



P.S. 153 HOMECREST

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 153 HOMECREST
ADDRESS: 1970 HOMECREST AVENUE
TELEPHONE: 718-375-4484
FAX: 718-375-4439

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010153 **SCHOOL NAME:** P.S. 153 Homecrest

SCHOOL ADDRESS: 1970 HOMECREST AVENUE, BROOKLYN, NY, 11229

SCHOOL TELEPHONE: 718-375-4484 **FAX:** 718-375-4439

SCHOOL CONTACT PERSON: Carl SantaMaria **EMAIL ADDRESS:** CSanta@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joann Savage

PRINCIPAL: Carl SantaMaria

UFT CHAPTER LEADER: Joann Savage

PARENTS' ASSOCIATION PRESIDENT: Nicole Correa

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: ISABEL DIMOLA

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
Carl SantaMaria	Principal	
Joann Savage	UFT Chapter Leader	

* 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.

□

School Vision and Mission Statement:

All children have the right to an equitable and excellent education, provided by teachers and parents working cooperatively. All students will achieve their potential to become productive, literate and responsible citizens through our special programs. All students will be encouraged to form a harmonious, multicultural society of which they will become integral members.

Vision: We see our school as a community where all members, students, staff and parents, support each other, address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation take place. Ideally, the members of our community will be life-long learners, flexible, and adaptable to change, responsible and accountable, and will become active participants in our school and society. They will have long term goals, high self esteem, respect for themselves and all others.

The members will develop decision making skills, critical thinking skills, and the ability to communicate effectively.

School Profile

P.S.153 is a Pre-K – Grade 5 School located in the low/middle income area of Gravesend, Brooklyn. The school is a Title I School-Wide Programs' school with an ethnically diverse population of which approximately 30% are new arrivals to the United States.

P.S.153 was erected in 1908. The school has been renovated and we now have new windows, an auditorium, library, cafeteria and a small gym. An outdoor playground has been added. Additionally, air conditioners are in most rooms on the second floor, the Staff Lounge on the third floor, the cafeteria, the main office and principals office.

Our pedagogical staff is 100% state certified and licensed and 95% hold Master's Degrees. We have 14 paraprofessionals and 2 administrative supervisors. There are 4 family assistants, 1 school aide, one nurse, one school safety officer, 1 secretary, and one dean.

Our current instructional program emphasizes reading strategies and balanced literacy instruction in all content areas. We utilize the Writers Workshop Model, Making Connections, Hands on Science, Progress in Math, English as a Second Language and enrichment in Reading and Math to enhance our programs. In turn, these programs are supported by instruction in Social Studies, Library, Computer, Music /Band, Project Arts, Gym and Speech. Adaptive Physical Education, Occupational Therapy and Physical Therapy are provided for those students with IEPs that mandate these services. A guidance counselor provides 1:1 and group counseling. Safety programs are sponsored by the NYPD and NYFD. An Open Airways program is administered by our school nurse. There are 2 nutritional programs: Low-fat Diet and Breakfast the Right Way.

Our instructional program is enhanced by our Title I School Wide program, which enables us to accommodate children's special needs and "At-Risk" learners. Our funded program encompasses Reading, Language Arts, Math, and English Language Learners. Through School-Wide Programs, every child in need of academic intervention services can receive them. Our School Based Support Team provides evaluation, intervention and prevention services to our children and their families when needed. Title I School Wide Program for Parent Involvement provides the services of 2 Family Assistants who conduct home visits. In addition, a Parent Literacy Center is managed by our Parent Coordinator who also assists with the home/school link.

P.S.153 students demonstrate their talents by participating in band, a dance festival, numerous contests such as Math Bee, Storytelling, Poetry, Spelling Bee, Science Fair and an Art Fair. We have enrichment clusters, talent shows and a Lip Synch contests. Each year we celebrate 100 Days of School.

Our Universal Pre-K classes encourage children's emerging skills. Important components of this program are parent workshops in parenting and ESL. There is a social worker assigned to the Pre-K to promote family outreach.

Positive behavior is supported by our PBIS program through a reward system for leadership, excellent attendance, respect and good citizenship. Our dean provides anti-bullying lessons, role model behavior lessons, and crisis management. These strategies are supported by teachers and all staff.

P.S. 153 has strategic collaboration with the Learning Support Team of Integrated Curriculum and Instruction. They provide professional development for pedagogues and administration that supports classroom management techniques, balanced literacy lesson planning, and use of thematic activities, best practices and standards based instruction.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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:		P.S. 153 Homecrest								
District:		21	DBN #:		21K153	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	35	35			94.3	94.4	TBD	
Kindergarten		81	92	73						
Grade 1		101	84	103	Student Stability - % of Enrollment:					
Grade 2		69	95	75	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		93	71	95			90	93.63	TBD	
Grade 4		81	85	64	Poverty Rate - % of Enrollment:					
Grade 5		104	80	87	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			75	75	89.5	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			3	1	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			14	25	14	
Ungraded		2	1	1						
Total		567	543	533						
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		38	32	21	Principal Suspensions		43	17	TBD	
# in Collaborative Team Teaching (CTT) Classes		4	14	12	Superintendent Suspensions		10	4	TBD	
Number all others		44	34	35						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	136	152	157	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	4	24	Number of Teachers	47	44	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	16	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	95.7	100	TBD
				% more than 2 years teaching in this school	72.3	81.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	74.5	77.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	91	TBD
American Indian or Alaska Native	0.4	0.6	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	100	TBD
Black or African American	3	2.2	1.5				
Hispanic or Latino	19	22.5	22.9				
Asian or Native Hawaiian/Other Pacific Isl.	40.9	37	36.6				
White	36.7	37.4	37				
Multi-racial							
Male	55.4	53	52.9				
Female	44.6	47	47.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	94.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

What student performance trends can you identify?

ELA

The Progress Report of 2007 shows that 67.6% of the students were at a proficiency level of 3 or 4. In 2008 there was a minimal drop of .4% to 67.2%. In the school year 2009 there was an upward trend of a 6.6% increase to 73.8% and in 2010 a downward trend of 15.6% to 58.2% of the students at a proficiency level of 3 or 4. The 2007-2008 AYP's were not for all subgroups. In 2008-2009, AYP's were met for all subgroups for all participation and test performance including students with disabilities. In 2008-2009, Hispanic students in the lowest third city wide improved proficiency gains by 2.9%. In 2006-2007, the Special Education students achieved 15.2% Exemplary Proficiency Gains, in 2008 an increase to 25.6%, in 2009 an increase of 36.9% to 62.5% and in 2010 to 63% at the 75th Growth Percentile or Higher.

Math

According to our progress reports from 2005-2010, the following trends were noted: The percentage of students at proficiency level 3 or 4 was 92.2 % in 2007, the percentage dropped to 84% in 2008, increased again to 93.1% in 2009 and dropped again to 69.7% in 2010. In 2007 ELL had an exemplary proficiency gain of 14.7%, a downward trend to 2.6% in 2008, a 43.8% increase in 2009 to 46.4% and an increase of 1.7% to 48.1% at 75th percentile or higher. The Special Education population achieved a 15.8% exemplary proficiency level in 2007, 7.7% in 2008, they made an increase of 39.4% in 2009 to 47.1% and a downward trend of .7% to 46.4% in 2010. All AYP's were met for all subgroups including students with disabilities.

Science

The performance trends in Science indicate that the number of students achieving levels 3 and 4 has risen over the last three years. In 2006-2007, 91% of the students achieved levels 3 and 4, in both the 2007-2008 and 2008-2009 school years, there was a jump to 97% of the children receiving levels 3 or 4. In the 2009-2010 school year there was a slight drop of 5 points to 92% achieving levels 3 and 4. A.Y.P.'s were met for all students.

ELL

The ELL population has increased over the past 4 years from 134 students in the 2006-2007 school year to 164 in the 2009-2010 school year.

There has also been an upward trend in ELL Proficiency gains in the school year 2007-2008 to 21.2% from 14.7% in 2006-2007. In 2008-2009 ELL had a proficiency gain of 22.3% to 43.5% and in 2010 a 13% increase to 56.5% ELL at the 75th Growth Percentile or higher.

Accomplishments

- We have received an “B” on our 2009-2010 School Report Card/Progress Report.
- We have met all of our AYP’s in ELA, Math and Science for the past 4 years.
- Our children have an excellent attendance record of over 93% for the previous four years.
- We have differentiated instruction for all children and have small group instruction for all children spreading the 37 ½ minutes throughout the day.
- Our teachers have attended various and numerous professional development workshops that have enhanced their teaching. One hundred percent of our Core classes are taught by “highly qualified” teachers. One hundred percent of our teachers are fully licensed and permanently assigned to our school.
- There has been a significant increase in the number of ELL’s who have passed the NYSESLAT test and no longer need ESL services. We are using Title III money for a K-5 after school program for ESL students and to help those students who just tested out of the ESL program.
- We have a highly successful arts program with fully licensed teachers. We have a music program which includes a school band. We have a Dance initiative and a yearly Dance Festival.

Aids to our continuous improvement

- Certified and highly qualified permanent staff.
- Increase in Parent Involvement through various programs.
- Ongoing professional development for all staff.
- Enrichment Cluster program chosen by the teachers and students.
- Leveled Libraries available for balanced literacy.
- Fully functioning school library with Librarian.
- PBIS disciplinary initiative
- Differentiated instruction.

Barriers to our improvement:

The budget crisis has increased class size.

- The budget crisis has taken away our Visual Arts program.
- The budget crisis has limited our clerical staff by cutting the school to one secretary.
- The budget crisis has cut school spending on general supplies needed for enrichment.
- The budget crisis has taken away our afterschool program for test preparation, music, drama, and dance.

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.

Annual Goal	Short Description
<input type="checkbox"/> To improve student achievement through professional development.	<input type="checkbox"/> By June of 2011, 90% of teachers will have been trained in literacy instructional practices that support a growth of 3 levels in Fountas and Pinnell. (As assessed through Teacher College Assessment Materials) and metacognitive strategies.
<input type="checkbox"/> To begin roll out of Common Core Standards with emphasis on Reading and Writing Informational Text.	<input type="checkbox"/> By June 2011, 90% of teachers will be familiar with Common Core Standards for reading and writing informational texts..
<input type="checkbox"/> To implement vertical collaborative inquiry teams throughout the grades.	<input type="checkbox"/> By June 2011, 90% of teachers will have participated in vertical Inquiry Teams, which will identify and address specific needs of the school population. Student work and teacher observations will indicate a 5% gain in grades 3,4, and 5 in literacy by various assessments.
<input type="checkbox"/> To increase achievement in mathematics.	<input type="checkbox"/> By June 2011, 90% of teachers of grades K-5 will provide differentiated instruction in the subject of math. Students in grades 3,4, and 5 will show growth of 7% using various assessments and tests.

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

E.L.A., Math

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To improve student achievement through professional development.</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><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Implement bi-weekly Professional development that will address trends that have been identified by Inquiry Teams study of data. Grade level teams will discuss strategied and best practices that will strengthen instruction in literacy and mathematics. 2. Offer voluntary lunch and learns professional developoement to address literacy instruction. 3. Identify and target students that are at risk as well as students with special needs. 4. Provide professional development to all staff with emphasis on Special Education staff. 5. Study student work to assess teaching strategies. 6. Analyze student work in order to identify student's individual and class needs. 7. Monitor students progress through Teacher's College Assessment; portfolio assessment; conference notes, teacher made and program assessments.

	<p>instruction to meet the standards.</p> <p>3. Revisit and revise curriculum and curriculum maps.</p> <p>4. Offer voluntary lunch and learn professional development to address components of balanced literacy.</p> <p>4. Offer voluntary lunch and learn professional development to address components of balanced literacy.</p> <p>5. Demonstrate lessons and guidance through team teaching with the aid of the Assistant Principal.</p> <p>6. Intervisitation within school and outside schools.</p> <p>7. Collaborative development of curriculum.</p> <p>8. Collaborative compilation of lessons, strategies and best practices that meet the literacy standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Personnel: Classroom teachers, Funded, Clusters, Assistant Principal, and Principal.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> -Collection of student work. -Development of a teacher resource center. -Compilations of standard based tasks per grade level. -Curriculum mapping.

	<ul style="list-style-type: none"> -Teacher data collections. -Benchmarked tracking sheets. -Attendance sheets/agendas.
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**Subject Area
(where relevant) :**

**E.L.A., Math, E.S.L., Social Studies,
Science, Special Education**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To implement vertical collaborative inquiry teams throughout the grades.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Monthly meetings with staff (members will be from different grades) that will study student data in curriculum areas. 2. Strengths and needs will be identified and plans will be made to make needed adjustments. 3. Each team will have a targeted focus. 4. Benchmarks will be identified for November, March and June. 5. Rubrics will be developed to look at students work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/> Personnel: Classroom teachers, Funded, Clusters, Assistant Principal, and Principal.</p>

<i>action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> -Units of study developed by each team. -Compliation of teacher tasks, strategies and best practices to meeet the needs identified by the inquiry teams. - Rubrics created by each Vertical Team. -Compliation of student work. -Attendance sheets. -Agendas -Student data

Subject Area
(where relevant) :

Math

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To increase achievement in mathematics.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> -Professional development in Math will be offered. -Intervisitation with and out of the school. -Vertical Math Inquiry Team will identify trends that need to be addressed -After-school math tutoring program will be offered to targeted students in grades 3-5 (CEIS grant pending approval) -Identify Learning style identification of students in order to provide instruction in different modalities. -Implement Math center -Use of technology (Study Island Internet Program) to evaluate and instruct students based on abilities. -Analyze reports from Study Island in order to evaluate and instruct students strengths and needs. -Student work (portfolio) will be collected and analyzed. -Classrooms will reflect differentiated instruction through displays; student movement; bulletin boards, math groups and math centers.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>□ Personnel: Classroom teachers, Funded, Clusters, and Assistant Principal.</p>

Indicators of Interim Progress and/or Accomplishment

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

-
- Formal and informal observations.
- Study Island data collection
- Test scores-State Math/Units from Progress in Math
- CEIS grandt after-school program (pending approval)
- Learning wlak notes
- Student projects
- Teacher tasks and strategy collection
- Teacher observations/conferencing notes

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1	2	1	2
1	8	8	N/A	N/A	3	2	1	6
2	4	4	N/A	N/A	1	3	2	9
3	25	25	N/A	N/A	1	3	2	5
4	24	24	24	24	2	2	4	8
5	10	10	10	10	2	1	1	4
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. 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:	<input type="checkbox"/> Wilson Small group instruction during school day 1:1 tutoring
Mathematics:	<input type="checkbox"/> Small group instruction – during school day 1:1 tutoring
Science:	<input type="checkbox"/> during school day – small group instruction
Social Studies:	<input type="checkbox"/> during school day – small group instruction
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> One-to-one conflict resolution – during school day Small group Class lessons in conflict prevention and resolution
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Conflict resolution – during school day – crisis intervention
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Peer counseling Conflict Prevention and Resolution
At-risk Health-related Services:	<input type="checkbox"/> Health Related Services – small groups – during school day Open Airways, hand washing, hygiene, nutritional program

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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-5

Number of Students to be Served:

LEP 151

Non-LEP 0

Number of Teachers 3

Other Staff (Specify) 1 Secretary, 1 Assistant Principal, 1 Principal

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.

P.S. 153 will conduct an afterschool program from December through April for 3 times a week for one hour for our ELL students. We will hire our 3 ESL teachers, 1 secretary, 1 A.P. ,and 1 Principal.

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.

ESL Teacher will attend a one day training during the school year.

Section III. Title III Budget

School: 21K153
BEDS Code: 332100010153

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	10,000	<input type="checkbox"/> P.S. 153 will conduct an afterschool program from December through April for ELL students only.
Purchased services - High quality staff and curriculum development contracts	5,000	<input type="checkbox"/> Our ESL teacher will go to a one day workshop.

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	5,000	<input type="checkbox"/> We will purchase Rigby for our ESL curriculum.
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	4000	<input type="checkbox"/> We will need money for our materials to support the ESL program.
Other	5000	<input type="checkbox"/> Other materials necessary for the program.
TOTAL	9000	

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.

Classroom teachers collect the data on the needs of the parents in each class. We send letters home with a translation in their home language to read this letter.

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.

There is a large need for translation in Spanish, Urdu, Chinese, and Russian. We report to the community via monthly PTA meetings.

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.

Written translations are provided for all school notices-either school generated or region or city-wide. The written translations are provided by staff and parent volunteers except when notices from the DOE come with translations already attached.

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.

Oral interpretations are provided by staff, parent volunteers, Chinese-American Planning Council employees, or the translation department.

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>.

□

The school has all the required postings for non-English speaking parents on the Parent Coordinator’s parent bulletin board. The school provide translations of notices in the languages noted above when feasible through the use of staff, parent volunteers and translation department. These translations will be saved for future reference so all constituencies are aware of all that is happening in the school. The administration provides for interpreters during parent-teacher conference and all conferences with the administrators. We have workshops for translators. We phone in to the DOE for translation services when needed. We have translators at all PTA meeting supplied by the community and CPC program. Through a grant, we have received a “Talk” machine which will provide translation for up to 9 parents at any given time.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	395,654	186,752	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,957		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19,782.70	*	
4. Enter the anticipated 10% set-aside for Professional Development:	39,565.40	*	

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 2009-2010 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 AND SCHOOL-PARENT COMPACT

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

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

□

PS 153 and the Parents conduct a Parent Involvement Program in order to:

Provide parents with timely information about instructional programs, curriculum, performance standards, assessment instruments, their child's individual student assessment results and proficiency levels, their meaning, promotion policy and all school programs.

Enable parents to share in the responsibility for high student performance.

Involve parents in the planning and implementation, evaluation and continuous improvements of Title I Funded Programs.

To involve parents in the school.

Flexible schedule of regular meeting with parents so parents may network with other parents, make suggestions and provide input into decisions relating to the education of their children.

PS 153 Parent Involvement Program

The school will keep the parents informed about the school curriculum, activities, programs and the performance standards. "Great Expectations" for the appropriate grade levels is distributed.

Parents will be informed on how they can help their child at home supporting the school's work.

Parents attend five Title I School Wide program meeting annually to be informed about student progress and school programs and activities. Parents provide insight to the child's needs and how best to help them.

A family room has been established in which daily activities are conducted by the Parent Coordinator promoting English Literacy and parenting skills. Parents are given materials and support by Social Workers.

In October, orientation meetings are conducted for each grade informing parents about grade expectations, programs, school policies and tips on supporting the school programs.

English as a Second language program (ESL) will be established to promote parental use of English, beginning, intermediate and advanced.

Parents will accompany classes on trips and assist with class parties and events. We have established a Class Parent program.

The Principal will conduct Parent Quarterly Meetings.

Parents are invited to share their expertise with their child's class through class presentations.

Parents are invited to Parent-Teacher Conferences.

Teachers, Parent Coordinator, Family Assistants and Administration articulate with parents through phone calls, e-mail, conferences and written messages informing them of their child's progress and needs on an ongoing basis.

Parent-Teacher Conferences are conducted during afternoon and evening hours. Teachers meet with parents on their prep periods and before and after school.

Leadership Meetings are held during the first lunch period 11:25-12:15 on Tuesdays.

A School Newsletter has been initiated.

All school notifications are sent home with translations in parent's native language. Translators are invited to meeting.

Parents are invited to special school events: assemblies, programs, science fair, talent shows and carnival, etc.

Special parent workshops are scheduled and designed to inform parents on how to help their child.

Parents will be provided with referrals to community based organizations when they are in need of assistance, e.g Coney Island Hospital and Jewish Board of Guardians.

Parents will receive copies of the Annual School Report.

A Parent Bulletin Board will be updated and readily visible.

The PTA has a room for their supplies and meetings.

In order to articulate the school program, a school bulletin board will be maintained displaying children's work.

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

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

□

SCHOOL PARENT COMPACT

P.S. 153K

THE HOMECREST SCHOOL OF MUSIC

The school and parents working cooperatively to provide for the successful education of the children agree

<p>become involved in developing, implementing, of programs and their right to be involved and to conduct timely meetings throughout the school year. Offer a flexible number of meetings at various times. Parents may attend with younger children if necessary. Provision is made for interpreters. Actively involve parents in planning, reviewing and improving the programs and the parental involvement policy. all programs the school and community offer in language and form that parents understand. Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information. Provide high quality curriculum and instruction. Enhance communication between teachers and parents through:</p> <ul style="list-style-type: none"> - Parent-teacher conferences - Frequent reports to parents on their 	<p>Become involved in developing, implementing, evaluating and revising the School-Parent Involvement policy. Participate in training that school offers on child rearing practices and teaching and learning strategies. Monitor his/her child's/children's:</p> <ul style="list-style-type: none"> - attendance at school - homework - television watching <p>Share the responsibility for improved student achievement. Communicate with his/her child's/children's teacher(s) about the child's educational needs, by parent-teacher conferences Ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process. Communicate fully with "Family Assistants" to help students meet their educational needs.</p>
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<p>children's progress</p> <ul style="list-style-type: none"> - Reasonable access to staff and educational personnel - Opportunities to volunteer and participate in their child's class - Observation of classroom activities - Workshops on understanding Title I School Wide Programs and other school programs - Newsletters on suggestions and appropriate activities to enhance learning <p>Assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p> <p>Actively involve Parent Coordinator and Family Assistants in planning with parents for school activities.</p> <p>Inclusion of Family Assistants in CLASS committees and Title I School Wide Program Advisory Council.</p>	
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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.

□
ELA:

The Progress Report of 2007 shows that 67.6% of the students were at a proficiency level of 3 or 4. In 2008 there was a minimal drop of .4% to 67.2%. In the school year 2009 there was an upward trend of a 6.6% increase to 73.8% and in 2010 a downward trend of 15.6% to 58.2% of the students at a proficiency level of 3 or 4. The 2007-2008 AYP's were not for all subgroups. In 2008-2009, AYP's were met for all subgroups for all participation and test performance including students with disabilities. In 2008-2009, Hispanic students in the lowest third city wide improved proficiency gains by 2.9%. There was an upward trend in 2007-2008 in ELL Proficiency gains to 21.2%. In 2008-2009 ELL had a proficiency gain of 22.3% to 43.5% and in 2010 a 13% increase to 56.5% ELL at the 75th Growth Percentile or higher. In 2006-

2007, the Special Education students achieved 15.2% Exemplary Proficiency Gains, in 2008 an increase to 25.6%, in 2009 an increase of 36.9% to 62.5% and in 2010 to 63% at the 75th Growth Percentile or Higher.

Math

According to our progress reports from 2005-2010, the following trends were noted: The percentage of students at proficiency level 3 or 4 was 92.2 % in 2007, the percentage dropped to 84% in 2008, increased again to 93.1% in 2009 and dropped again to 69.7% in 2010. In 2007 ELL had an exemplary proficiency gain of 14.7%, a downward trend to 2.6% in 2008, a 43.8% increase in 2009 to 46.4% and an increase of 1.7% to 48.1% at 75th percentile or higher. The Special Education population achieved a 15.8% exemplary proficiency level in 2007, 7.7% in 2008, they made an increase of 39.4% in 2009 to 47.1% and a downward trend of .7% to 46.4% in 2010. All AYP's were met for all subgroups including students with disabilities.

ELL

In the 2008-2009 school year 16% of the ELL population were proficient on the Listening and Speaking section of the test, 49% were proficient on the Reading and Writing section. In the 2009-2010 school year 63% of the ELL population tested proficient on the L and S section showing an increase of 47%, indicating an upward trend. Only 31% tested proficient on the Reading and Writing section indicating a downward trend of 18%.

Accomplishments

- We received a "B" on the 2009-10 report card.
- We have differentiated instruction for all children and have small group instruction for all children spreading the 37 ½ minutes throughout the day.
- One hundred percent of our Core classes are taught by "highly qualified" teachers. One hundred percent of our teachers are fully licensed and permanently assigned to our school.

Aids to our continuous improvement:

- Certified and highly qualified permanent staff.
- Increase in Parent Involvement through various programs.
- Ongoing professional development for all staff.
- New Math program chosen by the teachers.
- Leveled Libraries available for balanced literacy.
- Fully functioning school library.
- PBIS disciplinary initiative
- Differentiated instruction.

Barriers to our improvement

- The budget crisis has increased class size.
- The budget crisis has taken away our Visual Arts program.
- The budget crisis has limited our clerical staff by cutting the school to one secretary.
- The budget crisis has cut school spending on general supplies needed for enrichment.
- The budget crisis has taken away our afterschool program for test preparation, music, drama, and dance.

2. Schoolwide reform strategies that:

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

The extended day has been incorporated into the school day with all children receiving small group instruction throughout the school day in their regular classes and Library, Science and the Arts (Music, Art, Dance, Drama, Chorus). We have SETTS programs and AIS and enrichment clusters-all small group instruction.

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.

Students that score a 1 on the ELA/Math State Exams must attend summer school for 5 weeks and re-take the test.

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

P.S. 153 has a recent historic population increase of E.S.L students. We now have 3 certified and licensed E.S.L. teachers who provide a pull-out and push-in service for those students school wide.

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.

See Needs Assessments page.

o Are consistent with and are designed to implement State and local improvement, if any.

P.S. 153 is implementing the new Common Core Standards Initiative in conjunction with the already established New York State Standards for curriculum and instruction schoolwide.

3. Instruction by highly qualified staff.

P.S. 153 has 100% highly qualified staff. In addition, there are 4 family assistants, 1 school aide, one nurse, one school safety officer, 1 secretary, and a dean.

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.

We have professional development every Monday for our teachers (bi-weekly). In addition, there are monthly grade and faculty conferences.

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

N/A

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

See Parent Compact

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.

Our Universal Pre-K classes encourage children's emerging skills. Important components of this program are parent workshops in parenting and ESL. There is a social worker assigned to the Pre-K to promote family outreach.

Positive behavior is supported by our PBIS program through a reward system for leadership, excellent attendance, respect and good citizenship. Our dean provides anti-bullying lessons, role model behavior lessons, and crisis management. These strategies are supported by teachers and all staff.

P.S. 153 has strategic collaboration with the Learning Support Team of Integrated Curriculum and Instruction. They provide professional development for pedagogues and administration that supports classroom management techniques, balanced literacy lesson planning, and use of thematic activities, best practices and standards based instruction.

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

□

Teachers utilize Teacher's College, Curriculum Unit Tests, State Exams, and Periodic Assessments, Teacher Observations, Conferencing, and Portfolio Assessment to drive the differentiated instruction.

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.

□

P.S. 153 has monthly Pupil Personnel Meeting to discuss student who are not mastering levels to see if academic intervention is needed before a pre-referral.

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.

□

See pages 5-6

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

Tax Levy	Federal	Yes			2,310,481.	True	
Title I, Part A (Basic)	State	Yes			395,694	True	
Title I, Part A (ARRA)	State	Yes			186,752	True	
Title III	State	Yes			25,220	True	
C4E	Federal	Yes			66,685	True	
Title II	State	Yes			12,166	True	

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching 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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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. 153 has 0 students for this category.
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

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.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_21K153_102510-151805.doc

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 06	District 21	School Number 153	School Name Homecrest
Principal Carl Santa Maria		Assistant Principal Steffani Fanizzi	
Coach type here		Coach type here	
Teacher/Subject Area Leah Gordon/ESL		Guidance Counselor Jessica Nunno	
Teacher/Subject Area Leah Schecter/ESL		Parent Asma Anjum	
Teacher/Subject Area Julia Usovich/ESL		Parent Coordinator Yolanda Suarez	
Related Service Provider Rina Lazerowitz		Other Dawn Casey/Reading teacher	
Network Leader Wendy Karp		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	517	Total Number of ELLs	151	ELLs as Share of Total Student Population (%)	29.21%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. At P.S. 153 we follow all the rules and procedures which are mandated in order to identify students who may possibly be English Language Learners. At the time of registration all parents complete the Home Language Identification Survey and an informal interview is conducted in English by a pedagogue and whenever possible in the native language indicated in the survey. At P.S. 153 Mrs. Gonzalez, our dean conducts the interviews and formal initial assessments in Spanish. Ms. Soffer, Ms. Gordon and Ms. Usovich who are all licensed teachers interview and assess the Russian speaking parents and students. Mr. Ren, a pedagogue follows the same procedures with the Chinese speaking parents and students.

Based on these interviews and on the required responses on the Home Language surveys the ESL staff determines whether the student is eligible to take the LAB-R test. We administer the Spanish LAB-R to the Spanish speaking students. Students who are eligible are always tested within ten days and based on their scores placed in the appropriate ESL class. The ELLs are serviced 360 minutes a week for beginners and intermediate levels and 180 minutes for those who test at the advanced level. Students who score at a proficient level are no longer considered ELLs and are not serviced. During the interview we make it very clear to the parents that our school only offers a free standing ESL program. The parents are informed that we do not offer bilingual or dual language programs at this time. Our students are evaluated periodically by their teachers to measure growth and progress in all four components of ESL instruction. Grades 3 through 5 may take New York Interim Assessment test as well as informal evaluations are done by classroom and ESL teachers. The NYSESLAT exam is administered in the Spring of each school year and is used to determine the student's placement for the next year.

2. At P.S. 153, the Homecrest School of Music our ELL parents receive letters in their native language. The letter indicates that their children are entitled to ESL services and are then invited to an orientation meeting. At this meeting the parents view the video distributed by the office of the Chancellor to acquaint them with the possible programs which are available in our city. Parents are then given the option of completing the Parents Survey and Program Selection form and choose 1 of 3 educational program options; traditional bilingual program, dual language bilingual program, and freestanding ESL. At this time our school offers only the Freestanding ESL program and our parents overwhelmingly choose this option. At this point it is clear to the parents as it has been explained in the video in their native language what a Freestanding ESL program entails. We invite them to ask questions, express concerns and learn about the other programs and opportunities that are available to them and their children. We distribute brochures and inform parents that when the choice is made, the student is required to stay in the program for at least 1 year. The student is entitled to services for up to 3 years.

3. After 3 years of service an extension of service may be requested annually for up to 3 additional years. The extension may be

requested as long as the student remains entitled to services. Students who come in during the course of the year follow the same procedures and their parents are invited to view the previously mentioned video and receive all the necessary information in their native language. This is a continuous process.

4. The P.S. 153 staff works diligently to ensure that everyone who is entitled to services receives them in due time. Especially, with the support of Mrs. Suarez our parent coordinator, our parents and ESL staff, our school is very careful to ensure all the letters of entitlement are distributed and sent home. The same goes for the Parent Survey and Program Selection. All of us make sure all the forms are filled out, signed and returned in a timely fashion.

5. All of our students are placed in an ESL instructional program based on everything previously discussed. After reviewing the Parent Surveys and Program Selection forms for the past few years we have discovered that 99 % of the parents choose freestanding ESL. Therefore, we are aligned with parent requests and offer only Freestanding ESL..

6. As mentioned earlier the parents choose Freestanding ESL program overwhelmingly and therefore our school tries to do the best possible job to accommodate the ELL population and their parents. If other programs will be available at our school in the near future the staff of our school will do everything we can to make sure the students receive the best education by providing resources such as textbooks, educational programs and various types of technology for the ELL population.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	14	12		24	22	10								82
Push-In	16	20	33											69
Total	30	32	33	24	22	10	0	151						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	151	Newcomers (ELLs receiving service 0-3 years)		Special Education	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	120		9	31		4				151
Total	120	0	9	31	0	4	0	0	0	151

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	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	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
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	8	11	9	5	9	4								46
Chinese	8	7	5	6	4	2								32
Russian	7	6	8	5	1	1								28
Bengali														0
Urdu	3	5	6	6	5	2								27
Arabic				2										2
Haitian	2													2
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other	2	2	5	1	3	1								14
TOTAL	30	31	33	25	22	10	0	151						

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.

Paste response to questions 1-4 here

1a) In P.S. 153 we use the pull out and push in organizational models. From K-2 grades there are entire ESL classes to which the ESL teacher pushes in with the classroom teacher. In the second grade there are two such classes. Each beginner and intermediate students receive 360 minutes of instruction per week. Students at the advanced level receive 180 minutes per week.

1b) We group the students heterogeneously. The grouping is done according to different proficiency levels so that the children are exposed to challenges and stimulated at the same time. The grouping is also done to demonstrate differentiated instruction.

2) Each beginner and intermediate students receive 360 minutes of instruction per week. Students at the advanced level receive 180 minutes per week. We use all the available ATS reports (R-LAT, LAB-R, RDGS, and RLER) to check and even double check that every eligible student is included in the program and gets to participate in an instructional program that regularly ensures continuity of rigorous instruction, content learning standards, and the core curriculum. Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support such as use of bilingual dictionaries, materials in the native language and strategies of homogenous linguistics grouping provided.

3. Our classroom curriculum is focused in essential learning as expressed by ESL standards, often integrating content area standards. Students use textbooks along with additional materials that are geared to enrich and support the ELLs learning process. Classroom libraries and instructional materials are aligned with the school's core curriculum and reflect the home languages in the school. They participate in small group, task oriented situations that guide the production of language both in oral and written forms. Students demonstrate learning

through measurable product development, demonstrations, and exhibits. They demonstrate technical proficiency in areas including learning logs, research on the Internet and use of computer.

4a) At P.S. 153 there are no SIFE students at present. If we did have SIFE students we would use small group instruction and follow a program that on a regular basis ensures continuity of instruction and language development.

4b) All newcomers are ensured of academic rigor and excellence in small group, task oriented situations that guide the production of language both in verbal and written forms. The teachers use textbooks, classroom libraries, and instructional materials that are aligned with the core curriculum and reflect their home language. Language instruction is aligned with ESL, ELA, and NLA standards. Teachers scaffold academic language and support student participation in content areas. Teachers model the use of the academic language in ways in which students are expected to respond and participate. Language functions and structures are taught within the context of the lessons. Multiple intelligences are considered when delivering instruction to the ELLs. We use a variety of methodologies such as music, art, and role playing in our instructional planning.

Our school offers after school programs to provide additional support and tutelage to newcomers to facilitate their growth so that they will be prepared for ELA and content area tests.

4c) The ELLs who are receiving services for 4 to 6 years are children who may be at risk, holdovers, and special education students. In addition to the ESL services these students are seen by the Resource Room teachers and they participate in small group instruction using all the strategies previously mentioned. They may also participate in after school programs to encourage growth in language which is serviced by a Reading Specialist and get additional support in funded reading programs. Students are also reading and writing in a relaxed setting.

4d) At present time there are no long term ELLs. If we were to have any long term ELLs here are some of the ways we would approach their education. They would be working in small groups, using games, puzzles, tapes, visuals. Various computer programs would be used depending on their level, using data, we would analyze where their weakness is and work on strategies to improve their growth and success, while continuing to build their strengths.

4e) At P.S. 153 we group students according to their needs. We analyze test results and with our team determine what we All ELLs identified as having special needs have a program designed to meet on their strengths and weaknesses. We would work with the resource room teachers, as well as special education teachers. Their IEPs would also come in handy when determining how to facilitate their growth and success to improve their scores.

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

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?

Paste response to questions 5-14 here

5. In order for ELLs to succeed in content area subjects the ESL teachers at P.S. 153 integrate content area activities into our instruction. We work with the content areas teachers in order to support the ELLs in our school. Differentiation is key for making this possible. The ESL teachers design lessons in accordance with recommendations and suggestions provided by the classroom teachers. Academic language is always reinforced and group work is provided in all areas of learning. In addition, we support our ELLs by building native language libraries in every classroom to reflect most languages spoken by the ELLs.

We differentiate instruction based on their scores, formal and informal assessments, observation, unit progress, tests, standardized tests. In some instances differentiation is based on individual accomplishments, merits, and scores. In other instances we differentiate instruction based on talents, interests, and learning styles. For ELA we stress reading skills strategies such as: main idea, supporting details, compare and contrast, cause and effect, problem and solution, sequencing of events, summarizing, fact and opinion. We reinforce vocabulary, grammar, spelling, and phonics. We prepare them for writing essays, describing pictures, and using graphic organizers. Our ELLs do different writing activities such as open ended questions, finishing stories, predicting. In Math we reinforce all mathematical terms and vocabulary, math operations, problem solving, word problems, bar graphs, using tools, pattern blocks. We teach these aspects through oral instruction and oral instruction supported by writing words, formulas, and equations on the board. We review math vocabulary in the context of solving problems related to students' daily experiences. We promote math concepts through pair work and small group problem solving. Discussions of written word problems are analyzed and discussed orally. In Social Studies in small groups we prepare them for data based questions on tests, writing essays, reading time lines, graphs, maps, as well as reading Time for Kids. We provide opportunities for students to present simulations, reenactments, and presentations. Through presentations presenters organize information and rehearse it for effective oral delivery. In Science we do research, hands on experiments, observation, coming up with hypotheses, drawing conclusions, using scientific vocabulary and tools such as thermometer and microscope. Students are actively engaged in investigations involving making models of planets or growing plants. These investigations in small groups promote talking out their thinking and planning. We adhere to the standards of the state for each of the subjects. We communicate with content area teachers such as Mrs. Martin who is our upper science teacher and Mrs. Tangari who is our lower science teacher and the reading teacher Mrs. Casey. We also communicate with the classroom teachers in regards to language arts, social studies and math.

6. We provide a variety of activities integrating listening, speaking, reading, and writing. We foster critical thinking skills taking into account students' interests, cultural background, their prior knowledge and their age and most importantly language level. We use a variety of materials to reinforce CALP for example books on tape, supportive software, and computer technologies, magazines, resources that are richly illustrated, vocabulary word walls, and videos. We utilize charts, manipulative charts, T-charts, KWL charts, Venn diagrams, sequence of events, story maps, webs, time lines, bar graphs, posters, chant posters, maps, newspapers, phonics, song charts, Cds for listening to stories, songs and poems. We also offer small group instruction during the school day and Title III after school programs for grade 1-5 provided by licensed and certified ESL teachers.

7. Our school constantly comes up with programs to enrich the curriculum. This year we have a program called Case Study where we monitor two students at different levels throughout the year. This allows the teachers to use various ways to improve both students' knowledge. This also lets the teachers see that the differentiation is applicable to all students, not just the two being monitored. We also have Vertical Inquiry Teams this program allows the teachers to get to know various ways they can implement technology into their teaching. By working with other teachers for several weeks at a time teachers use each other's findings and use it in their classrooms on

regular basis.

8. In our school we don't believe in discontinuing any programs. Instead we would rather improve on programs that have been used for sometime now. One way to improve the program is to incorporate technology into it or having more hands-on projects for the students to be involved in throughout the year.

9. In our school ELLs are involved in various school and after school activities. This year our school has a new enrichment cluster model where the students are not only enriched in the arts, but also in academics. After school ESL program is offered where students get extra help with their speaking, reading, writing, and listening skills. As well as NYSESLAT test preparation is also offered.

10. We reinforce strategies which enable the development of CALP keywords, scaffolds, frequent summaries, repetition, line-learning, and think pair shares. We consider their different learning styles such auditory, visual, or tactile in every lesson. Our staff takes into account all the mentioned above information in order to make sure the students receive the best instruction possible.

11. In our school students are offered native language libraries, as well as native language dictionaries are available for students to use at any time. Multicultural events take place on regular basis. One such event is the Multicultural feast which takes place around Thanksgiving time. We celebrate Hanukah by singing Hanukah songs, we have Chinese New year celebrations. All the above stress the respect and recognition of the diversity in our school.

12. All the ESL teachers are aware of the curriculum for the grades that they are teaching. Also, the teachers correspond with the classroom teachers in order to work on specific challenges the students might be having in the class. Our school uses resources according to the student's grade and level. One such resource is Rigby which breaks down materials such as books by levels. If the ELL is in the kindergarten then the books that they need to be able to read are level A through C and this goes for each grade. The manipulatives, graphic organizers, posters all aid the teachers who are working with ELLs. Other resources books, charts, games, technology, dictionaries, computer software, visuals, and picture cards. We follow curriculums and state standards for each grade level. We divide children into small cooperative groups and challenge them with problems, puzzles, games, and manipulatives.

13. Before the beginning of the school year, newly enrolled ELLs and their parents are given an orientation of the school and the programs we offer. We have translators in Spanish, Russian, and Chinese available to answer any questions they might have. We recommend what books the ELLs would need prior to the beginning of the year in order to familiarize them with the language and content that they will be learning in the upcoming year. Our school makes sure that the newcomers feel welcome from day one to the P.S. 153 family.

14. No language electives are offered at this time.

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

1.

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.

Paste response to questions 1-3 here

1. At P.S. 153 we conduct ongoing professional development for our staff. All workshops and professional development enable teachers to effectively prepare and support ELLs with the transition to middle school. All of our paraprofessionals attend all workshops for pedagogues. Our secretaries are very supportive and helpful in registering new students and communicating with parents. Our warm and caring staff instills confidence and ensures the growth of a positive self image which enables the ELL student to cope with

departmentalization and scheduling so that they can successfully endure the rigor of middle school. The entire staff attended a workshop Understanding English Language Learners presented by Merylin Fogel. Other workshops offered were: Identification of the ELL student, ESL Methods and Techniques, Strategies for Facilitating Language Acquisition, Language Development and the Multicultural Emphasis, How to Build Cross Cultural Skills, The Implementation of the Natural Approach, Tips for Parents as Reading Partners, How Can You Prepare Your Child for NYSESLAT, Language Development in English as a Second Language Student, Practices that Stimulate Communication Skills for ELLs in Cooperative Learning Groups.

2. Members of the staff attend workshops, workshops allowed the staff to better acquaint themselves with how to identify and support ELLs. After each workshop the teachers implement the newly discovered information in their instruction. In this way the teachers make sure the ELLs participate along with the rest of the class in various classroom activities. In addition, the teachers conference with the students and their parents about the transition from elementary to middle school. Our school is doing everything in its power to make sure that its ELL population is provided to make their learning transition as motivating and enjoyable. We enable the students to be up to the challenges of the upper level of schooling. We do this by providing rigorous curriculum and challenges beyond their grade level in all content areas. Our school believes in developing intelligence and creativity in all of our students.

3. In our school every teacher has been through the rigorous training in order to be aware of the various types of students they may encounter and to know how to approach and support these students to the best of their abilities. We keep a file that shows we have trained our staff and they have completed the requirements. We offered workshops, observed ESL classes in action, distributed techniques for working with ELLs. The ESL team conducted a workshop which was attended by the entire staff including classroom teachers, guidance counselor, paraprofessionals, and parent coordinator. At this workshop we educated the entire staff about the importance of the LAP and what it entails. We ensured that everyone in our staff needs to know the contents, rules stated in the LAP. Identification of the ELL student was another workshop that took place in the beginning of the year. The purpose of this workshop was to review and educate the staff on how to be to identify and work with ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. At P.S. 153, there is a warm relationship between our PTA and newcomers to our community. We encourage all newcomers to become a part of our 153 family. We do our best to promote cross cultural skills. Parents are encouraged to join our PTA and are introduced to our PTA's many activities in our community. Mrs. Suarez, our Parent Coordinator, always offers her assistance in providing all newcomers with the opportunity to attend workshops for adults and organized trips with parents and students.

2. We offer ESL classes to new immigrant parents. Last year we provided 2 groups of ESL classes for parents. One class was taught by our teacher who has volunteered for the past six years to teach newcomers. The other teacher was provided by CPC; non-profit agency. Mrs. Suarez has organized group volunteer translators to provide information in four languages Russian, Urdu, Chinese, and Spanish. Mrs. Suarez also uses the translation and interpretation services provided by the Department of Education through her cell phone (also provided by DOE).

3. We try our best to facilitate an easy social absorption to all newcomers. Parent Orientation meetings are held in the fall and periodically during the year as new children arrive. We pride ourselves in supporting the efforts of families to be partners in their children's education. All letters to parents are distributed in English, Chinese, Russian, Urdu, Arabic, and Spanish. The parents of all of our students know that the students are our number one priority and that everything is done to show just that. From registration of each of our students to their graduation the parents know that we have done all that we could to provide the best education possible for our students.

4. The relationship that we have with the parents facilitates communication with parents and our school community. As a result of the parents' involvement in PTA activities, on school teams, (such as the LAP) the needs of the parents are addressed and met.

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)	19	12	9	4	2	1								47
Intermediate(I)	10	13	9	9	7	2								50
Advanced (A)		8	15	11	13	7								54
Total	29	33	33	24	22	10	0	0	0	0	0	0	0	151

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	1	1									
	I	3	5	1	2									
	A	14	18	5	5	2								
	P	13	8	13	14	8								
READING/ WRITING	B	12	5	2	1	1								
	I	13	9	7	5	1								
	A	6	11	11	14	8								
	P	1												

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	12	6	1	21
4	2	8	5		15
5		1			1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed		1	1		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		9		7		6		23
4			5		5		5		15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1								1
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			1		8		4		13
8									0
NYSAA Bilingual Spe Ed							1		1

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Once the ESL teachers determine that the student is eligible for testing, the LAB-R is given to this student and from the score that he or she receives we determine how much support the student needs to receive. Also Teacher's College assessment is given to each student in our school to determine what literacy skills they have. Running Records are performed to assess their reading and comprehension skills.
2. The NYSESLAT reflects that more support in reading and writing skills is needed. However, it also reflects positive growth as they grow

in their native language last year. The majority of ELLs tested at Levels 2 and 3 in Math and ELA for both third and fourth grades. However, an even number of fourth graders got 2, 3, and 4 in Math, but more students scored at Level 2 than Levels 3 and 4 in ELA. There were more 2s in the third grade ELA than 3s or 4s. The same goes for Math. Therefore, this demonstrates that there needs more time devoted to both subjects so the same pattern is not repeated next year.

4b. Teachers use the results of Assessment to gear instruction to meet the individual students' needs. This is part of differentiated instruction. Additional help in listening and speaking, as well as reading and writing will be provided to the ELLs after school.

4c. The staff is learning that there is a need for more support in improving the reading and writing skills of ELLs compared to their listening and speaking skills. This year we have two periods a day every single day of the week devoted to Balanced Literacy where the students are learning to improve their reading and writing skills by having the teachers model the skills first and only when the students are ready they work on the skills independently. This model of learning is especially helpful to ELLs who may need extra time to work on the task. Scaffolding is another process the teachers are using in our school. We build on prior knowledge of the students. We differentiate instruction for our ELLs. Using visuals is a major resource we use when working with ELLs. Overall, in our school the teachers work together and learn from each other to create the best possible ways of teaching ELLs.

5. No Dual Language is available at this time.

6. Success of our program is to see continued growth in all four components in Language Acquisition. We pride ourselves on students who become proficient and continue to do well in the content area subjects. It is encouraging to see many of our students actively participating in different programs that our school has to offer. This demonstrates their absorption into our school community and into the community at large so they can become exemplary citizens.

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		10/25/10
	Assistant Principal		10/25/10
	Parent Coordinator		10/25/10
	ESL Teacher		10/25/10
	Parent		10/25/10
	Teacher/Subject Area		10/25/10
	Teacher/Subject Area		10/25/10
	Coach		
	Coach		
	Guidance Counselor		10/25/10
	Network Leader		
	Other <u>Reading Teacher</u>		10/25/10
	Other <u>Related Services</u>		10/25/10
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 153 Homecrest					
District:	21	DBN:	21K153	School		332100010153

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	35	35	35		94.3	94.4	94.8
Kindergarten	92	73	72				
Grade 1	84	103	83	Student Stability - % of Enrollment:			
Grade 2	95	75	96	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	95	71		90.0	93.6	94.6
Grade 4	85	64	91				
Grade 5	80	87	64	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		75.0	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		3	1	1
Grade 12	0	0	0				
Ungraded	1	1	4	Recent Immigrants - Total Number:			
Total	543	533	516	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					14	25	14

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	21	21	Principal Suspensions	43	17	7
# in Collaborative Team Teaching (CTT) Classes	14	12	10	Superintendent Suspensions	10	4	3
Number all others	34	35	47				

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	47	44	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	16	6
# receiving ESL services only	152	157	TBD				
# ELLs with IEPs	4	24	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	3	14

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	95.7	100.0	97.6
				% more than 2 years teaching in this school	72.3	81.8	91.1
				% more than 5 years teaching anywhere	74.5	77.3	86.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	91.0	95.6
American Indian or Alaska Native	0.6	0.9	2.1	% core classes taught by "highly qualified" teachers	98.7	100.0	98.3
Black or African American	2.2	1.5	2.3				
Hispanic or Latino	22.5	22.9	22.9				
Asian or Native Hawaiian/Other Pacific	37.0	36.6	36.8				
White	37.4	37.0	35.5				
Male	53.0	52.9	50.8				
Female	47.0	47.1	49.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category			
	In Good		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:

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	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:	B	Overall Evaluation:					NR
Overall Score:	50.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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