achievements.

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

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

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

We provide enrichment through the Arts via the teaching of visual arts and recorders. Our students also participate in band and African Drum Ensembles.

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

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	School of Science & Technology				
District:	22	DBN #:	22K152	School BEDS Code:	332200010152

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	32	33	34		93.8	95.0	TBD		
Kindergarten	98	119	124						
Grade 1	134	139	149	Student Stability: % of Enrollment					
Grade 2	124	141	134	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	115	127	143		91.6	93.6	TBD		
Grade 4	137	131	140						
Grade 5	122	145	131	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		74.0	74.0	89.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		13	42	TBD		
Grade 12	0	0	0						
Ungraded	15	7	4	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	777	842	859		32	21	24		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	24	32	48						
No. in Collaborative Team Teaching (CTT) Classes	10	7	7	Principal Suspensions	3	1	TBD		
Number all others	26	29	35	Superintendent Suspensions	2	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	82	100	109	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	2	17	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	57	57	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	4	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.2	0.2	Percent more than two years teaching in this school	66.7	73.7	TBD
Black or African American	70.0	69.1	68.7	Percent more than five years teaching anywhere	43.9	40.4	TBD
Hispanic or Latino	16.6	16.5	18.0				
Asian or Native Hawaiian/Other Pacific Isl.	8.1	9.4	8.3	Percent Masters Degree or higher	77.0	81.0	TBD
White	5.2	4.6	4.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	98.9	TBD
Multi-racial	TBD	TBD	TBD				
Male	48.1	51.1	49.4				
Female	51.9	48.9	50.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White			-				
Multiracial							
Other Groups							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	79.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
-

Early Grade Assessments:

P.S. 152 conducted several formative assessments, including running records, for students currently in grades K-2 in addition to ECLAS assessments.

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

Among the assessments used were the following:

Reading Assessments: ECLAS 2, Teachers College Reading Assessments, Reading Conference Notes, Foundations Reviews, Earobics, Student Notebooks, Writing Assessments, Writing Conference Notes, Students' Writing Folders, and Students' Published Work.

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

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

Our data provided the following results:

Our analysis of student achievement in grades K-2 in English Language Arts (ELA) is as follows:

In Kindergarten, of all students, including ELLS and special needs students, 91% of the students achieved Levels 3 and 4 proficiency levels, 8% attained a Level 2, and 1% fell far below grade level standards, We will improve the percentage of Kindergarten students meeting grade level standards by 2%

In Grades 1 71% attained proficiency levels 3 and 4 (75% excluding ELLs) and in Grade 2, 75% attained proficiency levels.

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

The assessed results indicated the following:

In Kindergarten 87.2% of all students assessed were on grade level, indicating that 12.8% were not on grade level.

In Grade 1, 72.6% are on grade level, indicating that 27.4% were not on grade level. In Grade 2, 81.6% were on grade level, indicating that 18.4% were not on grade level.

Among the steps we have taken are the following:

P.S. 152 has provided a full range of services to enhance the educational opportunities afforded our lower grade students. We have lowered class size in grades K-2. We have provided classrooms with extensive libraries, a plethora of supplemental materials, and technological support. We rely on assessment data to individualize and modify student instruction. We provide extended time on task, after school, small group instruction for Grade 1 students at the annex. We have purchased a new math core curriculum program, EnVision for grade 2 students.

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

We have provided an Academic Intervention teacher to work in our Early Childhood Center to assist our at risk general education students. We are continuing our after school program for first grader and more than 85 children in grade 1 attend. During this after school program, students who have been identified as having at risk factors receive after school academic intervention. We host an Adult Education Program on Saturday and actively encourage our many non-English speaking parents to attend. As a result, participation has vastly increased.

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

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

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

Assessment Results for Upper Grades

English Language Arts:

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

- Percentage of students at Proficiency (Level 3 or 4): 44.5% of our students reached a proficiency level of 3 or 4, which is 32.4% of the way from the lowest (20.6%) to the highest (94.3%) score relative to our Peer Horizon and 31.9% of the way relative to our City Horizon.

- 1 Year of Progress: 70% of our students made at least 1 year of progress which is 66.6% of the way from the lowest (40.1%) to the highest (80.59%) score relative to our Peer Horizon and 54.7% of the way relative to our City Horizon.

In 2008-2009 67.3% of students made a year's progress. In 2009-2010 70% of students made a year's progress, an increase of 2.7% for the year.

- Percentage of Students in School's Lowest 1/3 making at least 1 year of Progress: 67% of our lowest 1/3 students made at least 1 year of progress which is 37.5% of the way from the lowest (54.7%) to the highest (87.5%) score relative to our Peer Horizon and 31.3% of the way relative to our City Horizon.

We noted that the percentage of students in the lowest third making at least one year's progress, 67%, was closely aligned to the median growth percentile off all students (70%) indicating that our efforts to promote students progress were effective for students at differing levels of proficiency.

We compared the mean scale score in English Language Arts for the years 2008-2009 and 2009-2010 for students in grades 3, 4, and 5 and discerned the following results:

MEAN SCALE SCORE ELA

Grade 3	2008-2009	2009-2010
All Students Tested	665	657.4
General Education Students	687.4	682.3

(We noted that 9.5% of our General Education students in grade 3 were English Language Learners (ELL'S). ELL's achieved a mean scale score of 644.8, which contributed to the decrease in the mean scale score of our grade 3 general education students.)

Grade 4	2008-2009	2009-2010
All Students Tested	656.5	667.5
General Education Students	661.3	669.6

(ELL's, who constitute 9% of our grade 4 general education student's received a mean scale score of 652.7) Results for grade four showed a gain in students' mean scale scores during this two year period.

Grade 5	2008-2009	2009-2010
All Students Tested	666.6	672.7
General Education Students	667.6	675.9

(9.6% of grade 5 students are ELL's and their mean scale score in 2010 was 649.2) P.S. 152's grade 5 students achieved gains in the 2010 mean scale score. In 2010, the rubrics for the ELA examination was revised, and P.S. 152, like many schools in New York City, saw the percentage of its students who met the standards needed to achieve a Level 3 or 4 drop. Our analysis of this examination showed that our schools mean scale scores did not indicate an overall decrease in student's statistical performance. We noted that our general education students received significantly higher scores than our special education students. However, P.S. 152 received a +1.5 credit in ELA since 77.8% of special education students were placed in the 75th growth percentile.

In addition, 45.8% of students in the lowest third citywide (ELA) were noted as making exemplary proficiency gains.

The last two years of accountability and overview reports (2008-2009) and (2009-2010), which measured students' progress indicate that Adequate Yearly Progress (AYP) was achieved by 6 of the groups measured, i.e., Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, Economically Disadvantaged students and, English Language Learners. Students with disabilities did not meet their Annual Yearly Progress.

Of our total student population tested, 99% of students in the above named categories were tested.

All students tested in 2010 achieved a performance index of 169, Black or African American Students achieved a performance index of 168, Hispanic or Latino Students achieved a performance index of 156, Asian or Native Hawaiian/Other Pacific Islanders received a performance index of 168, and Economically Disadvantaged Students achieved a performance index 167.

In 2009 all tested students achieved a performance index of 172. .

Our English Language Learners scored a performance index of 149 and met the test performance criteria, as their AMO was 142.

Seventy percent of all students tested were credited with achieving a year's progress in ELA under the more stringent requirements of the 2010 examination.

The year 2010 was the first year in which we had a sufficient number of students with disabilities to meet test criteria. Their performance index was 114 whereas their safe harbor target was 133.

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

Our Inquiry Team staff and other professional team members in our school have reviewed, disaggregated, analyzed, and interpreted our data to determine our students' performance scores over the last three years by grade level. After assessing other data, we concluded that our students were achieving their greatest gains when responding to multiple choice and short response-based questions, but needed additional support in listening skills, note taking, comprehending longer passages, and extrapolating information to use in essays.

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

Classroom teachers provide Tier I and Tier II intervention services as needed. Three out-of-classroom teachers provide small group academic intervention via a Tier III pull out program.

We have also invited students whose scale scores are in the lower end of level 3 as well as our Level 1's and 2's to attend our extended time after school program. In addition, we are providing specific programs tailored to the needs of our sub groups (special education students and English Language Learners).

To assist in our goal of improving student performance, we are working on strategies to help students gain information by revisiting text, using context clues, making predictions and synthesizing

information. We are also working in increasing stamina and enabling students to respond to questions in a timely manner.

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

We have taken steps to improve the delivery of services to English Language Learners. We have added a second ESL teacher to our school program to provide more consistent push-in or pull-out instruction by a licensed TESOL teacher.

Classroom teachers of ELL’s work in close alignment with our ESL specialists to parallel curriculum, plan lessons, and discuss strategies to aid ELL students. We also have instituted after school ELL Academy and Saturday programs under Title III funding. We believe these programs will provide specific instruction designed to promote student learning for in English Language Learners in grades K-5.

CURRENT DATA

- **Mathematics**

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

- Percentage of students at Proficiency (Level 3 or 4): 55.5 % of our students reached a proficiency level of 3 or 4, which is 18% of the way from the lowest (45.6%) to the highest (100%) score relative to our Peer Horizon and 16.4% of the way relative to our City Horizon.
- 1 Year of Progress: 48% of our students made at least 1 year of progress which is 8.7% of the way from the lowest (44.4%) to the highest (85.8%) score relative to our Peer Horizon and 8.1% of the way relative to our City Horizon.

Percentage of students in School Lowest 1/3 making at least 1 year of progress: 49% of our lowest 1/3 students made at least 1 year of progress which is 2.1% of the way from the lowest (41.7%) to the highest (86.6%) score relative to our Peer Horizon and 3.6% of the way relative to our City Horizon.

The last two years of accountability and overview reports (2008-2009) and (2009-2010) indicate that Adequate Yearly Progress (AYP) was achieved by the 7 groups measured in 2008-2009 and 2009-2010.

MEAN SCALE SCORE MATH

Grade 3	2008-2009	2009-2010
All Students Tested	694.4	682.6
General Education Students	694.9	684.5

MEAN SCALE SCORE MATH

Grade 4	2008-2009	2009-2010
All Students Tested	693.3	682.8
General Education Students	698	684

MEAN SCALE SCORE MATH

Grade 5	2008-2009	2009-2010
All Students Tested	680.6	680.8
General Education Students	681	684.7

Analysis of the 2010 State Mathematics Examination indicated a drop in overall student achievement. The mean scale score for grade 3 dropped from 694.4 to 682.6. Similar results were displayed in grade 4 where the mean scale score dropped from 693.3 to 682.8. Only in grade 5 did the mean scale score remain constant for 2 years, moving from 680.6 in 2009 to 680.8 in 2010.

Although the mean scale score of students in grade 3 and 4 showed a slight decrease (2%) we declined from a 90.6% in 2008-2009 of students at grade level to 55.5% 2009-2010 of students at grade level. In 2008-2009 67.3% of students made a year's progress while in 2009-2010 only 48% of students were credited with a year's progress. The renorming of the mathematics test and our subsequent decline in achievement levels has led us to reexamine P.S. 152's mathematics program.

We disaggregated the results and noted that while the mean scale scores for special education students and ELL's were lower than those of our general education students, those two populations did exhibit exemplary proficiency gains in closing the achievement gap in mathematics i.e.; 8.7% self contained students achieved proficiency levels, while 33.3% of ELL's, 21.2% of students in the lowest third city wide, and 11.1% of all special education students were at the 75th growth percentile or higher.

The performance index for 2009-2010 indicated stability across the groups. All students tested achieved a performance index of 189. When our results are disaggregated we find that Black or African American students and economically disadvantaged students also achieved a performance index of 189, while Hispanic or Latino and Asian or Native American reached performance index of 186 and 189. Respectively students with disabilities achieved a performance index of 159, well above their effective AMO of 120 while Limited English Proficient students achieved a performance level of 172 well above their effective AMO of 123.

Our performance index for all students in Mathematics remained constant at 189 for the second year in a row.

We have been rated a school in **Good Standing** in Mathematics for the past two years and we anticipate that we will continue to achieve a rating of Good Standing in Mathematics in the coming year.

We believe the program supports we are putting in place will be effective in raising student achievement. Our administration, Inquiry and Professional Development teams analyzed the data for the preceding school year. Although we determined the need for more rigor in both mathematics and language arts this year, a main focus will be in restructuring our mathematics program.

The results of our state wide examination in mathematics revealed that 55% of our students achieved proficiency levels and 48% achieved a year's progress. Upon analyzing our data we noted that students in grades 3-5 need additional support in number sense and operations and algebra. They also need strategies to enable them to understand the concept of "bridging the steps" when they provide evidence to support their conclusions in constructed responses.

These results led us to re-examine the math program in place at P.S. 152. We affirmed the need to provide a new core instructional mathematics program in grades 2-5 to complement our Math Curriculum map, while continuing to embed the Context for Learning as applicable.

Our teams chose *EnVision Mathematics*, a program whose philosophy is based on “understanding by design” whose goal is to enable students to master basic concepts, transfer knowledge, and apply skills to real life situations.

EnVision Mathematics provides a highly structured program that complements our Math Curriculum Maps and is easy for teachers to follow. The program includes multiple formative and summative assessments to track and support student learning.

Teachers will receive professional development in the implementation of this program. Ancillary materials, such as visual learning animations to promote deeper understanding of context, are included in this program as well. Additionally, there are components that serve to enhance teachers’ abilities to differentiate instruction as well as make provisions for remedial and enrichment instruction.

P.S. 152 continues to use Supplemental material such as Empire State Mathematics, Coach Mathematics, and manipulatives to provide enrichment and/or academic intervention activities for all students including special education and ELL’s.

Three teachers will provide small group instruction to students in need of academic intervention during the school day. All students in need of academic intervention will also receive extended time instruction on Mondays and Tuesdays from 2:20 PM to 3:35 PM.

Teachers will receive ongoing professional development in mathematics throughout the school year.

Administrators will continue to review lesson plans, observe instructional techniques, analyze student outcomes, and plan to target mathematical methodology via targeted professional development (by Math Staff Developer, observing fellow teachers during Intervisitations, etc.) to monitor the successful implementation of the mathematics program.

We will continually monitor student progress to ensure that this new program will effectively address student’s needs.

The performance index of our grade 4 students in science was 194, almost double the state standard of 100, and we continue to achieve Annual Yearly Progress in Science.

We also examined our last Quality Review report from April 2008. This review designated us a *Well Developed* school. Among other areas, we were commended for the school’s ability to collect a wide range of data, evaluate it for all groups of students, and provide a very clear picture of students’ achievements.

Further, it was stated that P.S. 152’s “rigorous analysis of performance data ensures that both special education and English Language Learners make good progress and that the work of the inquiry team supports teachers’ understanding of the needs of its most vulnerable students.”

We were not scheduled for a School Quality Review in 2009. We are scheduled for a new review in January 2011.

Greatest Accomplishments

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

A third noteworthy comment is that “Professional development in very comprehensive and well executed, supporting teachers to address priorities identified as whole school goals.” Our school was determined to have made good progress in addressing the issues noted for improvement in our prior quality review, and these areas, mathematics, and technology are now at the forefront of our highlighted programs.

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

Although P.S.152 recognizes the need to increase students performances levels in English Language Arts, we have noted several areas in which P.S. 152 has exhibited success in this area.

Over the past three years, we have noted an increase in the median scale score of all students who took the N.Y. State English Language Arts Examination.

Seventy percent of all students achieved a year’s progress in the 2010 ELA examination, even under the renorming of this examination.

Our grade four students achieved parity with grade 3 and grade 5 students on the English Language Arts Examination.

For several years students attained higher scores in the grade 3 and grade 5 examination than they did on the grade 4 test. P.S. 152 made a concerted effort, using the Teachers College Model to focus on strategies to improve students writing skills. Our students learned to analyze information and respond to questions via essays or narratives. Their writing stamina increased as well. On the 2010 examination, grade 4 students were on a par or higher than those of students in grades 3 and 5.

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

P.S. 152 has come a long way in the past decade, but our goal, as we continue on our journey, is to hone our craft as educators by remaining open to continuous learning, working independently, and continuing to focus improving student outcomes.

Aids and Barriers

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

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

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

Teachers have also been selected to model lessons as part of an in-house lab site program. Our administration and Staff Developers have worked with teachers individually and in groups to adapt curriculum, develop curriculum maps. Establish pacing calendars, analyze benchmark assessments, and create effective lessons.

The creation of a Collaborative Inquiry Team has intensified our effort to collect, analyze, and interpret data and to disseminate information to their fellow teachers on the grade staff and parents.

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

Even our youngest students have begun to monitor their own progress, are aware of their reading levels, (e.g. Level G), and are proud of their success as they make advances.

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

Barriers to our program

Barriers remain. Our school shares a building with another large elementary school which limits our use of the gym, cafeteria, and auditorium. Two years ago we opened an Early Childhood Annex for our Kindergarten and First Grade classes to help alleviate the problem of overcrowding in our classrooms.

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

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

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

- 1. By June 2011, there will be a 5% increase in the number of students in grades K through 2 who achieve a year's progress in reading, as measured by ECLAS 2 Assessments, and teacher assessments based on classroom performance.**

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

- 2. By June 2011, there will be a 5% increase in the number of students in grades 3-5 who achieve a year's progress in reading, as measured by Teachers College Assessments for Grade 3 and the 2010-2011 Progress Report for Grade 4 and 5.**

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

- 3. By June 2011 there will be a 5% increase in the percentage of students in grades K-2 achieving a year's progress in mathematics, as measured by Interim Measuring Goals for Mathematics in Kindergarten and EnVision Math Chapter Tests and Benchmark Tests for Grades 1 and 2.**

Based on assessment examinations, teacher evaluations, skill inventories, math chapter tests, teacher assessments of classwork, and inquiry team analysis of data to determine our goal for students in grades K-2. Professional Development will be provided by a Math Staff Developer and Educational Consultants from EnVision.

- 4. By June 2011, there will be a 5% increase in the percentage of students in grades 3-5 achieving a year's progress in mathematics, as measured by EnVision Math Chapter Tests and Benchmark Tests for Grade 3 and the 2010-2011 Progress Report for Grades 4 and 5.**

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

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

- 5. By June 2011 100% of all classroom teachers will be immersed in the schools inquiry work to sustain school improvement as demonstrated by teacher attendance sheets and team agendas, which will reflect consistent analysis of formative assessment data on student subgroups**

P.S. 152 used agendas and minutes from previous inquiry team meetings to determine our goal to increase the involvement of all classroom teachers in our inquiry teamwork. P.S. 152's Principal, Assistant Principals, Data Specialist and teacher leaders will be key to providing professional development, developing agendas, and assessing the implementation of inquiry proceeding finding. Additionally, the Principal created a **Team Learning Log** to provide a clear and cogent focus on evaluating student work and diligently attending to our mission for meeting the needs of *all* students.

- 5A. By June 2011, 100 % of classroom teachers will integrate computer-assisted instruction into all facets of the curriculum, as evidenced by teachers' lesson plans and student work, indicating consistent use of classroom computers, Smartboards, mobile labs, E- Instruction and the computer lab.**

P.S.152, The School of Science and Technology, used the findings of The Professional Development Team and the Inquiry Team to determine our goal to further integrate computer assisted instruction into all areas of the curriculum. We have upgraded our technology lab and classroom computers. We have placed Smartboards in several classrooms while awaiting a state grant to place Smartboards in all classes. The Principal, Assistant Principal, Technology Specialist and Data Specialist will provide professional development and use observations, lesson plans and student logs to monitor the implementation of this program.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Language Arts- Grade K-2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 5% increase in the number of students in grades K through 2 who achieve a year’s progress in reading, measured by ECLAS 2 Assessments, and teacher assessments based on classroom performance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Teachers will receive professional development on the collection and analysis of data. September 2010-June 2011 (periodically).</p> <p>The Principal, Assistant Principal, Inquiry Team, and Professional Development Team will analyze student progress on an ongoing basis to assess the effectiveness of our school’s literacy curriculum maps. Mid September 2010-May 2011(weekly)</p> <p>Lead Teachers will demonstrate best practices during lab site demonstrations. October 2010-May 2011.</p> <p>Our Principal, Assistant Principal, and selected teachers will observe best practices in Reading and Writing Workshops by visiting other school’s learning communities.</p> <p>Teachers will meet during common planning time to assess student progress, discuss teaching strategies, identify interim progress, and plan effective lessons. September 2010-June 2011 (weekly).</p> <p>Teachers’ conference notes will be detailed and indicate individual students’ strengths and weaknesses. Reviewed from October 2010-June 2011.</p>

Grades K-2 will implement a daily, three-period Literacy block implementing the Teachers College Reading/Writing Project, focusing on Units of Study. September 2010-June 2011

Foundations Reading program will be utilized as a supplemental program. Mid September 2010-June 2011

Grade 1 and Grade 2 will provide computerized Tier 1 Intervention utilizing the *Earobics* Reading Program. September 2010-June 2011

Extensive classroom libraries, as well as a school library, will provide reading materials of varying genres. September 2010-June 2011

Planning guides, pacing, and alignment calendars will ensure common goals and uniform instruction across the grades. September 2010-June 2011

Academic intervention services (Tiers II and III) will be provided during the school day as well as in afternoon and Saturday Programs. September 2010-June 2011

A push in/pull out ESL funding program will meet the needs of our K-2 students during the school day as well as during extended time afternoons. Afternoon and Saturday programs with small group instruction will be provided via Title III funding. September 2010-June 2011

Teachers of ELL's will confer regularly with a TESOL teacher to align teaching strategies with students' needs. September 2010-June 2011 (weekly)

Parents will be invited to student publishing parties to celebrate student success. October 2010-May 2011 (monthly)

Teachers will infuse Questioning and Problem Posing, one of the 16 Habits of Mind, as a transformational tool to promote the development of higher order thinking skills of students. Teachers will mirror this work with their students in their classrooms. September 2010-June 2011 (daily)

Title I SWP funding will be used to fund a Teachers College Literacy Staff Developer for teachers of Kindergarten, Grade 1, and Grade 2 (primary grades) for the 2010-2011 school year. The Principal and Assistant Principal also will participate in this Professional Development so that they can support this work and ensure accountability. October 2010-June 2011 (monthly)

PS 152 will fund an F-status teacher to provide AIS instruction in ELA. September 2000-June 2011 (weekly)

Funding also will be used to staff a second full time TESOL teacher. September 2010-June 2011 (daily)

Title I SWP funding is used to provide Per Diem substitutes to release teachers for professional development. September 2010-June 2011 (as needed monthly)

Teachers will participate in ongoing professional development in strategies designed to meet the needs of our ELL and special needs subgroups. September 2010-June 2011 (monthly)

Teachers will use periodic assessments, formative classroom assessments, classroom performance, Teachers College Reading assessments, teachers' conference notes, etc. to track student progress and modify instruction in ELA. September 2010-June 2011 (weekly)

Collaborative examination of assessment data will zero in on ECLAS2 strands that need strengthening in accord with the annual objectives and grade level standards for students in Grades K-2. September 2010-June 2011 (monthly)

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

Reading records will be administered bi-monthly for Kindergarten and Grade 1 and DRA assessments are administered bi-monthly to track students' reading levels. Benchmarks will affect the direction of instruction in ELA, Science, and Social Studies programs. September 2010-June 2011 (bi monthly)

Principal will continue to collect samples of students' written work after each unit of study, examine the work with the Assistant Principals and professional development team, share her reflections with the class as well as make suggestions for Next Steps to individual teachers for necessary adjustments in instruction. September 2010-June 2011 (bi-monthly)

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

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

September 2010-June 2011 (monthly)

Teacher teams will meet collaboratively to examine common formative and summative assessments in order to evaluate and adjust instruction to meet the individual needs of all students, including English Language Learners and children with special needs. September 2010-June 2011 (monthly)

Student sub-groups and grade level data will be disaggregated to maintain a focus on specific cohorts of students (This is in reference to special needs students and students who did not meet ECLAS2 benchmarks and Teachers College independent reading level benchmarks). October 2010-June 2011 (monthly)

Teachers will implement use of computer-assisted programs such as *Foundations*, *Raz-Kids*, and *Earobics* to meet the diverse needs of students who require auditory, tactual, and visual (graphics) support to meet their individual goals. September 2010-2011 (weekly)

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

Pacing calendars and grade-wide curriculum maps will reflect alignment with the literacy standards, Common Core State Standards, a timeline, teaching points, skills and strategies needed to reach particular benchmarks in literacy development, and resources, assessments, and interventions for teachers to meet the needs of diverse learners and support classroom instruction in literacy. September 2010-June 2011 (ongoing).

Teacher team and attendance sheets will reflect a learning culture that supports the habit of sharing student assessment results and responding actively to improve future results. September 2010-June 2011.

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

September 2010-June 2011

Documentation of teamwork, student progress, next steps, and reflections will be noted in agendas and on CFI Inquiry Space. September 2010-June 2011

Teachers' observations, lesson plans, agendas from grade meetings, Team Learning logs (created by the Principal), and feedback from Teachers College Staff Developer will demonstrate teachers' growth in individual areas or needs as well as toward school-wide initiatives. September 2010-June 2011 (monthly).

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

Teachers' conference notes and assessment binders will demonstrate growth with regard to students' application of reading and writing strategies in day and after school programs.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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.</i></p>	<p>Assistant Principal –Title I Schoolwide Programs Educational Consultants- Schoolwide Programs Per Session for Extended Time Academic Intervention Title I Schoolwide Programs Title III Schoolwide Programs Per Diem subs for Professional Development, Development Training Days-Title I SWP. DOE Professional Development Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review;</p> <p>Benchmark for Primary Assessments occur in September, November, March and June Instruments of Measure: Assessments Used are ECLAS 2, with Running Records, Sheets for Independent Reading Levels, Monthly Reading Tracking Sheets, Conference Notes and Teachers College K-2, Continuum for Assessing Narrative Writing, NYS Reading Academy Surveys and Assessments, and Primary Literacy Standards. Skills assessed in K-2 include:</p> <p>Concepts of Print Letter Identification and Sound Spelling Inventories Phonemic Awareness</p> <p>Projected Gains: Measurable Goal Reading: 80% of students in grades K-2 will achieve an increase of one level in reading at each benchmark period (i.e., September, November, March and June) as measured by The Teachers College Reading Assessment.</p> <p>Measurable Goal Writing: 75% of students in grades K-2 will achieve an increase of 1 level in writing skills for each benchmark period (i.e., September, November, March and June) as measured by Teachers College Assessment of Narrative Writing.</p> <p>By June 2011 there will be a 5% increase in the percentage of students achieving a year's progress as measured by ECLAS.</p>

Subject/Area (where relevant): Language Arts Grade 3-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the number of students in grades 3-5 who achieve a year’s progress in reading, as measured by Teachers College Assessments for Grade 3 and The 2010-2011 Progress Report for Grades 4 and 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>Teachers will receive professional development from a Teachers College Educational Consultant funded by Title 1. September 2010-June 2011.</p> <p>Lead teachers will be identified and will provide professional development. September 2010-May 2011 (periodically)</p> <p>The Principal and Assistant Principal will participate in professional development, including visiting other schools to observe best practices and collaborate with staff in other collaborative communities of practice.</p> <p>Teachers will meet frequently during common planning time and lunch periods to plan lessons, assess students’ progress, evaluate instructional strategies, and develop strategic approaches to meeting the needs of all students including English Language Learners and special needs students. September 2010-June 2011 (weekly)</p> <p>Each grade level team will clarify what each student is expected to learn the essential knowledge, skills, and dispositions-of each course/subject, unit-by-unit and have all of the above available in curriculum maps and reflected in students’ goals. September 2010-June 2011.</p> <p>The Principal will provide a vast array of resources for high quality professional development to deepen the teaching and learning of Literacy, with a focus on comprehension. August 2010-May 2011</p> <p>Principal and Assistant Principals will strengthen professional development for reading instruction by providing teachers and others with tools and strategies that help them translate Reading research into practice, i.e., NYS Reading Academy modules.</p>

With the assistance of the Inquiry Team and Literacy Staff Developer, the Principal will identify discrepancies between current and desired literacy outcomes to anchor changes firmly in the school culture by training teachers to analyze interim student performance data. Mid September 2010-May 2011 (bi-monthly)

The school's Data Specialist will assist teachers by providing them with item analyses (i.e., charts, graphs, etc.), based on Acuity and Scantron Performance Series. Mid September 2010-May 2011 (periodically)

The TESOL teacher will collaborate closely with teachers of English Language Learners to ensure that the strategies utilized in the literacy program are adapted to their needs. September 2010-June 2011 (weekly)

Teachers will use assessment data to align instruction with students' individual needs. September 2010-June 2011

Literacy block of 100 minutes a day (Reading and Workshops) will be instituted during common periods for all classes on a grade. September 2010-June 2011

Computer assisted instruction in reading will be implemented in classroom and the computer lab. Mid September 2010-June 2011

Extensive classroom libraries and an open access school library provide a plethora of non-fiction and fiction materials in a wide array of genres. September 2010-June 2011

Teachers will keep extensive conference notes to monitor individual student progress. Reviewed from October 2010-May 2011

Author studies will be implemented in all classrooms. October 2010-May 2011

Students are required to independently read a minimum of 25 books per year. September 2010-June 2011

Extensive academic services will be offered to all students, including English Language Learners and special needs students through Tier 1 classroom intervention and Tier 2 extended day and Saturday programs. September 2010-June 2011

Teachers will infuse questioning and problem posing as a transformational tool to promote the development of high order thinking skills of students. Teachers will mirror this work with their students in their classrooms. September 2010-June 2011 (daily)

Title I SWP funding is used to staff two teachers to provide AIS instruction in ELA. September 2010-June 2011 (daily)

Title I SWP funding is used to provide Per Diem substitutes to release teachers for professional development. September 2010-June 2011 (periodically)

Teachers will use periodic assessments, classroom assessments, classroom performance, Teachers College Reading assessments, teachers' conference notes, etc., to track student progress and identify areas that need to be modified in ELA. September 2010-June 2011 (monthly)

Teachers will analyze and interpret results from Acuity to adjust instruction and improve student outcomes in ELA. September 2010-June 2011 (periodically)

Teachers College Reading Assessments will be administered every 6 weeks to track students' reading levels. Benchmarks will affect the direction of instruction in ELA, Science, and Social Studies programs. September 2010-June 2011 (6 week intervals)

The Principal will continue to collect samples of student work after each unit of study, examine the work with the Assistant Principals and professional development team, share her reflections with the class as well as make suggestions to individual teachers for necessary adjustments in instruction. September 2010-June 2011 (weekly).

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

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

October 2010-May 2011 (monthly)

Teacher teams will meet collaboratively to examine common formative and summative assessments in order to adjust instruction and meet the individual needs of all students, including English Language Learners and children with special needs. October 2010-June 2011 (periodically)

Student sub-groups and grade level data will be disaggregated to maintain a focus on specific cohorts of students (This is in reference to special needs students and Level 3 students who did not make progress). September 2010-June 2011 (periodically)

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

NYS ELA test results will indicate a 5% increase in the percentage of students making progress in ELA.

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

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

Implementation of differentiated professional growth opportunities that support the development of knowledge and skills about action orientation will be evident in classrooms as noted through supervisors' observations, instructional rounds, and walkthroughs.

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

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

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

	<p>Teachers' observations, lesson plans, agendas from grade meetings, and feedback from Teachers College Staff Developer will demonstrate teachers' growth in individual areas or needs as well as toward school-wide initiatives.</p> <p>Teachers' feedback will indicate positive impact of professional development from on site Teachers College Staff Developer, Teachers College calendar days, labsites, schoolwide professional development, etc. on teachers.</p> <p>Teachers' conference notes and assessment binders will demonstrate growth with regard to students' application of reading and writing strategies in day and after school programs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal –Title I Schoolwide Programs Schoolwide Programs Per Session for Extended Time Academic Intervention – and Title I Schoolwide Programs Per Diem subs for Professional Development, Development Training Days-Title I SWP. DOE Professional Development Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review; Periodic Assessments occur in September, November, March, and June</p> <p>Instruments of Measure; Teachers College Bebop Books with Running Records Teachers College Assessment for Independent Reading Levels English Predictive Tests Monthly Reading Tracking Sheets and Conferences Teachers College Continuum for Assessing Narrative Writing Standardized NY State Reading Examination Student Journals</p> <p>Projected Gains; Measurable Goal Reading: 85% of students will achieve an increase of one level in reading at each benchmark period (i.e., September, November, March, and June), as measured by the Teachers College Reading Assessment.</p>

	<p>Measurable Goal Writing: 85% of students will achieve an increase of one level in writing skills for each benchmark period (i.e., September, November, March, and June) as measured by the Teachers College Continuum for Narrative Writing.</p> <p>By June 2011 there will be a 5% gain in the percentage of students achieving a year's progress as measured by the 2010 English Language Arts Examination.</p>
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Subject/Area (where relevant): Mathematics K-2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the percentage of students in grades K-2 achieving a year’s progress in mathematics as measured by Interim Measuring Goals for Mathematics in Kindergarten and EnVision Math Chapter Tests and Benchmark Tests for Grades 1 and 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>Teachers will receive ongoing professional development from a full time Math Staff Developer. August 2010-June 2011 (periodically)</p> <p><i>EnVision Math</i> in grade 1 will be purchased as a primary instructional resource to complement our Math curriculum map. December 2010- June 2011 (daily)</p> <p>Teachers will receive ongoing professional development from Math in the City Educational Consultants at City College. September 2010-June 2011 (periodically)</p> <p>The Principal, Assistant Principal, and Math Staff Developer will develop teacher leaders who will then demonstrate math expertise in mathematics planning time as lab site leaders. September 2010-May 2011 (periodically)</p> <p>The administration will provide opportunities such as common planning time to provide opportunities for teachers to collaborate and share experience of student learning. September 2010-June 2011 (monthly grade meeting and Faculty Conference)</p> <p>Teachers will use data to discern class wide patterns and trends, identify students’ individual strengths and weaknesses, target specific areas for improvement in mathematics, and design individualized lessons. September 2010-June 2011 (weekly)</p> <p>Inquiry Team and Professional Development Team will analyze results of interim assessments. September 2010-June 2011 (periodically)</p> <p>Classroom teachers will be required to maintain conference notes on student progress. September 2010 –June 2011 (monthly)</p>

Students in K-1 will receive 60 minutes of daily instruction in Mathematics.
September 2010-June 2011 (daily)

In Grade 2, the amount of time spent teaching and learning Math will increase to 75 minutes (an additional 15 minutes).

Math Staff Developer will mentor designated teachers. September 2010-January 2011(periodically)

Teachers will implement the use of *Contexts for Learning* as an instructional tool.
September 2010-June 2011 (periodically)

Daily use of manipulatives as our integral part of the instructional program will be incorporated.
September 2010-June 2011

We will develop Math curriculum maps and Math pacing calendars to ensure uniformity of instruction. September 2010-June 2011 (periodically)

MathStart Libraries are in place in all K-2 classrooms. September 2010-June 2011 (periodically)

Everyday Math Libraries are in place in all K-2 classrooms. September 2010-June 2011

Embedded assessment, ongoing assessment, product assessment, year end assessment all used to drive instruction. September 2010-June 2011 (periodically)

In grade 2 MAI: Mathematics for Application and Instruction was purchased to track student progress and familiarize them with a standardized test format.

Academic Intervention provided to all students during the school day and through multiple extended day programs. September 2010-June 2011

The Principal, PD Team and Inquiry Team:

- Design interim measurable goals in literacy and mathematics to assess student achievement of specified skills.

- Oversee the implementation of these assessments in grades K-2.
- Review the data provided by measurable interim goals to identify trends and patterns.
- Revise and adapt instructional practices to meet identified needs. September 2010-June 2011 (bi-monthly)

Staff Developer and /or Team Members meet with and articulate with classroom teachers weekly (using Collaborative Instructional Logs) to help them to:

- Articulate Administer interim goals
- Analyze data
- Design lessons targeted to remediate student deficits September 2010-June 2011

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

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

In grades 1 and 2 we purchased a new Math program, *EnVision Math*, this year (Kindergarten will adopt the program next year). *EnVision* is a problem-based interactive program, which contains accommodations and modifications for English language learners and students with disabilities, supports teachers' instruction in Mathematics and provides teachers with opportunities to engage in ongoing diagnosis and intervention and daily data-driven differentiation.

This new program will complement our Math curriculum maps and provide teachers with ideas for differentiated instruction for students performing below grade level as well as gifted students. Each lesson provides teachers with the content necessary to help students make connections among related subject areas. Additionally, the program will support teachers' abilities to incorporate visual learning strategies that deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal connections in every Math lesson.

This program, which involves hands on manipulatives, pictures and diagrams, and digital manipulative lessons to use with SMART boards, will be used daily to empower students to

	<p>develop their mathematics knowledge.</p> <p>Teachers will use improved questioning techniques and problem posing, one of the 16 Habits of Mind, to stimulate critical thought and increase students' abilities to create constructed responses to math problems through investigations. (September 2010-June 2011 daily)</p> <p>Kindergarten through Grade 2 teachers will submit math unit assessments so that students' progress can be monitored routinely and adjustments in instruction can be made accordingly. September 2010-June 2011 (monthly)</p> <p>Teachers will implement <i>Contexts for Learning</i> and math manipulatives such as <i>Rekenrek</i>, to support math instruction for all students. September 2010-June 2011 (daily)</p> <p>Math Assessments will be administered after each unit to track students' students' math achievement. September 2010-June 2011 (periodically)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal-Title I Schoolwide Program Inquiry Team -Tax Levy Professional Development Team-Title I Schoolwide Program and Tax Levy Mathematics Staff Developer-Title I Schoolwide Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mathematics Intervals of Periodic Review; September, November, March and June</p> <p>Instruments of Measurement: Math Staff Developer Design your own assessment based on grade specific NCTM standards will be the assessment tool used for measuring student growth</p> <p>Projected Gains; At each interval there will be a 5% increase in the number of students demonstrating mastery of all content area skills assessed.</p> <p>By June 2011 there will be a 5% increase in the percentage of students achieving a year's</p>

	progress as measured by standard Math Inventories.
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Subject/Area (where relevant): Mathematics 3-5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 5% increase in the percentage of students in grades 3-5 achieving a year’s progress in mathematics, as measured by EnVision Math Chapter Tests and Benchmark Tests for Grade 3 and the 2010-2011 Progress Report for Grades 4 and 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>Teachers will receive ongoing professional development from a full time Math Staff Developer. September 2010-June 2011 (periodically)</p> <p>Math Staff Developer will mentor designated teachers. September 2010-January 2011(periodically)</p> <p>Math Staff Developer has identified the lowest third performing students in each class in Grades 4 and 5. October 2010</p> <p>Grade 4 and 5 classroom teachers will provide Tier II intervention to these students to remediate identified skill deficiencies. October 2010-June 2011</p> <p>Tier III small group intervention will be provided for all identified students. October 2010-June 2011</p> <p>The Principal, Assistant Principal, and Math Staff Developer will develop teacher leaders who will then demonstrate math expertise in mathematics planning time as lab site leaders. September 2010-May 2011 (periodically)</p> <p>The administration will provide opportunities such as common planning time to provide opportunities for teachers to collaborate and share experience of student learning. September 2010-June 2011 (monthly grade meeting and Faculty Conference)</p>

Teachers will use data to discern class wide patterns and trends, identify students' individual strengths and weaknesses, target specific areas for improvement in mathematics, and design individualized lessons. September 2010-June 2011 (weekly)

Inquiry Team and Professional Development Team will analyze results of interim assessments. September 2010-June 2011 (periodically)

Classroom teachers will be required to maintain conference notes on student progress. September 2010 –June 2011 (monthly)

Students in grades 3-5 will increase the amount of time of daily instruction in Mathematics from 75 minutes to 90 minutes September 2010-June 2011 (daily)

EnVision Math provides ongoing practice and assessment of math skills taught. Mini-Benchmarks tests are administered after every three to four topics. September 2010-2011 (periodically).

Additionally, there are three practice tests that mirror the NYS Math exam and are administered on an interim basis. Our first assessment will be administered in January 2011 and the results will be used to inform teachers about further adjusting their instruction to meet the individual needs of their student and determine which specific skill and strategy lessons need to be revisited. January 2011-June 2011

“Topic Tests” will be administered after each topic to determine whether mastery was achieved within the unit. October 2010-June 2011

Quick Check assessments are done daily after each lesson. The data culled from these formative assessments will enable teachers to differentiate instruction for students. October 2010-June 2011

Supplemental use of *Contexts for Learning* as an instructional tool. September 2010-June 2011 (periodically)

Daily use of manipulatives as an integral part of the instructional program. September 2010-June 2011

Math curriculum map calendar to ensure uniformity of instruction. September 2010-June 2011 (periodically)

Everyday Math Libraries in place in all 3-5 classrooms. September 2010-June 2011

Marilyn Burns math libraries available to all grade 3-5 classes.

Embedded assessment, ongoing assessment, product assessment, year end assessment all used to drive instruction. September 2010-June 2011 (periodically)

Academic Intervention provided to all students during the school day and through multiple extended day programs. September 2010-June 2011

The Principal, PD Team and Inquiry Team:

- Design interim measurable goals in literacy and mathematics to assess student achievement of specified skills.
- Oversee the implementation of these assessments in grades 3-5.
- Review the data provided by measurable interim goals to identify trends and patterns.
- Revise and adapt instructional practices to meet identified needs. September 2010-June 2011 (bi-monthly)

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

- Administer interim goals
- Analyze data
- Design lessons targeted to remediate student deficits September 2010-June 2011

Math Staff Developer will track students' progress through the use of topic tests, mini-benchmark assessments and benchmark assessments routinely. September 2010-June 2011

We purchased a new problem-based interactive program, which contains accommodations and modifications for English language learners and students with disabilities. Math program, *EnVision Math*, for Grades 2-5 this year (K-1 will adopt the program next year) to support teachers' instruction in Mathematics and provide teachers with opportunities to engage in ongoing diagnosis and intervention and daily data-driven

differentiation.

This new program will provide teachers with ideas for differentiated instruction for students performing below grade level as well as gifted students and each lesson provides teachers with the content necessary to help student make connections among related subject areas. Additionally, it will support teachers' abilities to incorporate visual learning strategies that deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal connections in every Math lesson.

This program, which involves hands on manipulatives, pictures and diagrams, and digital manipulative lessons to use with SMART boards, will be used daily to empower students to develop their mathematics knowledge.

Teachers will use improved questioning techniques and problem posing to stimulate critical thought and increase students' abilities to create constructed responses to math problems through investigations. (September 2010-June 2011 daily)

Math Staff Developer will work with the classroom teachers to realign Mathematics curriculum to incorporate units from the *Contexts for Learning* used to complement *EnVision Math* core program to ensure that students meet the key NYS Math performance standards. September 2010-May 2011 (periodically)

Math Staff Developer will continue to generate questions for identified students who did not demonstrate yearly progress and/or who demonstrated difficulty with specific performance indicators. September 2010-June 2011 (periodically)

Grade 3-5 teachers will submit math unit assessments so that students' progress can be monitored routinely and adjustments in instruction can be made accordingly. September 2010-June 2011 (monthly)

Title I SWP funding will be allotted to staff three teachers to provide capital AIS instruction in math (September 2010-June 2011)

Title I SWP will be allotted to design an after school and Saturday program to provide small

	<p>group instruction in math (September 2010-May 2011)</p> <p>During common plan time and professional development , teachers will use the National Assessment of Educational Progress (NAEP) to promote the use of analytical questioning such as :</p> <ul style="list-style-type: none"> • Determining importance of text in verbal problems • Drawing conclusions • Synthesizing information through mathematical investigations • Applying knowledge and skills in problem solving situations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal-Title I Schoolwide Program Inquiry Team -Tax Levy Professional Development Team-Title I Schoolwide Program and Tax Levy Mathematics Staff Developer-Title I Schoolwide Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mathematics Intervals of Periodic Review September, November, March and June</p> <p>Instruments of Measurement: <i>EnVision Math</i> Benchmark Assessments Ed Performance Online Math Assessment Acuity Math Predictive ARIS Reports NY State Mathematics Examination</p> <p>Projected Gains; At each interval there will be a 5% increase in the number of students demonstrating mastery of all content area skills based upon the NCTM Standards</p> <p>By June 2011 there will be a 5% gain in the percentage of students achieving a years progress as measured by the 2010 NYS Mathematics examination</p>

Subject/Area (where relevant): Inquiry team work

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of all classroom teachers will be immersed in the school’s inquiry work to sustain school improvement as demonstrated by teacher attendance sheets and team agenda which will reflect consistent analysis of formative assessment data on student subgroups</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Using the Habit of Mind <i>Questioning and Problem Posing</i>, the teachers will mirror this work using questions and problem probing to increase their repertoires for adjusting instruction to meet the needs of individual students from September 2010 to June 2011 periodically.</p> <p>Teacher teams (collaborative planning teams (grade level and vertical) will critically examine and discuss the learning expectations from selected state standards and draw on various resources to increase their awareness of existing data and inquiry approaches, and provide a critical lens to their work designed to ensure reflection and critical analysis in the collaborative inquiry process from September 2010 to June 2011 monthly.</p> <p>Teacher teams will identify and agree upon appropriate assessment techniques that will be used to provide evidence of student learning, establish a productive set of collaborative norms and inquiry goals, and assist in the actual logistics of the schoolwide inquiry process from September 2010 to June 2011 monthly.</p> <p>Teacher teams will reflect on the results of analyzing student work and plan for alternative strategies or modifications that are suited to promote student learning and guide future instruction (using Team Learning log created by the Principal) from September 2010 to June 2011 periodically.</p> <p>Based on data from our 2009-2010 Learning Environment Survey (LES), opportunities for collaboration with students and parents using the ARIS parent link as a resource will be enhanced from October 2010 to May 2011 periodically.</p> <p>Administrative support, through the provision of programmatic collaborative meeting time, professional development opportunities, and other conduits for positioning the teachers to couch their inquiry in larger initiatives to impact larger educational contexts, i.e., schoolwide goals.</p>

Professional Development will:

- ❑ Have established norms, respectabilities, and dispositions that allow for trust building and risk-taking
- ❑ Be grounded in the work teachers do in support of student learning goals
- ❑ Engage teachers in inquiry and reflection
- ❑ Be collaborative, supported, and ongoing
- ❑ September 2010 to June 2011 periodically

Support of teacher inquiry by the administration, Data Specialist, and professional development team will provide each other with the support necessary to move the inquiry forward and enhance the interface between teacher inquiry and broader educational context from September 2010 to June 2011 periodically.

Teacher teams will collectively facilitate the logistics of meeting times (including outside of the school day) and the maintaining of quality, inquiry-focused interactions from September 2010 to June 2011 monthly.

Teachers and other constituents, such as Math In the City Staff Developers, our Teacher Leaders, Math Staff Developer, AIS providers, and Data Specialist will support this initiative in their planning from September 2010 to June 2011 periodically.

Teachers will increase their own fluency in the language and use of formative assessments, and make effective use of data from multiple sources in order to better implement instructional strategies that address key standards from September 2010 to June 2011 periodically

Teachers will develop and use consistent criteria (rubrics) for quality student work (exemplars) and the identification of key standards across all grades and classrooms from September 2010- June 2011 periodically.

Teachers will use instructionally embedded formative assessments to promote student growth from September 2010 to June 2011 ongoing.

Teachers will use a newly created [original] Data Driven Team Learning Log to structure professional collaboration around meeting the school's goals for accelerating student learning, facilitate their grade meetings, and maintain a focus on student progress from September 2010 to June 2011 periodically.

	<p>Through collaborative planning, teachers will expand their collective knowledge and increase learning opportunities by focusing on each student's unique abilities from September 2010 to June 2011 periodically.</p> <p>Teachers will expand their use of ARIS Connect as a tool for inquiry communities from September 2010 to June 2011 ongoing.</p> <p>Teachers will access, analyze, interpret, and adjust instruction using data from Accountability reports from September 2010 to June 2011 periodically.</p> <p>Teachers will use QuickStart Reports on ARIS Connect to compare populations, compare measures, compare growth, and measure/time correlations from September 2010 to June 2011 periodically.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal Tax Levy Assistant Principals Tax Levy and-Title I Schoolwide Program Inquiry Team -Tax Levy Professional Development Team-Title I Schoolwide Program and Tax Levy Mathematics Staff Developer-Title I Schoolwide Program Data Specialist-Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>By June 2011 100% of classroom teachers will have participated in inquiry work as demonstrated by attendance sheets, meeting notes and teacher surveys.</p> <p>Targeted students in the area of special education will demonstrate progress towards grade level standard as evidenced by growth in interim goals and measured by previously noted assessments.</p> <p>Students will demonstrate the ability to formulate reflective responses and they will demonstrate improved competence on formative assessments.</p> <p>Professional development opportunities for teachers are translated into effective classroom practice, as evidenced by observations and walkthroughs.</p>

Subject/Area (where relevant):	Technology K-5 Improvement in student achievement on classroom tests, as well as other formative assessments, is evident.
Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	By June 2011, 100% of classroom teachers will integrate computer-assisted instruction plans, all factors of the assessments as used to higher levels of assessment and student work indicating outline effects of instructional strategies, SMART boards, mobile devices, Evidence and the digital and technology center.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	Teacher team agendas will reflect consistent analysis of formative assessment data on student subgroups. Technology is used to accommodate different student learning styles and needs. September 2010 June 2011 ongoing. Teachers will make effective use of tools that enable them to aggregate and organize data, i.e., Teachers who have SMART boards in their classroom will be expected to continue their technology training to stay current with updates and new available technologies. September 2010 June 2011 ongoing Teacher team agendas and attendance sheets will reflect a learning culture that supports the habit of sharing student assessment results and deriving implications for responding actively and strategically to improve future results. and our school, our students learn basic computer skills: use of hardware and peripherals, word processing, spreadsheets, desktop publishing, Internet browser, and presentation software. Professional growth opportunities that support the development of knowledge and skills about September 2010-June 2011, two to three times weekly. action orientation will be evident in classrooms. Through our new Math series, EnVision Math, for Grade 2, teachers will incorporate use of Documentation of teamwork, student progress, next steps; and reflections will be noted in SMART board technology with the digital resources available during Math lessons. September 2010 – June 2011 daily. Teachers’ careful scrutiny of data to diagnose shortfalls in their own instructional effectiveness will result in implementation of plans that strengthen instructional, integrated, and systemic ongoing professional development opportunities for faculty and parent community. September 2010-June 2011 ongoing Teacher team will develop expertise in selecting and designing assessments to gather and analyze classroom level data needed to supplement periodic assessment data and use differentiated instructional strategies to accommodate individual students’ learning needs. Sustained mentoring and coaching as critical processes for professional growth will be ongoing and there will be evidence of fidelity of implementation of technology integration. September 2010 – June 2011 ongoing. Teachers will receive professional development to help integrate technology so that they can use inquiry-based teaching and emphasize critical-thinking and problem-solving skills. September 2010 – June 2011 ongoing.

Each grade level team will clarify what each student is expected to learn - the essential knowledge, skills, and dispositions of each course/subject, unit-by-unit. October 2010-May 2011 monthly.

Each teacher will monitor each student's learning on a timely basis through the use of frequent, formative, common assessments. September 2010-June 2011 periodically.

Each team will identify effective instructional strategies as a result of analyzing data, including creating systems to ensure students receive additional time and support if they are not learning. They also will create systems to ensure students receive additional time and support if they are learning above expectations. September 2010-June 2011 monthly.

Teams of teachers will participate in ongoing professional development opportunities inside and outside of the school building. October 2010-May 2011 periodically.

Students in grades 4 and 5 will utilize the school lab for a minimum of once per week to work on classroom projects and assignments. September 2010-June 2011 weekly.

Teachers in grades K- 5 will continue to integrate a variety of technological tools to enhance teaching practices, i.e., The visual Interactive Learning Bridge, from September 2010 to June 2011 three to five times weekly.

The Technology Specialist will aid teachers in the implementation of online educational resources such as Renzulli Learning Systems, Raz Kids, Dimension M, EnVision Math, Discovery Ed, Earobics, and Destiny from September 2010 to June 2011 periodically.

The Technology Specialist will articulate with classroom teachers to create technology based projects that are aligned with curriculum areas, such as Reading, Writing, Science, and Social Studies from September 2010 to June 2011 periodically.

The Library Teacher will oversee the use of library computers for online research-based projects from October 2010 to May 2011 semi-monthly.

The Data Specialist will work collaboratively with classroom teachers to retrieve, analyze, and interpret student data available online from September 2010 to June 2011 periodically.

Two mobile labs will be used to provide additional hands-on computer instruction in the classroom from September 2010 through June 2011 twice weekly.

The Inquiry Team will study computer-generated data to analyze student progress and adjust curricula as indicated from October 2010 through June 2011 monthly.

Students will use classroom computers to increase their skills in: basic word processing, accessing the internet for educational research, producing research papers, and publishing original works from September 2010 to June 2010 two to three times per week.

Students will work independently on computer-assisted instructional programs, which will provide self monitored academic intervention and or enrichment activities from September 2010 to June 2011 two to three times per week.

Teachers will monitor the progress of students' independent computer work from September 2010 to June 2011 monthly.

Students will receive differentiated instruction in the computer lab from September 2010 to June 2011 weekly.

Principal and Assistant Principals will support teachers in the integration of technology into the curriculum by providing technology training opportunities. September 2010-June 2011 periodically.

Trained staff will turnkey training and provide individual assistance to teachers in lesson planning involving technology. September 2010-June 2011 periodically.

A variety of new teaching tools will be presented to enhance student learning as indicated in attendance sheets and agendas.

During grade meetings and faculty conferences, staff will design, prepare and present information and ideas using a variety of technology resources. September 2010-June 2011 periodically.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Principal Tax Levy Tax Levy and Assistant Principals Tax Levy and Title 1 Schoolwide Program Data Specialist Title I ARRA SWP Technology Specialist Tax Levy Inquiry Team Tax Levy Classroom Teachers Tax Levy and Title 1 Schoolwide Programs</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>At conferences with administration the teacher will be able to articulate how students learn, what skills students need to succeed in the workplace, and how technology can be used to improve education.</p> <p>Classroom visits and observations will reflect evidence of teachers incorporating the use of SMART board technology with the digital resources available during Math lessons, using the new purchased series entitled <i>EnVision Math</i>.</p> <p>Teachers will use technology, i.e., netbooks, SMART boards, etc., for routine tasks as well as for curriculum development as noted in classroom observations.</p> <p>Teachers will seek opportunities to work in teams to design technology-supported projects to be integrated into curricular areas as demonstrated by team agendas and attendance sheets.</p> <p>Teachers' lesson plans will incorporate <u>authentic uses of technology</u>, i.e., SMART board and other digital resources as noted in teachers lesson plans.</p> <p>Visits to classrooms will demonstrate students working independently and interdependently using technology to:</p> <ul style="list-style-type: none"> • Acquire knowledge, develop skills, and communicate. • Access, analyze, interpret, and use information and data. • Transfer computer skills learned from one activity to a different activity. • Recognize and use computer technology as a tool for accessing and communicating information, ideas and data.

Students will use acquired technology skills in the context of all academic subject areas to improve performance and increase achievement as noted in walk-throughs and observations.

Teachers will present information in multiple formats and multiple media during classroom lessons as noted by observations and walk-throughs.

Upon classroom visits, there will be evidence of teachers' ongoing and consistent use of multiple measures to assess performance.

Students will be receiving intervention in all areas of the curriculum, with a particular focus on areas in need of further development based on data retrieved as noted by teacher logs and conference note.

Teacher's use of online data to drive instruction will be reflected in lesson plans, team learning logs and small group strategy lessons.

Teachers will use trends and patterns analyzed from retrieved data to align instruction as indicated by teachers' lesson plans, observations, and conference notes.

Computer- assisted intervention and or enrichment programs will be embedded in classroom schedules as evidenced by student logs.

Students will publish appropriate grade level word processed documents.

Students will be able to access the Internet to retrieve informational texts.

Students will be able to work independently on skill enhancement programs.

Students will be able to self monitor their progress and choose appropriate levels on computer assisted intervention programs.

Teachers will examine ways in which the tools, techniques, and applications of technology can support integrated, inquiry-based learning to engage students in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world through the use of laptops and SMART boards as indicated in teachers' lesson plans and conferences with the

administration.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Teachers will identify the uses of technology that enhance existing curricula and promote advanced thinking skills as indicated in lesson plans.

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 8 has been moved to Appendix 7 for 10-12011 Appendix 8 will not be required for this year.)

Students will demonstrate mastery of skills as the design and publish documents and prepare presentations that demonstrate clear questioning and creative CEP strategies.

Acquisition last year's Appendix 9 has been moved to Appendix 7 for 10-12011 Appendix 8 for their students as indicated in teachers' lesson plans and teacher logs.

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	61	61	N/A	N/A	4			
1	90	90	N/A	N/A	3			
2	80	80	N/A	N/A	11			
3	128	128	N/A	N/A	9			
4	119	119	17	32	8			
5	114	114	12	59	10			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS in ELA target all at risk students including SWDS.</p> <p>Tier I Intervention:</p> <p>P.S. 152 has dedicated reading block of 120 minutes each day. Three times a week, teachers will work with at risk students to provide Tier I intervention based on individual needs.</p> <p>Tier II Intervention: P.S. 152 will offer 4 programs providing Tier II intervention:</p> <p>A Monday and Tuesday Extended Time Program will be provided for students in grades K-5 from 2:20PM to 3:35 PM. Small group instruction will be offered targeted to students' individual needs. Among the supplemental materials used in this program will be Explode The Code, On Our Way To Reading, Reading for Comprehension and Keep on Reading.</p> <p>Small group instruction will be offered to at risk students to address specific skill deficits. Among the supplemental materials used will be Just Right Reading, Stars New York State Reading, Finish Line Reading and Finish Line Writing.</p> <p>A Monday through Friday push in/pull out small group program for grades 3-5 of 50 minutes duration will be implemented three times per week during the school day. Reading Recovery Methodologies will be utilized in this program. Among the materials to be used are Comprehensive Plus, Finish Line Reading, N.Y. Edits, Reading Skills, Vocabulary Works and Building Vocabulary.</p> <p>A Saturday Institute will be opened for students in grade 3-5. Small group instruction will be offered from 9:00 AM to 12 PM. Among the supplemental materials used in this program are Step Up to Success in Reading and ELA Coach.</p> <p>The effectiveness of Tier I and Tier II intervention will be determined through frequent content and skills based data analysis, teacher conference notes, and consultation with the Inquiry and Professional Development Teams.</p> <p>AIS for English Language Learners Tier I:</p>

	<p>During the daily 120 minutes reading block classroom teacher will work with small group of English Language Learners 3 to 5 times a week for 50 minutes periods. They will provide differentiated instruction based on available data and current student achievement levels.</p> <p>Tier II</p> <p>Early Childhood Center (Annex): Students in grades K and 1 who are designated Beginners to Intermediate will receive services by an ESL teacher. The program of 8 hours of small group instruction will take place during the school day via a push in/pullout model.</p> <p>Students in grades K and 1 who are designated Advanced will receive four hours of instruction per week using this model.</p> <p>Main Building: Students in grades 2-5 who are designated Beginners to Intermediate will receive eight hours of small group instruction per week via a push in/pull out program. Students in grades 2-5 who are designated advanced will receive four hours of instruction per week via a push-in program.</p> <p>Students in grades K-3 will receive services in a Saturday morning program. Small group instruction will take place between 9:00 AM and 12:00 PM.</p> <p>Data determining the effectiveness of these programs will be closely monitored by the administration, the ESL teachers and the Inquiry Team.</p>
<p>Mathematics:</p>	<p>AIS in Mathematics Targets all at risk students including SWD's and ELL's.</p> <p>Tier I Intervention:</p> <p>P.S. 152 has dedicated 75 minutes a day to mathematics. Each day 20 minutes is devoted to providing small group intervention to at risk students. Analysis of assessment will aid in the formation of group of students with similar specific skill deficits. Groups will not be static but will be reformed to meet student's changing needs. Among the materials used are Contract for Learning, Everyday Mathematics, Extensive use of manipulatives and classroom mathematics libraries.</p> <p>Team Teaching /Co Teaching of Mathematics A math specialist and the classroom teacher will provide joint instruction targeting at-risk students</p>

	<p>during the school day (small group instruction)</p> <p>Materials Used: Contexts for Learning, Everyday Mathematics Program.</p> <p>Tier II Intervention:</p> <p>P.S. 152 provides the following Tier II services to all at-risk students. A push in/pull out program will be implemented during the school day for small groups of, at-risk students. Targeted students will receive 50 minutes of instruction three to five times a week. Among the materials used in this program are Math Around The Clock, Kaplan and Essential Skills Mathematics. The program services students in grades 3-5. The effectiveness of all programs will be based on data collection and analysis. Administrators, members of the Inquiry Team and the Professional Development Team will monitor the results of these programs on a continuous basis.</p> <p>A Monday and Tuesday Extended Time Program from 2:20PM to 3:35PM will provide small group instruction in skill enhancement for a target population of at-risk students in grade K-5. Among the materials used for this program are Math, Literature and You, Elements of Daily Math and NY State Coach Mathematics.</p> <p>A Saturday Institute for students in grades 3-5. This program provides small group instruction from 9:00 AM to 12:00 PM. Materials used are Buckle Down Math and math manipulatives.</p>
<p>Science:</p>	<p>Tier I Intervention;</p> <p>Small group individual instruction 1 period a week during the school day. Materials used include SCIS Materials and Focus on Science.</p>
<p>Social Studies:</p>	<p>Tier I Intervention;</p> <p>Small group during the school day for one period a week Materials used are Strategies for Success in Social Studies, Primary Documents, Classroom Social Studies Library</p> <p>Tier III Intervention;</p> <p>English Language Learners receive 1 period a week of instruction from a pull out ESL teacher during the school day focusing on social studies content related materials.</p>

At-risk Services Provided by the Guidance Counselor:	Individualized and or small group counseling two sessions per student weekly.
At-risk Services Provided by the School Psychologist:	Individualized and or group counseling geared toward improving social skills, conflict resolution strategies and crisis intervention as needed. Services are provided during the school day, one or two sessions per student weekly or as needed.
At-risk Services Provided by the Social Worker:	ERSSA counseling –Group and individual counseling is provided during school hours once or twice weekly.
At-risk Health-related Services:	

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) K-2 Number of Students to be Served: **50 LEP:** **0 Non-LEP**

Number of Teachers 3 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.

Section III. Title III Budget

Form TIII – A (1)(b)

School: 152 BEDS Code: 332200010152

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$14, 964	300 hours of per session for ESL and General Ed teachers to support ELL Students through after school and Saturday Programs: 300 hours x \$49.89 (current teacher per session rate with fringe) = \$14,967
Purchased services - High quality staff and curriculum development contracts.	-0-	Professional Development courses provided by the NYC Department of Education. Teachers of English as a Second Language will be paid through Tax Levy Funding.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,096	Big books for shared reading, language arts games, and visual aids designed for ELL’s.

Educational Software (Object Code 199)	-0-	Language Development Software is already in place.
Travel	-0-	
Other	-0-	
TOTAL	\$19,060	

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.
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.

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.
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.
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>.

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:	634,303	329,412	963,715
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,344	3,295	9,639
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	31,715.15	*	
4. Enter the anticipated 10% set-aside for Professional Development:	63,430.30	*	

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.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S.152, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS.152 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S.152 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;

5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. Housing a Saturday Adult Education Program for English Language Learners to improve communication skills of non-English speaking parents in the community.

P.S. 152's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school.

The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 152 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 152 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Actively engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact; maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy; accessing community and support services; and technology training to build parents' capacity to help their children at home.

- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Hold annual workshops based on feedback provided on parent surveys and parent requests, i.e. during PA meetings.

P.S. 152 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library providing instructional materials for parents;
- Planning events, such as Pizza With Papa, to support men in the community asserting leadership in education for their children;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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.

PS152, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 152 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- insuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- disseminating monthly parent newsletter;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Deidre Aguilar, Title I Representative, on January 3, 2011.

This Parent Involvement Policy was updated on December 23, 2010.

The final version of this document will be distributed to the school community on January 3, 2011 and will be available on file in the Parent Coordinator's office.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

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

- Teachers College Reading Writing Assessment
- Foundations Unit Test-Grade K-3
- Student Portfolios – Grade K-5
- Performance Series ITA's in Math
- Acuity Predictives in ELA and Math
- Earobics Computer Reading Program Grades 1-3
- Running Records – Targeted Students 1-5
- Finish Line Reading Assessments - Grades 2-5
- Comprehension Plus Assessments - Grades 2-5
- Keep on Reading – Chapter Assessments-Targeted Students - Grades 2-5
- Unit Reviews - Everyday Mathematics – Grades K-5
- Chapter Tests/ Quarterly Exams – Everyday Mathematics Grades K-5
- Math Around the Clock-Targeted students –Grades 2-5
- School Based – Grade Wide Mathematics Assessments – Grades 1-5
- Kaplan Essential Skills Mathematics – Targeted Students Grades 2-5
- Teacher developed Tests In Reading, Mathematics, Science and Social Studies – Grades K – 5
- Writing Assessment based on Teachers College Model – Grades K-5
- CAI – Computer Assisted Instruction in Reading and Mathematics-Grades K-5
- State Assessments in Reading and Mathematics - including items skill analysis – Grades 3-5
- State Assessment in Science – Grade 4

- State Assessment in Social Studies – Grade 5
- Teacher Assessment (Detailed individualized ongoing student assessment data)
- Principal/Teacher – Student Assessment Conferences
- Performance Assessment of School System Wide
- Title I Annual Analysis
- Annual School Report Card
- SQR – School Qualitative Review
- School Progress Report

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- e) We use the Teachers College model of Units of Study and children in all grades are immersed in reading, and writing activities throughout the school day. We have provided extensive libraries and purchased computers and printers for all grades to enhance classroom resources.
- f) P.S. 152 has a science lab, a computer lab, a vocal and instrumental music program, a visual arts program and a state of the art library-media center.
- g) We have implemented an upper grade after school enrichment program for such subjects as music, dance, drama, art, computers etc. We work with Brooklyn College which provides our students with an Arts Program and a Math Extension Program.
- h) We enhance our education programs with enrichment activities such as trips to museums, aquariums, parks and gardens and theatrical events.
- i) Our children also participate in art contests and day and evening performances to enrich their academic potential.
- j) P.S. 152 provides small class sizes.
- k) An extensive academic intervention program.
- l) A plethora of materials in all genres and at all levels.
- m) Hands-on instruction in mathematics and science.
- n) Data driven instruction / periodic assessments.
- o) All instruction is research based and aligned with state standards
- p) Staff development is provided throughout the school year.

q) P.S. 152 has implemented a five day a week after school enrichment program in instrumental music (Harmony Program) for targeted students in grades 2, 3 and 4.

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

Our Assistant Principals provides staff development to:

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

P.S. 152 also provides Professional Development by educational consultants from Teachers College Reading and Writing Program. All classroom teachers will receive ten days of on site training in the 2010-2011 school year.

P.S. 152 has a full-time Staff Developer in mathematics. She provides staff development at all grade levels.

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

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

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

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

P.S.152 has employed educational consultants during our 2009-2010 school year. Our teachers received Professional Development from *Teachers College*, *The Metropolitan Opera Guild*, and *Math in the City* in the 2009-2010 school year. We plan to continue to use these consultants.

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

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

P.S. 152 uses varying strategies to attract highly qualified teachers. Our principal attends district and citywide job fairs to interview prospective teachers. The school pools our staff for recommendations for new positions. We work with student teachers from Brooklyn College, and that program also adds to our pool of applicants. We have been designated a *Collaborative Community of Practice School* and our designation in this program has also helped us to attract highly qualified teachers. In 2009 and 2010 P.S. 152 received a rating A which has also motivated teachers to join our staff.

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

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

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

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

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

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

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

Professional development in several venues such as:

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

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

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

Out of classroom services are provided through;

- Students in grades K-5 receive academic services in small group settings in language arts and mathematics from 2:20PM- 3:35PM on Monday and Tuesday
- Students in grades 1-5 receive small group push-in pull-out services in language arts and or mathematics, 2 to 3 times a week for 45 minutes during the school day

- Students in grades 1 to 5 will receive academic intervention in small group Language Arts and/ or Mathematics on Wednesday and Thursday from 2:20-3:35PM
- Students in grades 3, 4, and 5 will be offered small group instruction in Language Arts and/ or Mathematics on Saturday from 9:00 AM to 12:00 PM as test time approaches
- ELL students in grades K-4 are offered small group instruction on Tuesday and Wednesday from 2:20 PM to 3:35 PM, and on Saturday from 9:00 AM to 12:00 PM

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

Among the programs used for Academic intervention are:

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

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

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

Local funds provide basic classroom, administration, and support service. State and federal grants allow P.S. 152 to provide supplemental services to enhance our basic program and provide for student needs. Federal and state grants allow us to provide Professional

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

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

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

- Tax Levy Fair Student Funding
- Tax Levy Fair Student Funding Incremental
- Tax Levy Children's First Funding
- EGCSR Fed Program Title IIA
- EGCSR State Program – State Funding
- EGCSR State Funding – Title II A
- Title I SWP
- Contract for Excellence Funding
- Title III Funding

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	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant

	<i>or Local)</i>	Consolidated in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	√			532,815	√	11,14,15,16,22,23,24
Title I, Part A (ARRA)	Federal	√			326,114	√	28,32,33,39,47,49
Title II, Part A	Federal	√			168,550	√	13,14,15,17,21,22,34,41,42
Title III, Part A	Federal	√			Not Allocated Yet	√	11,16,22,23,48,50
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	√			4,050,435	√	11,14,15,16,17,18,21,22,23,28,29,30,32,33,34,37,38,39,41,43,45

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;

principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.

- **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 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.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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: _____ **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.

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.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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.)

P.S. 152 has 13 students in temporary housing.

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

We offer students the following services:

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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:	School of Science & Technology					
District:	22	DBN:	22K152	School		332200010152

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	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	33	34	34		93.8	95.0	94.7
Kindergarten	119	124	126				
Grade 1	139	149	136	Student Stability - % of Enrollment:			
Grade 2	141	134	125	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	127	143	141		91.6	93.6	88.7
Grade 4	131	140	140				
Grade 5	145	131	134	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.0	89.5	89.5
Grade 8	0	0	0				
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		13	42	85
Grade 12	0	0	0				
Ungraded	7	4	6	Recent Immigrants - Total Number:			
Total	842	859	842	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					32	21	24

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	32	48	54	Principal Suspensions	3	1	3
# in Collaborative Team Teaching (CTT) Classes	7	7	15	Superintendent Suspensions	2	0	0
Number all others	29	35	29				

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	0	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	57	57	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	12	8
# receiving ESL services only	100	109	TBD				
# ELLs with IEPs	2	17	TBD	Number of Educational Paraprofessionals	3	4	8

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	66.7	73.7	85.2
				% more than 5 years teaching anywhere	43.9	40.4	53.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	81.0	92.6
American Indian or Alaska Native	0.2	0.2	0.6	% core classes taught by "highly qualified" teachers	98.9	98.9	98.6
Black or African American	69.1	68.7	68.4				
Hispanic or Latino	16.5	18.0	18.5				
Asian or Native Hawaiian/Other Pacific	9.4	8.3	7.0				
White	4.6	4.4	4.8				
Male	51.1	49.4	49.3				
Female	48.9	50.6	50.7				

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

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	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	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			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	v	v	-			
White	-	-	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	35.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	16.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

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

**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 CFN 531	District 22	School Number 152	School Name Science & Technology
Principal Dr. Rhonda Dawn Farkas		Assistant Principal Mrs. Carol Sheldrick	
Coach S. Gigante, Math Staff Dev.		Coach	
Teacher/Subject Area Ms. Irina Vlady, ESL		Guidance Counselor Charles Farruggia	
Teacher/Subject Area Mrs. Shasta Lockwood, ESL		Parent Judith Simon	
Teacher/Subject Area Ms. Theresa Modica, AIS		Parent Coordinator Tammy Zaccheo	
Related Service Provider Janet Grado, Sp. Ed. Liaison		Other Rosann Sambataro, PAS	
Network Leader Althea Serrant		Other	

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

C. School Demographics

Total Number of Students in School	853	Total Number of ELLs	102	ELLs as Share of Total Student Population (%)	11.96%
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Part II: ELL Identification Process

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

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

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

When a new student registers at PS 152, our Pupil Accounting Secretary (PAS) makes an initial determination of the student's home language. If necessary, bilingual personnel are called upon to conduct an informal interview in the native language. If bilingual staff are not available, the Parent Coordinator uses the Telephone Interpretation and Translation Unit to conduct an informal interview in the native language. The PAS or a licensed English as a Second Language (ESL) teacher assists parents in completing the Home Language Identification Survey (HLIS) in the appropriate language. The ESL teachers review all HLISs to identify new ELLs. Once an ESL teacher determines that a student is eligible for testing, she administers the Language Assessment Battery-Revised (LAB-R) within 10 days of admission. The assessment is hand-scored by the ESL teacher. Students who score below proficiency level receive ESL services.

Every spring, the ESL teachers compile a list of all students eligible for the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teachers administer the NYSESLAT to each English Language Learner (ELL) to determine continued eligibility for ESL service.

At registration, all parents are provided a brief explanation of the school's programs. Within the first month of school, parents of ELLs are encouraged to attend an orientation session. Invitation letters are sent in many languages. The parents view the NYC Department of Education's Orientation DVD in their native language, which explains the different program choices. Our ESL teachers, Parent Coordinator, and translators are available to answer questions. Parents complete the Parent Survey and Program Selection (PSPS) form and make a decision about the most suitable placement for their child. Individual orientation meetings are provided intermittently throughout the year as needed. In the 2009-10 school year, 98% of the parents requested the free-standing ESL program, as has been the pattern over the past few years. Photocopies of HLIS and PSPS forms are filed in the ESL classroom, while the originals are kept in student cumulative files. A record of PSPS choices is also maintained by the ESL teachers in the ELL student roster.

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

Our programs are aligned with New York State guidelines and the program choices that parents have requested.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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% →</small>														0

75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	30	19	12	11	17	13								102
Total	30	19	12	11	17	13	0	0	0	0	0	0	0	102

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	91	Special Education	16
SIFE	4	ELLs receiving service 4-6 years	10	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	91	4	13	10		3	1		1	102
Total	91	4	13	10	0	3	1	0	1	102

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

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	15	10	5	3	5	2								40
Chinese														0
Russian														0
Bengali	1	1				2								4
Urdu	3		1			1								5
Arabic	1					1								2
Haitian	10	8	5	8	11	6								48
French						1								1
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other			1			1								2
TOTAL	30	19	12	11	16	14	0	102						

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.

We currently have 102 ELLs in our school, 27 of whom are Kindergarten students served in a Push-In ESL program, and 75 of whom in grades K through 5 are served in a Pull-Out ESL program. All students are served in heterogeneous groups. Two fully certified ESL teachers provide 100% of instruction in English. One teacher services 50 ELLs in our Early Childhood Annex through a combination of Push-In and Pull-Out. The other ESL teacher services 52 ELLs in our main building through a Pull-Out program. Beginner and Intermediate students receive 360 minutes of ESL instruction per week and Advanced students receive at least 180 minutes per week as per CR part 154.

Teachers of ELLs receive Professional Development to ensure that they use ESL methodologies, scaffolding, and explicit vocabulary instruction to make content comprehensible to the ELLs in their classes. Push-In ESL service uses a content-based literacy program in which science and social studies topics are explored through a variety of readings. Pull-Out ESL is aligned with curricular units of study with a focus on writing in social studies and science contexts. Content area reading materials are available at several proficiency levels and ESL students have multiple opportunities to interact with texts. ESL Teachers and classroom teachers use peer monitoring, realia, hands-on and inquiry-based instruction and computer-assisted instruction to make content comprehensible.

All instruction in P.S. 152 is driven by assessment data and responds to individual students' needs. To ensure that specific strategies foster student growth in all areas, particularly language acquisition, and to promote overall academic achievement, instruction is differentiated for ELL subgroups. Our ELLs are served in heterogeneous groups of students in adjacent grades of similar proficiency level. Students of all proficiency levels benefit from an interactive, communication-oriented classroom environment and the opportunity to exchange language modeling with students of higher and lower English proficiency levels.

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

ELLs in US schools less than three years comprise the majority of our ELL student population. Many of our students attain proficiency within three years. Newcomers are serviced in heterogeneous groups alongside students of similar proficiency level. Newcomers receive bilingual and picture dictionaries and intensive vocabulary development. Students in their second year of service who are required to take the ELA receive testing modifications and instruction in test format and strategies. In addition to mandated ESL services, our newcomers are provided with supplemental services in extended day programs, after school, and on Saturdays.

ELLs receiving service four to six years are provided Academic Intervention services via small group instruction in literacy and math.

Long-term ELLs who have completed six years of service are highly unusual in our school. We monitor the progress of these students through our Pupil Personnel Committee and provide academic intervention services.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

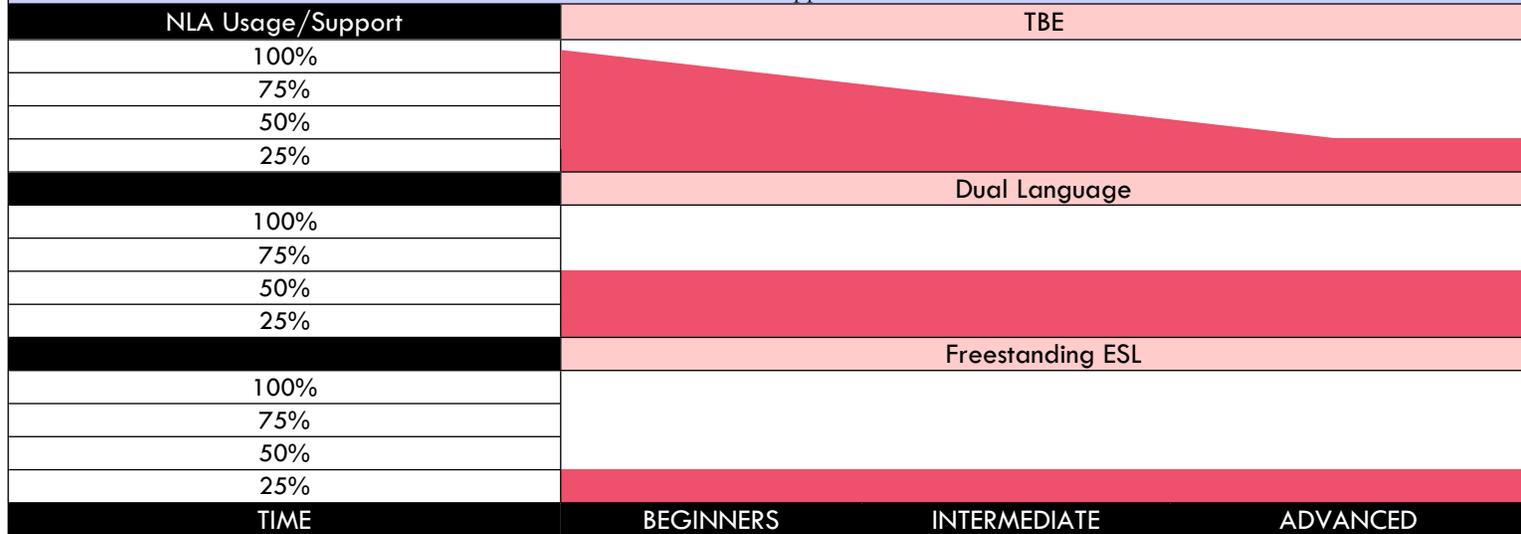
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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?

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

- Developing comprehension, vocabulary, and writing skills through scaffolding strategies.
- Using hands-on and inquiry –based approaches to teach Math and Science while, simultaneously, focusing on content area vocabulary development.
- Establishing a print-rich environment conducive to vocabulary development and content area learning.
- Incorporating oral and visual presentations to meet the different learning styles of English Language Learners.
- Using saliency (e.g. highlighting) to enhance visual presentations.
- Modeling to provide clear examples of what is expected from students.
- Engaging students in active learning extension activities that are meaningful and geared to students' needs.
- Utilizing language art skills such as peer interviewing and note-taking within the lessons.
- Developing extended mapping of new vocabulary that is supported by active learning strategies.
- Building fluency through a rich repertoire of strategies in order to engage students in various word study activities.
- Collaborating with colleagues in order to achieve greater academic results for English Language Learners.
- Collecting and analyzing data and using this information to design individualized students' programs.

When an ELL transitions from one grade to another, the ESL teachers articulate and provide support to the general education teachers, and provide a detailed analysis of each ELL's strengths and weaknesses. Collaboratively, ELL's progress is monitored throughout the school year. Our Transitional ELLs are placed in the classrooms in which their academic needs can be supported by peer modeling and reinforcement. In addition, the ESL teacher continues to offer support to students and general education teachers to facilitate the students' full immersion in a monolingual program.

For the upcoming school year, we are implementing a new Pull-Out program to replace last year's Push-In program. It is our belief that ELLs

who are dispersed amongst all classrooms in each grade will benefit from better instructional differentiation and additional exposure to language modeling from native-speaking peers. Although our Push-In program has been a success, we are eager to push our ELL achievement to ever higher levels.

All our ELLs, including 91 newcomers (less than 3 years of services), 16 special education students, 4 SIFE students and 1 long-term ELL (more than 6 years of service), participate in all aspects of our school's programs, including the Teachers College Reading and Writing Project and Math Comprehensive programs. As mentioned above, all ELLs are offered participation in after school supplemental programs and extra curricular activities, such as art, chorus, band, dance, student senate, etc. Many of these programs offer enrichment activities, while considering ELLs' cultural and ethnic backgrounds.

Instructional materials used to support ELLs include:

- To support content area instruction and vocabulary development: Foundations, "On Our Way to English" (Rigby), Big BookMath and Science (Abrams & Company), Everyday Math, Earobics, Harcourt Hands on Science.
- Computer-assisted instruction using software tailored for ELL students including ("Let's Go"- Oxford University Press, RAZ-KIDS, and Cool Math for Kids).
- Audio and audio-visual equipment (SMARTboard, books on tape) to develop listening/speaking skills.

Our ELLs have access to bilingual dictionaries and picture dictionaries. Our ESL teacher encourages students to retain fluency in the native language and to attain literacy in the native language as well. An emphasis is placed on social studies content that values student knowledge of foreign cultures and geography. Bilingual or native-language texts are used on occasion to supplement English-language content-area reading materials.

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

At present we do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year. ELLs in Kindergarten, First and Second Grades are offered a course in Spanish language and Hispanic culture.

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.

All school personnel who work with ELLs (general and special education teachers, subject area teachers, paraprofessionals, related service providers, Parent Coordinator, etc.) participate in ongoing professional development for 4.5 hours during common planning periods and 3 hours during Chancellor's Conference Days. The ESL teacher attended professional development sessions at Teachers College Reading and Writing Workshop in October and December. After she receives professional development, she turn-keys her learning with all teachers of ELLs at monthly Faculty Conferences and grade level meetings. Future turn-keys in February, March and April will address the topics of assessing ELL student work and ramping up academic rigor for ELLs.

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

Additionally, during common planning periods, participants discuss instructional and linguistic needs of ELLs and collaboratively analyze and

interpret the results of formative assessments, including periodic assessments, and adjust and/or modify lessons and shared effective strategies and materials.

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

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

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)	12	8	5	6	9	6								46
Intermediate(I)	5	10	1	3	5	6								30
Advanced (A)	13	1	6	2	2	2								26
Total	30	19	12	11	16	14	0	0	0	0	0	0	0	102

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	6			12
4	2	4	3		9
5	4	6	2		12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		5		2		2		19
4	5		6		2		1		14
5	5		10		4				19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5		1		8				14
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				
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?
 - b. What is the level of language proficiency in the second (target) language for EPs?

reading groups and other groups for small group instruction, to make adjustments and devise next steps in instructional planning, and to differentiate instruction using scaffolding techniques.

The data patterns across LAB-R and NYSESLAT proficiency levels and grades indicate that slightly less than half of our ELLs are beginners. Thirty percent are intermediate. Only one quarter of our ELLs are advanced, and half of these are in Kindergarten. This pattern reveals that English proficiency becomes increasingly harder to achieve in the upper elementary grades, particularly after second grade.

Our ELLs' strongest modalities across the grades are speaking and listening. The weakest modality is writing, which corresponds with language acquisition theories. Because many of our ELLs achieve Advanced and Proficient scores in listening and speaking but only Beginning and Intermediate in reading and writing, our ESL instruction focuses on using ELL strengths in listening and speaking to support growth and development of reading and writing proficiency. Students are given opportunities for oral practice before writing assignments, and listening opportunities precede and support reading experiences.

Analysis of the ELLs' performance by the ESL Teacher, the Data Specialist, the Inquiry Team Members and Teacher Leaders on New York State tests in Math, English Language Arts, Science, and Social Studies indicates results equivalent to the general education population for those ELLs who have been in our program for more than 2-3 years. ELLs who scored a Level 1 were newcomers and ELLs with IEPs. When administered the test in the child's native language, there was no significant difference in scores. Analysis of students' test papers revealed that they lacked background knowledge in the content areas. Because we do not offer academic instruction in the students' native language, native language test results reflect a low level of native language academic vocabulary.

The school leadership and teachers will use this year's Periodic Assessments to inform instruction and monitor progress. The ESL teachers will use the results of Periodic Assessments to inform groupings and improve differentiation of instruction. We have learned from prior Periodic Assessments that higher achievement in reading and writing correlates with attaining English proficiency more quickly and achieving at or above grade level on standardized tests.

Review and analysis of our assessment data indicated successful implementation of our ESL programs. In 2010, thirty-seven ELLs (34%) passed the NYSESLAT and sixteen ELLs (15%) moved one or two levels up in English language proficiency. Those students whose level did not change moved to a higher degree of proficiency within the same level.

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

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		