



**P.S. 152 DYCKMAN VALLEY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 152 DYCKMAN VALLEY**  
**ADDRESS: 93 NAGLE AVENUE**  
**TELEPHONE: 212-567-5456**  
**FAX: 212-942-6319**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310600010152 **SCHOOL NAME:** P.S. 152 Dyckman Valley

**SCHOOL ADDRESS:** 93 NAGLE AVENUE, MANHATTAN, NY, 10040

**SCHOOL TELEPHONE:** 212-567-5456 **FAX:** 212-942-6319

**SCHOOL CONTACT PERSON:** Julia Pietri **EMAIL ADDRESS:** JPietri2@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yamilet Lopez

**PRINCIPAL:** Julia Pietri

**UFT CHAPTER LEADER:** Anne Bishop

**PARENTS' ASSOCIATION PRESIDENT:** Maria Gil

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 06 **CHILDREN FIRST NETWORK (CFN):** Children First Network (CFN) 601, Network Plus

**NETWORK LEADER:** LAWRENCE BLOCK/Jose V. De La Cruz

**SUPERINTENDENT:** MARTHA MADERA

**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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Julia Pietri	Principal	Electronic Signature Approved. Comments: Y
Anne Bishop	UFT Chapter Chair	Electronic Signature Approved. Comments: Y
Maria Gil	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Y
Raissa Rodriguez	Parent	Electronic Signature Approved. Comments: Y
Herminia Perello	DC 37 Representative	Electronic Signature Approved. Comments: Y
Inaya Assal	UFT Member	Electronic Signature Approved. Comments: Y
Yamilet Lopez	UFT Member	Electronic Signature Approved. Comments: Y
Vivianna Ramirez	Parent	Electronic Signature Approved. Comments: Y
Altagracia Guzman	Parent	Electronic Signature Approved. Comments: Y
Ana Aybar	Parent	Electronic Signature Approved. Comments: Y
Marittza Guillermo	Parent	Electronic Signature Approved. Comments: Y

\* 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.

The PS 152M school vision is "Hope, Honor and Respect through Education". It is a community of learners where members: Honor each other's words; students, families, and staff are treated with Respect, and a rigorous academic curriculum instills in students the Hope of reaching their highest potential.

P.S. 152M is located in the Washington Heights/Inwood section of Manhattan in District 6. It is a "Zoned" public elementary school with 831 students. It is also a Children's Aid Society (CAS) Community School.

On the last two NYC Progress Reports the school earned an "A", and was rated as "Well Developed" on its most recent Quality Review.

Student groupings include monolingual classes containing homogeneously grouped English Language Learners (ELLs), a Spanish Dual Language Program, and Spanish bilingual classes from kindergarten through grade 5.

A strong sense of community is fostered at the school through its links with parents. The Parents Association (PA) holds monthly meetings.

Partnerships that the school enjoys include: The Columbia Presbyterian Hospital on-site School-Based Mental Health Clinic, Healthy School/Healthy Families Program, Inside Broadway Theater Program, The American Ballroom Theater, Columbia University, and Reading Reform.

Reading instruction in kindergarten through grade 3 is implemented following the scientifically-based guidelines of the Federal Reading First Grant. Grades 4 and 5 implement Balanced Literacy.

An integrated Social Studies/Literacy (Writing) curriculum written by Professional Learning Teams (PLTs) is utilized across all grades.

The School is in its seventh year of implementation of the University of Chicago Everyday Math Program which aligns Math to the NCTM Standards.

Science instruction is predominantly delivered by the school's two (2) Science Cluster Teachers. Grades 3 and 4 students receive a minimum of three (3) periods of science each week. This includes one (1) period conducted in the science laboratory. The Harcourt Core Curriculum is used.

Intervention Services and a 37½ minute extended day program are provided to targeted students; Grade 3-5 students performing at Levels 1 and 2, **Students With Disabilities** (SWDs), ELLs, and Early Childhood students who are at risk. Saturday and Holiday Enrichment Academy Programs for

selected students in grades 3-5 are also offered in the early winter. Supplementary Support Services (SES) are provided on-site by the providers Learn-it and Building Educated Leaders for Life (BELL).

The school provides professional development opportunities to support the needs of its staff. The weekly class schedules are designed with common prep periods per grade. During these times, Professional Learning Teams benefit from professional development workshops which focus on planning activities that address the needs or trends identified from progress monitoring data.

The school has a Title 1 Accountability Rating as a School in “Focused” Corrective Action, year 2.

P.S. 152’s Comprehensive Educational Plan for 2010-2011 therefore reflects a concerted team effort to improve the academic achievement of all students, with an emphasis focused on interventions for ELLs, SWDs, and students who have been identified as being at risk who have not met the standards in Reading.

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										
<b>School Name:</b>		P.S. 152 Dyckman Valley								
<b>District:</b>		6	<b>DBN #:</b>		06M152	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<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		35	34	36			92.8	93.6	TBD	
Kindergarten		114	107	99						
Grade 1		121	117	131	<b>Student Stability - % of Enrollment:</b>					
Grade 2		124	102	127	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		173	154	133			94.2	92.55	TBD	
Grade 4		208	157	148						
Grade 5		194	193	151	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			74.9	84.4	92.7	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			7	12	TBD	
Grade 12		0	0	0						
Ungraded		1	0	0	<b>Recent Immigrants - Total Number:</b>					
Total		970	864	825	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							6	6	2	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<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		32	27	20	Principal Suspensions		11	12	TBD	
# in Collaborative Team Teaching (CTT) Classes		28	26	28	Superintendent Suspensions		20	8	TBD	
Number all others		63	79	65						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>					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		171	169	128						

# in Dual Lang. Programs	16	29	47	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	180	148	143	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	7	70	Number of Teachers	86	75	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	22	17	TBD
				Number of Educational Paraprofessionals	2	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(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	100	100	TBD
				% more than 2 years teaching in this school	75.6	84	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	68.6	74.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	92	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96	95	TBD
Black or African American	1.4	1.2	0.4				
Hispanic or Latino	97.7	97.8	98.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.2				
White	0.6	0.7	0.8				
Multi-racial							
<b>Male</b>	49.9	48.3	51				
<b>Female</b>	50.1	51.7	49				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)	<input 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"/>						
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	3	5	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	81.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



## 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"/> Goal # 1 - To increase reading levels of all students including SWDs and ELLs in grades K to 5	<input type="checkbox"/> By June 2011, the reading levels of all students including SWDS and ELLs will increase on average 1.0 years growth, as measured by Fountas and Pinnell Reading Levels.
<input type="checkbox"/> Goal # 2 – To strengthen the existing curriculum framework by aligning Reading and Writing across the grades.	<input type="checkbox"/> By June 2011, all teachers (grades K to 5) will implement units of study from the PS 152M Literacy Framework Curriculum Map, aligned to NYC Scope and Sequence, NYS content, NYS Standards, and Federal Common Core Standards.
<input type="checkbox"/> Goal #3 – To ensure that all students including ELL students in grades K-5 are provided with access to grade appropriate content in Social Studies, Science, Reading, and Writing.	<input type="checkbox"/> By June 2011, all teachers in grades K – 5 will implement units of study from the PS 152M Literacy Framework Curriculum Maps, aligned to NYS ESL Standards, using a variety of differentiated instructional strategies to meet the needs of the ELLs.
<input type="checkbox"/> Goal #4 – To ensure alignment between Professional Development opportunities for Staff and classroom implementation of Balanced Literacy Components and Strategies.	<input type="checkbox"/> By June 2011, all teachers in grades K – 5 will participate in weekly Professional Development (PD) workshops focusing on Balanced Literacy and implement instructional strategies presented in the PD sessions. This will be measured by Administrative Walks and actionable feedback.
<input type="checkbox"/> Goal #5 – To ensure collaboration that is consistent and continuous, between General Education, ESL, and Special Education teachers servicing students in both Self Contained and Integrated Co-Teaching (ICT) classes.	<input type="checkbox"/> By June 2011, grades K – 5 ICT, Self-Contained, and ESL teachers will participate in monthly Professional Development workshops, focusing on effective strategies to improve the delivery of instruction to the students in their classes.



## 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** **Reading for all Students including**  
**(where relevant) :** **SWDs and ELLs in grades K to 5**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 1 - To increase reading levels of all students including SWDs and ELLs in grades K to 5</p>
<p><b>Action Plan</b>  <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> <p>Administrators will collect and review Fountas and Pinnel Reading charts monthly to identify learning reading growth trends for all students including SWDs and ELLs and help teachers move instruction based on information gleaned from the data.</p> <p>Grade supervisors will observe and monitor “Balanced Literacy/Workshops in Reading and Writing” to ensure that they adhere with the protocols and common language established in school based professional development and include differentiated activities for the SWDs and ELLs.</p> <p>Administrators in collaboration with an educational consultant will analyze and provide feedback documentation to teachers regarding the quality of their differentiation of instruction for SWDs and ELLs while implementing the units of study from the PS 152M Literacy Framework Curriculum.</p> <p>Monthly “data” grade meetings will be used for teachers and administrators to fine tune whole grade best practices in moving instruction for all students including SWDs and ELLs.</p> <p>Teachers will administer to all students the DRA II three times during the academic year, September, January and May. They will also progress monitor by conducting running records on the at risk students, SWDs and ELLs every 4 to 6 weeks as delineated by the school</p>

	<p>testing calendar. Teachers will analyze the mis-cue analysis and responses to comprehension questions obtained during the running records to differentiate instruction for all students including SWDs and ELLs in their classes.</p> <p>Professional literature and workshops on the topic of Differentiation of Instruction will be given to all teachers to guide them in differentiating their planning to meet the needs of all students including SWDs and ELLs in Reading and Writing Workshops.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <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"/></p> <p>The school has four Assistant Principals who in conjunction with the School-wide Literacy Coach give Staff Development Workshops to include strategies for differentiation of instruction to meet the needs of all students including SWDs and ELLs as well as using data to move instruction, ensure teacher support, and supervise instruction in the grades they are assigned to. The grade assignments are as follows; one Assistant Principal supervises and supports the Early childhood grades K, 1, and 2, while the other three Assistant Principals each academically supervise and support a testing grade, 3, 4, and 5.</p> <p>In addition to the overall supervision of the grades the Assistant Principals are responsible for, parent outreach to inform them of student growth, progress monitoring, safety, and compliance.</p> <p>An educational consultant has been hired to be on-site approximately once a week to work with all constituencies in the building. The ensures the cohesiveness of the school's educational mission, common language.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Formal and Informal Observations of the Reading Workshops          Conference Logs (student/teacher)          Review of Lesson Plans          Monthly collection of whole class reading level charts</p>

**Subject Area**  
 (where relevant) :

**Strengthening the literacy curriculum framework.**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal # 2 – To strengthen the existing curriculum framework by aligning Reading and Writing across the grades.</p>
<p><b>Action Plan</b> 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> <p><input type="checkbox"/> Workshops were held in the Spring of 2010 to prepare the administration and whole pedagogical staff to be able to uniformly launch the implementation of the Reading and Writing units of study from the PS 152 Literacy Framework.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p><input type="checkbox"/></p> <p>The school has four Assistant Principals who each give Staff Development Workshops to include the use of materials and highlights of best practices to use during the implementation of the units of study from the PS 152M Literacy Framework curriculum. They will also ensure teacher support in the implementation of the units, and supervise instruction in the grades they are assigned to.</p> <p>To ensure the cohesiveness of the school's educational mission and common language when implementing the PS 152M Literacy Framework , an educational consultant has been hired to be on-site approximately once a week to work with all constituencies on Balanced Literacy and the PS 152M Literacy Framework .</p> <p>Utilizing SINI funds the school conduct both Spring and Summer Curriculum Writing Institutes, where teachers from across the grade, the ESL Team and Special Education worked together to align the PS 152M Literacy Framework to the NYC/NYS Standards and the National Core Standards.</p> <p>Consultants from the Step-up to Writing Program also gave Staff Development Workshops to pedagogical staff which included intervention, ESL and Special Education teachers</p> <p>Classroom libraries have been inventoried and tailored to meet the needs of each class's independent reading levels.</p> <p>In all grades, authentic literature/ trade books were purchased and supplied to teachers to</p>

	launch units of study and to teach specific writing skills and strategies.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Formal and Informal Observations Conference Logs (student/teacher) Review of Lesson Plans Review of student work

**Subject Area**  
(where relevant) :

**Content availability in Social Studies, Science, Reading and Writing**

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal #3 – To ensure that all students including ELL students in grades K-5 are provided with access to grade appropriate content in Social Studies, Science, Reading, and Writing.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> The school as a whole launched the PS 152M Literacy Framework units of study during the third week of school, September 2010. The first unit implemented was the informational unit. Teachers received staff development on launching the units in Spring 2010. They also were supplied with baskets of grade appropriate non-fiction books to use when implementing the informational unit  Continual staff development and support with the Assistant Principals, the School-wide Literacy Coach and the educational consultant occurs on a weekly basis during common prep periods.

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <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"/></p> <p>The school has four Assistant Principals who each facilitate Staff Development Workshops to include the use of ESL methodology and strategies which are aligned to the NYC/NYS Standards during the implementation of the units of study from the PS 152M Literacy Framework curriculum. They also ensure teacher support in the implementation of the units, and access to alternate materials required to meet the needs all students including the ELLs and SWDs in the grades they are assigned to.</p> <p>To ensure the cohesiveness of the school's educational mission and common language when implementing the PS 152M Literacy Framework curriculum, an educational consultant has been hired to be on-site approximately once a week to work with all constituencies on Balanced Literacy focusing on differentiation to meet the needs of all students including ELLs and SWDs when implementing the PS 152 iteracy Framework curriculum.</p> <p>Utilizing SINI funds the school conduct both Spring and Summer Curriculum Writing Institutes, where teachers from across the grades, the ESL Team and Special Education worked together to align the PS 152M Lliteracy Framework curriculum to the NYC/NYS Standards and the National Core Standards.</p> <p>Consultants from the Step-up to Writing Program also gave Staff Development Workshops to pedagogical staff which included intervention, ESL and Special Education teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Formal and Informal Observations  Conference Logs (student/teacher)  Review of Lesson Plans  Review of student work</p>

**Subject Area**  
**(where relevant) :**

**Professional Development and**  
**Implementation of Balanced Literacy**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #4 – To ensure alignment between Professional Development opportunities for Staff and classroom implementation of Balanced Literacy Components and Strategies.</p>
<p><b>Action Plan</b> 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> <p>Weekly, teachers have common preps according to their grade levels. Implementations of strategies presented during these sessions are monitored by informal and formal visits to the classrooms by the Administration.</p> <p>Building Administrators monitor progress in the use of the strategies through written feedback to the teachers and meetings with the principal.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p><input type="checkbox"/></p> <p>The school has four Assistant Principals who each will facilitate Staff Development Workshops to include the use of ESL methodology and strategies which are aligned to the NYC/NYS Standards during the implementation of the units of study from the PS 152M Literacy Framework curriculum. They ensure teacher support in the implementation of the units, and access to alternate materials required to meet the needs of all students including the ELLs and SWDs in the grades they are assigned to.</p> <p>To ensure the cohesiveness of the school's educational mission and common language when implementing the PS 152M Literacy Framework curriculum, an educational consultant has been hired to be on-site approximately once a week to work with all constituencies on Balanced Literacy focusing on differentiation to meet the needs of all students including ELLs and SWDs when implementing the PS 152M Literacy Framework curriculum.</p> <p>The school's data Specialist in collaboration with the official Inquiry Team create charts to track the implementation and success of strategies which are presented in PD workshops.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Formal and Informal Observations Review of Lesson Plans Review of student work</p>

	<ul style="list-style-type: none"> <li>• Review of Inquiry team Strategies Chart</li> </ul>
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**Subject Area**  
(where relevant) :

**Self Contained and Integrated Co-Teaching (ICT) classes**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #5 – To ensure collaboration that is consistent and continuous, between General Education, ESL, and Special Education teachers servicing students in both Self Contained and Integrated Co-Teaching (ICT) classes.</p>
<p><b>Action Plan</b> <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> <p>Schedules of ESL and ICT teachers were created to contain common periods which can be utilized for collaboration and articulation by teachers servicing the same students.</p> <p>One of the school's cluster teacher positions was created and filled as a Special Education Social Studies/ Science position to ensure continuity for the SWDs during prep periods.</p> <p>The school schedule was created to include weekly common grade periods where teachers from ICT and self contained classes are included with the grades of all the students in their multi-age classes, ICT partner teachers were programmed to have more than one preps weekly.</p> <p>Informal and/or formal observations will be conducted monthly to all ICT classes and classes that are serviced with ESL push-in model.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <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"/></p> <p>The school has four Assistant Principals who each facilitate Staff Development Workshops to include collaborative practices by which teachers can develop systems and routines to increase student progress through the use of data without duplication of efforts. They will also ensure teacher support by helping them to adapt the curriculum to meet the needs of the SWDs and ELLs that they service.</p> <p>To ensure the cohesiveness of the school's educational mission and common language when implementing the curriculum, an educational consultant has been hired to be on-site approximately once a week to work with all constituencies on differentiation of instruction to meet the needs of SWDs and ELLs. She also will give staff development on collaborative practices.</p> <p>Utilizing SINI funds the school conduct both Spring and Summer Curriculum Writing Institutes, where teachers from across the grade, the ESL Team and Special Education worked together to align the PS 152M Literacy Framework curriculum to the NYC/NYS Standards and the National Core Standards.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <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"> <li>• Formal and Informal Observations of ICT and Self Contained classes during the implementation of push-in services.</li> <li>• Staff Development Agenda and sign-in sheets</li> <li>• Review of Lesson Plans for evidence of collaborative practices</li> <li>• Collection and analysis of SWDs and ELLs work/progress monitoring</li> </ul>

## **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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**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	18	2		
1			N/A	N/A	8	2		
2			N/A	N/A	5	3		
3	57	6	N/A	N/A	20	4		
4	63	40	63	63	4	1		
5	64	34	64	64	15	2		
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> ELA Intervention is provided through additional Guided Reading sessions that focus on the research based Fountas and Pinnell/ Marie Clay, Reading Behavior Checklist. To meet individual needs of the students, Fountas and Pinnel/Marie Clay research based strategies are taught during these additional sessions. Small group instruction also includes building student comprehension strategies. The research based computer program, Lexia is also available throughout the grades.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Exploring Math is the research based program that is used for intervention throughout the grades. Small group instruction for at risk students is given for 1 period during the school day. The computer programs Math Missions and Fast Track Math are also available. Both the push-in and pull-out models are utilized.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Science informational text and Science Fiction are utilized during the intervention Guided Reading Groups to build Science vocabulary and content knowledge.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Social Studies informational text and Historical Fiction are utilized during the intervention Guided Reading Groups to build Social Studies vocabulary and content knowledge.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Guidance Counselor conducts individual and small group, at risk counseling across all the grades, additional she does parental outreach, staff support, works collaboratively with family worker to address issues, chairs the attendance committee, and works closely with the on-site School Based Mental Health Clinic.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> Psychologists from the on-site School Based Mental Health Clinic work collaboratively with the school Administration and School Guidance Counselor to support families and students who are either at risk or in crisis.</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> N/A
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

## **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)**

**PK, K, 1, 2, 3, 4 AND 5**

**Number of Students to be Served:**

**LEP 313**

**Non-LEP 518**

**Number of Teachers 62**

**Other Staff (Specify) 4 Assistant Principals, 2 Secretaries, 1 Parent Coordinator, 1 Family Worker, 2 Guidance Counselors, 1 Social Worker, 1 ISC Psychologist, 1 ISC Social Worker, 1 ISC Clerical Worker**

**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.

□

There are three types of instructional models offered at PS 152M: Dual language, Transitional Bilingual and ESL instruction. Our Dual Language and Transitional Bilingual Classes are instructed in Spanish and English

A total of 313 are served. As of September 2009, there are:

1. 24 Kindergarten ELL students. Of these 14 are in TB classes and 10 ELL students are in the Dual Language class
2. 41 ELL students in the First Grade. Of these 27 are in TB classes and 14 ELL students are in the Dual Language class
3. 35 ELL students in Second Grade. Of these 25 are in TB classes and 10 ELL students are in the Dual Language class
4. 20 ELL students in Third Grade. Of these 17 are in a TB class and 3 ELL students are in the Dual Language class
5. 20 ELL students in Fourth Grade. Of these 19 are in a TB class and 1 ELL student is in the Dual Language class
6. 28 ELL students in Fifth Grade. Of these there are 20 students in a TB class and 8 ELL students are in the Dual Language class

Placement in all bilingual programs is determined by parent choice. Parents are informed of all the program choices and they select the program they believe is most beneficial to their child. Student scores on the Lab-R and the NYSESLAT exam and used in addition to place students in appropriate bilingual programs (60/40, Dual, and ESL).

The PS 152M Program focuses on balanced literacy and balanced mathematics and is in alignment with the New York City and New York State Native Language Arts, English as a Second language, and National Council of Teachers of Mathematics(NCTM) Standards.

Licensed ESL teachers deliver ESL instruction to ELL students in monolingual classes. These teachers push-in during balanced literacy, writing and content area instructional time and support classroom instruction. Students are seen in small differentiated groups based upon their proficiency levels.

When pushing into monolingual classes across the grades, ESL teachers follow the content curriculum for the period and use ESL methodology to build schema and language.

All students in grades K-3 TB and DL classes participate in the Reading First initiative, which is based upon scientifically research based instructional practices. The instructional practices that support balanced literacy include: whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, modeled writing, and guided writing and strategy lessons. There is an

emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using EL-SOL, E-CLAS-2, DIBELS, IDEL, running records and Trofeos unit tests. In grades 4 and 5 Balanced Literacy is implemented. Our school has combined the Accelerated Literacy Learning Reading and Workshop Model with Step-up to Writing Program. The students receive native language instruction in literacy using units of study from Accelerated Literacy in writing that have been translated to Spanish. Students in grades K-5 TB classes receive instruction in Everyday Mathematics in Spanish. The content areas of Social Studies and Science are presented to the children in English using ESL methodologies.

Push-in ESL services are provided to students in monolingual classrooms in the following units:

- Beginners and Intermediates – 360 minutes per week
- Advanced - 180 minutes per week

Language of instruction in the transitional bilingual classes is 60% Spanish and 40% English. Level of student proficiency in reading, writing, listening and speaking determines the percentage of Spanish and English instruction in the program

Our Dual Language program is a 50/50 model using parallel literacy programs in Trophies/Trofeos by Harcourt. All Dual Language classes are fully equipped to teach Everyday Math in both languages. This year we have begun to link out Social Studies curriculum to our writing English component across the grades.

Our BESIS data indicates we have 234 students with three (3) years or less time in ELL instruction (this includes the new admitted students for this school year) and 77 ELL students have been here for 4-6 years. These students have not passed the NYSESLAT. The ESL teachers push-in and support the students. In addition, all ELLs are included in the Extended 37½ Minute after school program.

The ESL teachers on staff are all certified in ESL. All the teachers in the TB classes possess a Bilingual Common Branch license with Bilingual Extensions. The self contained Dual Language teachers also have a Bilingual Common Branch license. The free-standing ESL teachers are fully certified. Their licenses are on file.

Parent and Community Participation:

PS 152M provides various parental workshops including, Tuesday Math, parent workshops for language development from K to 1 twice a month and book of the month.

The Title III Saturday Academy for ELLs

A Saturday Academy for grade 3, 4 and 5 ELL students which services approximately 70 students in 10 classes, the program will run from February to May of 2010. An Assistant Principal will run the Saturday Academy. The instructional focus of this program is Language Development. A thematic approach/ workshop model format will be implemented during each of the 3 hour Saturday sessions. Vocabulary development, increasing reading comprehension and fine tuning writing techniques will be at the core of each teacher's lessons.

Materials used with the students are linked to the skills being taught in each session. An example a Read Aloud book is Everybody Cooks Rice by Nora Dooley which was read to the students as a during the week that the skill of following instructions was taught. This book acted as not only a literacy link to a skill being taught but also as a segue to highlight cultural differences/similarities around rice. Other materials

being utilized are Skill Builders and Summerbrige Reading published by Rainbowbridge Publishing, Reading Comprehension/Building Vocabulary and Meaning published by Steck Vaughn. We will use our Smartboards (purchased last year) for the Title III program to be able to present the materials being taught utilizing an interactive multi-sensory approach and increase English language development using technology.

**Parent and Community Participation:**

PS 152M will provide various parental workshops including, math parent workshops for language development from K to 1 twice a month, book of the month meetings, monthly parent workshops that are aligned to upcoming school events (i.e. getting your child ready to take the ELA, applying for middle school, understanding the parent teacher conference and asking the right questions at the PTC, understanding rubrics that are aligned to NYS ELA standards in ELA). Each workshop will run for approximately 1½ hours and will be conducted in Spanish and translated into English as needed.

**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.

PS 152M provides a series of professional development for its teachers. We have the Reading Reform Foundation that provides PD in literacy and best teaching strategies. Additionally, two half-time Reading First Coaches whom will provide constant professional development to our ELL and Bilingual Teachers. With the Title III funds, we will provide additional professional development to our ESL and Bilingual teachers in the areas of scaffolding for ELLs and differentiated instruction.

**Section III. Title III Budget**

—

**School: PS 152M, DYCKMAN VALLEY SCHOOL (06M152)**

**BEDS Code: 310600010152**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$16,815.56	<input type="checkbox"/> We will run a Title III ELL Afterschool Program  Teachers: 10 Teachers X 8 Weeks X 1 Day a week X 3.5 hrs Total

		<p>280 HRS X Rate: \$49.89 = \$13,969.20</p> <p>School Aids: 1 School Aid X 8 Weeks X 1 Day a week X 4 hrs Total 32 HRS X Rate: \$17,52 = \$560.64</p> <p>School Secretary: 1 Secretary X 8 Weeks X 1 Day a week X 2.5 hrs Total 20 HRS X Rate: \$30.75 = \$615.00</p> <p>Supervisor: 1 Supervisor X 8 Weeks X 1 Day a week X 4 hrs Total 32 HRS X Rate: \$52.21 = \$1,670.72</p>
<p><b>Purchased services</b> - High quality staff and curriculum development contracts</p>	\$15,000.00	<p><input type="checkbox"/></p> <p>Reading Reform Foundation will come into our school and provide one on one professional development with our Bilingual Teachers.</p> <p>15 Sessions at \$1,000.00 per session Totals: \$15,000.00</p>
<p><b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	\$19,164.44	<p><input type="checkbox"/></p> <p>We will purchase \$10,000.00 in supplemental materials for our ELL program. These include books, teachers guides, workbooks and other consumables.</p> <p>We will also purchase \$9,164.44 in supplemental classroom materials for our ELL students, Bilingual Classes and techers.</p>
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **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.

**The Home Language Survey and Ethnic Survey at registration informs us of our students' home-language. Parent surveys on our progress report states our translation needs.**

### **Description of how records are maintained (eg ATS, Emergency Cards, HLIS Surveys etc)**

Data is entered and updated on a regular and ongoing basis. The pupil accounting secretary along with the family worker also maintains the student records (ie emergency cards and HLIS surveys). Incorrect and/or inconsistent data is weeded out and identified by our School Data Manager on a regular basis to later be corrected by the pupil accounting secretary.

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.

Since ninety-eight percent of our students come from Hispanic descent the home language of the majority of our students is Spanish. All of our correspondence is in Spanish and we have translators available in Spanish.

According to our ATS data, the language determined by the Home Language Identification Survey (HLIS) the language predominantly chosen is Spanish (84.36%). Of our parents 15.05% chose English as their primary language. We also have two students that speak Arabic, one that speaks Lithuanian, one that speaks Russian and one that speaks Telugu. We offer language interpretation via phone and all forms are sent to the parents in the language they are comfortable reading.

The language chosen in the HLIS is shared with the teachers and staff. It is included in the student cumulative record and printouts are also given to the teachers at the beginning of the school year and also at their request.

### **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.

All of our parent communications are bilingual Spanish/English; this includes but is not limited to, parent notices, report cards, interim progress reports, home-school connections in literacy and math, and calendars. The CEP will be translated into Spanish and soon to be posted on the school website.

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.

To assist families when they visit the school, the main office always has at least one (1) staff member in it who speaks both English and Spanish. The Parent Coordinator, Family Worker, and all three (3) Guidance Counselors speak Spanish. Para-professionals and counselors are available for translations when needed; i.e. parent- teacher conferences. Our parent workshops, orientations, and PTA meetings are conducted in both languages.

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>.

Translated versions of Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services are kept in a binder in the main office.

## 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:	\$739,261	\$162,335	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,393		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$36,963	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$73,926	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
91.8%

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.

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

III. Discretionary School Parental Involvement Policy Components

IV. Adoption

### **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 Responsibilities

PS 152M will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

By crafting and implementing lessons and activities that follow the New York State Reading and Social Studies Standards and focus on vocabulary development and comprehension that will be implemented in an effort to promote English Language acquisition.

2. Hold Fall and Spring Parent-Teacher Conferences during which this compact will be discussed as it relates to their individual children's achievement. 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Access to interim testing results on ARIS, Fountas and Pinnell Independent Reading Score Levels at least three (3) times a year, and report cards.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: By mutual appointment during teacher prep periods, during fall and spring Parent Teacher Conferences.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can volunteer at the school through the Parent Coordinator, they are also invited to assist teachers during culminating student activities and as chaperons on class trips.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), during Parent Association and/or SLT meetings.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

#### Optional Additional Provisions

#### Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

\_\_\_\_\_  
SCHOOL          PARENT(S)          STUDENT

\_\_\_\_\_  
DATE          DATE          DATE

(Please note that signatures are not required)

**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.

The 2009-2010 ELA scores indicate that, PS 152M ELLs, SWDs and Students in the lowest 1/3 Citywide, despite the re-calibration of the NYS Scores have progressed on average by 7.8%. The greatest challenge still remains in closing the achievement gap for these students in ELA. P.S. 152 will therefore continue to focus interventions for ELLs, SWDs, and students who have been identified as being at risk who have not met the standards in English Language Arts.

2. Schoolwide reform strategies that:

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

Based on prior year reflections and data the staff has identified vocabulary development, higher order questioning and differentiation of instruction as the areas to focus on to best support student learning and increase student achievement for the ELLs, SWDs, and Students in the lowest 1/3 Citywide.

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.

- CBO relationships with The Children’s Aid Society (CAS) and B.E.L.L. (Building Educated Leaders for Life) provide additional academic services, as well as family assistance services. Specifically PS 152 has a CAS Afterschool Program, Holiday Programs and a Summer Camp that is both academically and enrichment based. Additional B.E.L.L. has invited PS152m to partner with them in the 21<sup>st</sup> Century Grant. This partnership will enable 200 more PS152M students to participate an afterschool program, and a non-mandated summer school that also focuses on academics and enrichment.

- o Help provide an enriched and accelerated curriculum.

- Alignment of the Literacy Framework to NYS and Common Core Standards which integrate Social Studies/Literacy Writing Curriculum
- Whole school implementation of the components of Balanced Literacy

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- CBO relationships with The Children’s Aid Society and B.E.L.L. (Building Educated Leaders for Life) provide additional academic, as well as family assistance services.
- CBO relationship with New York Presbyterian Hospital for Mental Health Services includes two on- site psychologists to provide counseling and resources to parents and students
- Scheduling of AIS services to facilitate the push-in model of ESL across all the grades

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

N/A

3. Instruction by highly qualified staff.

PS 152 has a highly qualified senior staff.

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.

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

The tone of the building which focuses on data driven, differentiated instruction and the grades on the most recent NYC Progress Reports and Quality Reviews are the most successful strategies that the school implements to attract teachers to join its staff.

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

Parents are encouraged to participate in culminating activities at the end of units of study, monthly PA meetings and various other curriculum based celebrations.

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

The School pre-screens graduating pre-kindergarten students to determine their English Language and School Readiness Skills to place them into Kindergarten classes according to their needs. An on-site Early Head Start (0 to 3) Program has been established through our Children’s Aid Partners. Parents with the help of the Children’s Aid staff which consistently collaborates with PS 152M staff are assisted with their pre-schoolers in the program to making smooth transitions into elementary school.

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

Grade meetings are conducted monthly to identify student needs, trends and make curricular decisions. The School Cabinet meets regularly with the coach, the school-wide consultant and the intervention team to also make instruction decisions.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students are screened according to assessments like the K-3 EClass, DRA, State Assessments (in ELA and Math) and the Scantron Performance Series. Balanced literacy is being used to address the differentiated needs of all students. Exploring Math and Fast Track Math.

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.

The school enjoys a partnership with the Children's Aid Society which supports whole family needs, Healthy Schools Health Families – an on-site nutrition and physical fitness program from the local hospital (New York Presbyterian) is another partner which helps address the children's' needs.

## **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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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)
Title I, Part A (Basic)	Federal	Yes			\$739,261	True	This Allocation/Funding Source Supports All of our School Goals
Title I, Part A (ARRA)	Federal	Yes			\$162,335	True	This Allocation/Funding Source Supports All of our School Goals
Title II	Federal			N/A	\$554,825	True	This Allocation/Funding Source Supports All of our

							School Goals
Title III	Federal			N/A	Amount Pending (FY 2009-2010 Allocation Amount was \$50,980)	True	This Allocation/Funding Source Supports All of our School Goals
IDEA	Local			N/A	\$116,817	True	This Allocation/Funding Source Supports All of our School Goals
C4E	Federal			N/A	\$338,120	True	This Allocation/Funding Source Supports All of our School Goals
Tax Levy	State			N/A	\$4,601,850	True	This Allocation/Funding Source Supports All of our School Goals

<sup>1</sup>**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.

<sup>2</sup>**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

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

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

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

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

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

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

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

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

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

4. Coordinate with and support the regular educational program;

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

5. Provide instruction by highly qualified teachers;

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

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

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

7. Provide strategies to increase parental involvement; and

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)

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

N/A

(WE ARE NOT TARGETED ASSISTANCE WE ARE SCHOOL WIDE PROGRAM)



On-going professional development and curriculum writing /lesson planning in Social Studies/ELA integrated units of study are conducted weekly during Circular 6 periods. Results from the DRA and running records are used to differentiate instruction and increase academic rigor.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

PS 152M provides a variety of professional development opportunities for its teachers. Some structures that are in place include, cycles of weekly grade professional workshops which are conducted by a Consultant that is in the building almost weekly, monthly Faculty Meetings, Grade Meetings, and grade specific Inquiry Teams. Additionally there is a building-wide Literacy Coach. The needs of the ELLs, SWDs and Students at Risk are addressed in all these venues. The school provides additional professional development to ESL and Bilingual teachers in areas of scaffolding and differentiated instruction for ELLs and SWDs. Additionally, the school has contracted professional Consultant from the Step-Up-to-Writing program who has given workshops and conducted model lessons across the grades.

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

A classroom-based teacher mentoring model has been selected to meet the professional development needs of the one newly certified teacher on staff, who is a Special Education Teacher in a Bilingual Integrated Co-teaching Class (CTT) and is therefore always teaching ELLs and SWDS. The ½ Literacy Coach/ intervention teacher will meet with her at least two times a week to share best practices, develop lesson plans, and support in implementation of the curriculum. Additionally the Special Education Supervisor provides guidance and modeling on how to write and implement I.E.P.s, as well as differentiation of instruction for ELLs.

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

During a Parents' Association Meeting, the Principal informed parents of the school's improvement status. She used over-head slides of charts delineating the analysis of student testing data that lead to school to become in School in Corrective Action Year 1. She conducted the meeting in Spanish after the attendees were surveyed as to their language needs. A letter informing parents, of the improvement status, which was written in English and

Spanish was also sent to parents of all students enrolled at the school.

## **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>

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### **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.)

4

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

Students in Temporary Housing receive academic intervention services, counseling and after school tutoring if necessary. In addition the school put aside money from its Title I SWP to provide funding for clothing, transportation (i.e. metro-cards) and school supplies as needed. Our Children's Aid Society (CAS) partners also assist families in crisis. CAS is able to assist with rent arrears to prevent families from being placed in the shelter system. The CAS New York Times neediest cases fund can also be tapped for emergency food, seasonal clothing, and home furnishings necessities.

### **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\_06M152\_020811-155726.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 <b>Childrens First</b>	District <b>06</b>	School Number <b>152</b>	School Name <b>Dyckman Valley</b>
Principal <b>Julia Pietri</b>	Assistant Principal <b>Stella Castillo</b>		
Coach <b>Laya Ameri-Fernandez, Literacy</b>	Coach <b>N/A</b>		
Teacher/Subject Area <b>Jenny Moon, ESL Teacher</b>	Guidance Counselor <b>Rosa Moreno</b>		
Teacher/Subject Area <b>Sonia Kim, ESL Teacher</b>	Parent <b>Maria Gil</b>		
Teacher/Subject Area <b>Simone Escano, Dual Language T</b>	Parent Coordinator <b>Lucy Aguirre</b>		
Related Service Provider <b>Luz Narvaez, IEP Teacher</b>	Other <b>T. Outerbrigde, Pupil Secretar</b>		
Network Leader <b>Larry Block</b>	Other <b>Mr. Grisevich, AP/Testing Coor</b>		

#### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>777</b>	Total Number of ELLs	<b>244</b>	ELLs as Share of Total Student Population (%)	<b>31.40%</b>
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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.

- PS 152 has a system in place to ensure that parents understand all the programs offered at our school. As part of the registration process, parents must complete a Home Language Identification Survey (HLIS), which includes an informal oral interview. The interview is conducted in English or Spanish, depending on the parent's preference. The interview is conducted by an ESL teacher or a bilingually licensed assistant principal. Once the HLIS is completed, and the results of HLIS indicate that the child must be tested, the parents are informed about the programs available in the school. They are also informed that if the child passes the LAB-R, they are not entitled to the Transitional Bilingual Program. If this is the case, parents are then informed that they have the right to select a Dual Language Program based on availability. Parents of children who score out of bilingual entitlement, are informed, that their children will be transferred to the monolingual program and will not get ESL services. The school communicates to the parents that, immediately after students are identified as potential English Language Learners (ELLs), they have to take the LAB-R and the LAB in Spanish if they failed the LAB-R. The LAB-R and the LAB-Spanish are administered to the students by the ESL teachers and/or the bilingual coordinator within 10 days of the admission of the students. Parents are also informed that students are evaluated every year, and that those students who do not pass the LAB-R must be annually evaluated using the New York State English As a Second Language Achievement Test (NYSESLAT). Students must take the NYSESLAT yearly until they attain a score of Proficiency.

- Within two weeks of the child's registration, parents are sent an invitation to attend a session where they learn about programs at the school and the choices available. Meetings are conducted for the parents of newly arrived students. During these meetings parents are required to watch a video that explains all the different types of programs available citywide. During this meeting, the bilingual coordinator/assistant principal explains the various programs available in the school. A question/answer session is held following the viewing where the details of all the programs are then explained in full detail. The bilingual coordinator assistant principal, ESL teachers, guidance counselor and the parent coordinator are responsible for informing the parents of all the programs available not only in our school, but also citywide.

After the group presentation is completed, individual interviews with parents are conducted to help them select the program that best addresses the needs of their children.

- PS152 ensures that entitlement letters are distributed every year as soon as we receive the results from the NYSESLAT. We also ensure that Parent Survey and Program Selection Forms are returned during the meetings held for parents of ELLs. We track the Program Selection Forms by recording the return dates of the forms for every ELL in the school. When parents do not return the Program Selection Form, we re-send the forms and reach out to parents by phone. If any parent does not return the form, the default program for ELLs is the Transitional Bilingual Education as per CR Part 154, when the program is available at the school.

- ELL students are placed in their corresponding programs according to parents' choice and program availability. Additionally, students are placed in classes according to their English language proficiency as per LAB-R and/or NYSESLAT results. Parents get the communication in written and/or oral form and in English or Spanish based on parents' native language. Written and/or oral communications are sent home in English and Spanish depending on the parents' preferred language or native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, data demonstrates that parents are choosing to place their students in monolingual classes with the Freestanding ESL Program. In the academic year 2009-2010, 54% of the parents of ELLs selected bilingual classes, while 46% selected Freestanding ESL. This year, 2010-2011, 57% of the parents of ELLs

selected Freestanding ESL, and 43% selected a Bilingual Program, within this 43%, 9% of these parents selected the Transitional Bilingual Program. This data indicates there has been a decrease of parents selecting the Transitional Bilingual Program and an increase of parents selecting the Dual Language Program. Last school year only 14% of the parents selected the Dual Language Program, in contrast to this year where 34% of the parents selected this program.

- Our current program models have been changing to honor parents' requests. For example, last school year we had six transitional bilingual and six dual language classes. However, this academic year, we only have one transitional and six dual language classes, because most of our parents are opting for having their students in a Freestanding ESL program or a Dual Language Program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	0	0	0	0	0	0	0	0	0	0	0	1
<b>Dual Language</b> <small>(50%:50%)</small>	1	1	1	1	1	1	0	0	0	0	0	0	0	6
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	0	2	1	1	1	0	0	0	0	0	0	0	7
<b>Push-In</b>	0	1	1	3	2	2	0	0	0	0	0	0	0	9
<b>Total</b>	3	3	4	5	4	4	0	0	0	0	0	0	0	23

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	244	Newcomers (ELLs receiving service 0-3 years)	189	Special Education	54
SIFE	9	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	2

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)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

<b>TBE</b>	22	0	2	0	0	0	0	0	0	0	22
<b>Dual Language</b>	77	6	8	5	5	0	0	0	0	0	82
<b>ESL</b>	90	2	44	48	0	0	2	0	0	0	140
<b>Total</b>	<b>189</b>	<b>8</b>	<b>54</b>	<b>53</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>244</b>
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>											

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	48	38	48	46	49								244
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
<b>TOTAL</b>	<b>15</b>	<b>48</b>	<b>38</b>	<b>48</b>	<b>46</b>	<b>49</b>	<b>0</b>	<b>244</b>						

<b>Dual Language (ELLs/EPs)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	10	6	10	14	14	10	13	15	5	14	30	0							82	59
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0							0	0
<b>TOTAL</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>14</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>15</b>	<b>5</b>	<b>14</b>	<b>30</b>	<b>0</b>	<b>82</b>	<b>59</b>						

<b>Dual Language (ELLs/EPs)</b>										
<b>9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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): <u>59</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>59</u>
	Other: <u>0</u>

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	5	16	24	35	31	28								139
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	5	16	24	35	32	28	0	0	0	0	0	0	0	140

## 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.

- At PS 152 instruction is delivered through two different models, both the Push-In and Pull-Out models are used. Students are grouped homogeneously according to proficiency level for the Push-In model. Students stay in the same class during the Push-In block. For the Pull-Out model, students for the most part are pulled out from different classes, at the same grade level, but in one case, in grades two and three, students are pulled together.

- The organization of PS 152 staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Native Language is used for instruction in the Bilingual Transitional classes and to support the ELLs learning. Language allocation of 60/40, 50/50, 25/75 is selected according to the student's level of English Language Proficiency. The Native language for the students in our Transitional Bilingual is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYC Language Allocation Policy and reflect a 40% English / 60% Spanish for beginner ELLs, a 60% English / 40% Spanish for Intermediate ELLs and Dual Language Students and a 75% English / 25% Spanish for advanced ELLs. Students are homogeneously placed in the Freestanding ESL program according to their proficiency level, to ensure they receive the appropriate minutes of instruction as per CR Part 154 indicates. Students in our Transitional Bilingual program receive native language arts as per CR Part 154 mandates.

- Our instructional model uses the Balanced Literacy and Balance Mathematics. The Mathematics curriculum is aligned with the NYC and NYS Council of Teachers of Mathematics Standards. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are:

- Read Alouds
- Independent Reading and Writing
- Shared and Guided Reading Instruction

All instructional decisions and planning for each program are based on students' data and its analysis. All our teachers are provided with the opportunity to receive ongoing professional development on how to use data to differentiate instruction. The Native language for the students in our Transitional Bilingual Program is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYC Language Allocation Policy and reflect a 40% English / 60% Spanish for beginner ELLs. ELLs in Dual Language classes receive a 60% English / 40% Spanish. All classes differentiate instruction based on individual student language proficiency levels and academic achievement (i.e. whole group instruction, small group instruction, one to one conferencing and differentiated tasks). The English Language proficiency levels for all ELL students are measured yearly with the administration of the NYSESLAT. Due to the lack of enrollment of documented Gifted and Talented students, PS 152 has created a bridge 4/5 dual language class and maintained the last cohort of G+T/Dual Language students who are not longer ELLs and are not in the 4th grade together. The guiding philosophy in these 60% English / 40% Spanish dual language classes is:

- To provide a rich learning and challenging environment with the implementation of a rigorous curriculum to meet the needs of each individual student.
- Student use of both languages (English and Spanish) equally across content areas

- An in depth accelerated pace of study as delineated by K-5 uniform literacy framework.

Our Freestanding ESL Program addresses the needs of the ELLs who by parental choice have been placed in monolingual English classes. The frequency by which an ESL teacher either Pushes or Pulls these students is determined by each child's NYSESLAT or LAB-R score. These children have been opted out of either the Bilingual Transitional Program or the Dual Language Program by their parents after the parents have attended a parent meeting and/or one-to-one meeting where all programs offered at the school were explained to them.

The Freestanding ESL Program offers:

- Both Pull-Out and Push-In models of instruction
- Students are placed in monolingual classes according to their English language proficiency levels
- ESL instruction is aligned to the NYS English as a Second Language learning standards
- ESL Teachers use data to drive instruction and differentiate tasks

Our ESL teachers use a variety of ESL strategies such as total physical response, songs and chants, use of realia , scaffolding instruction, repetition, graphic organizers, interactive read alouds, sequencing, pantomiming, the Language Experience Approach , predicting, story mapping, checklists, the Step-Up to Writing Program and rubrics to accommodate the needs of their students constantly. Additionally many of our ELL students receive intervention services in reading and/or math.

- PS 152 differentiates instruction for Students with Interrupted Educations (SIFE) by having teachers who speak the student's native language help them develop higher levels of their native language skills while they acquire English. These students follow the 60\40 model of language allocation throughout the school day. Teachers are notified as to who their SIFE students are so that they can plan accordingly. Additionally, SIFE students receive intervention in reading and math as supplementary services during the school day.

- Newcomers are addressed through an emphasis of English language vocabulary development. To best support their academic needs the 60\40 model of language allocation along with flexible grouping and continuous assessments are utilized in the planning and implementation of instruction. ELLs in the testing grades third, fourth or fifth, are taught emergent literacy simultaneously in English and Spanish. Those students must take all the city assessments just like the non-ELL students and they must take the ELL periodic assessments as well. Teachers analyze the results of these assessments and data driven lessons are taught according to the students needs.

- We currently have 53 ELL students who are receiving services for four to six years. 16.9% of those students are in third grade, 41.5% are in fourth grade and 41.5% are in fifth grade. 9.4% of those students are in a Dual Language Program and 90.5% are in our Freestanding ESL Program. All of these students are mandated to receive 37½ minutes of instruction during the school's small group Extended Day Program. They also receive additional support in literacy when they participate in our early winter Saturday Academy Program. General classroom teachers and ESL teachers use the results of the NYSESLAT, predictive assessments and period assessments to differentiate their lessons for these ELLs.

- We currently have two long term ELLs who are in our Freestanding ESL Program. We are using a Push-In model to maximize the amount of instructional time they receive. They receive extra support in the early winter Saturday Academy Program and intervention during the school day in literacy and math. In addition, these students are invited to participate during the Extended Day Program from Monday through Wednesday during the entire school year.

- ELLs identified as having special needs are provided with special services as mandated by their Individual Educational Plans (IEPs) within compliance deadlines. We have special education providers available to provide services to our students in the areas of: speech and language, physical therapy, occupational therapy, counseling, hearing services, Special Education Teacher Support Services (SETSS), Integrated Co-Teaching Classes and Self-Contained Classes.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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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?

- Our ELLs receive targeted intervention in literacy and math. They also received intervention on literacy and math in their native language, Spanish, when they are new arrivals.
- Former ELLs are closely monitored at our school. They are provided with testing accommodations of extended time and separate location during the administration of the New York City and New York State tests or assessments and during classroom quizzes. PS 152 offers literacy and math intervention to all the ELLs who score lower than a level 2 or a low level 3 on the New York State ELA and/or Math Tests.
- PS 152 is a former Reading First School. This school year Balanced Literacy will be implemented across all the grades. This change in pedagogy will ensure that students have multiple entry points into the curriculum and will benefit from differentiated instruction that is data driven. Students will receive literacy instruction in small guided reading groups and literature circles.
- Due to parents' choice, this school year the school has decreased the number of transitional bilingual classes. There is only one transitional bilingual class in the first grade, where as there was one transitional bilingual class per grade last school year.
- ELLs have equal access to all programs available in the school. They are offered the Extended Day Program of 37½ minutes after school small group tutoring. They are also invited to participate in the Saturday Academies offered throughout the year. ELLs also receive academic intervention services to increase their academic success in Mathematics as well as English Language Arts. The Supplemental Educational Services (SES) partners at the school invite eligible ELLs that meet the qualification criteria, to join the program during the week or in Saturday sessions that are specifically designed for ELLs and their language acquisition needs.
- Our instructional model uses Balance Literacy and Balance Mathematics. The Mathematics curriculum is aligned with the NYC and NYS Council of Teachers of Mathematics Standards. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are: read alouds, independent reading, independent writing, shared and guided reading instruction.
- PS 152 ELLs in grades kindergarten through five use the computer regularly during the school day. Teachers use different programs to differentiate instruction. All teachers with ELLs have listening centers for students to increase their listening skills. Teachers in both the lower and upper grades use computer programs such as Lexia to track the progress of the students in Tier I intervention. Students in grades three through five also use the computer to take assessments such as the Performance Series in ELA and Math.
- Native language support is delivered in each program by having appropriate materials for teachers to use with their students. For example: this school year the teachers received materials in English and Spanish for the social studies curriculum, as well as, for the math curriculum. Additionally a teacher borrowing library that includes books across all genres, different authors and books highlighting different backgrounds that mirror the cultural backgrounds of our ELL students was created for whole building use.
- The school ensures that the required services, supports and resources correspond to the needs of the ELLs by teachers providing services to the ELLs according to their grade level and ages. Additionally, students are also grouped according to their individual needs, and academic levels. Necessary resources for the specific ELL groups are provided in all subject areas.
- We do not have any activities in our school to assist newly enrolled ELLs before the beginning of the school year.
- Since we are an elementary school we do not offer electives for ELLs. However, we have a Dual Language Program where students have the opportunity to become biliteral and bicultural while learning Spanish.

### 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)?

- The target language used for EPs and ELLs in each grade is 40% in Spanish and 60% in English.
- EPs and ELLs are integrated 100% of the instructional school day. All subjects are taught together in self contained elementary classes.
- Language is separated for instruction using a one week cycle roller coaster model of instruction. The English language is used on Mondays, Wednesdays and Fridays. Spanish language is used on Tuesdays and Thursdays across all subjects.
- The Dual Language model that we use is a one week cycle roller coaster model of instruction. Three days students receive full instruction in English and two days students receive full instruction in Spanish covering all the subject areas as listed on their schedules.
- Emergent literacy is taught simultaneously in the dual language classes across the grades. Emergent literacy is taught sequentially in the transitional bilingual class.

#### **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.

• PS 152M provides a series of professional development for its teachers. There is one full-time Literacy Coach who provides constant professional development to teachers servicing ELLs in both monolingual and bilingual classes. In addition, we have a part-time consultant, who provides professional development with an emphasis on differentiation of instruction across the school and its constituents. The school has two assistant principals, who are bilingually licensed, and provide teachers with on going professional development to address the needs of the ELLs. We currently have a 37 ½ inquiry block every week to analyze trends and address the needs of all the students, but in particular the needs of the ELLs, students at risk and Students with Disabilities (SWDs). PS 152 with Title III funds, provides additional professional development to our ESL and bilingual teachers in the areas of scaffolding for ELLs and differentiated instruction. ESL Teachers meet weekly with the program supervisor or the coach, to discuss strategies to be implemented with their groups, they also analyze student data and discuss curriculum. Training and support is given to bilingual and monolingual teachers with ELLs in their classroom during grade meetings or during individual meetings with the Bilingual Supervisor.

• As students transition from elementary to middle school, the guidance department, as well as, the assistant principal in charge of fifth grade inform parents of the programs that best suits the needs of ELLs. Workshops and/or one-to-one meetings are arranged to meet with parents and assist them in selecting the appropriate schools with the acceptable program for their children.

• As mandated by the state, a 7½ hour ESL training course is offered to all new teachers as need it. During this workshop teachers receive training on how to differentiate instruction for the ELLs, use ESL methodologies, and how to address the needs of the ELLs depending on their proficiency level and the program they are in.

#### **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?

• Parent involvement specifically targeting parents of ELLs include, welcome workshops which are held for parents of newly enrolled students. At these meetings parents receive information about the standards and what they can do to support their children in the classroom. Due to the fact that we receive newly registered ELL students throughout the year, our school conducts Parent Orientation meetings either in small groups or on the one-to-one basis. During these meetings parents are provided with information about the different programs that are offered and their right to choose the program of their choice. Parent workshops are conducted each fall and at different times during the school year to inform families of the curriculum, discipline code, standards, assessments, routines and expectations. Working closely with the

Parents' Association, the Bilingual Supervisor conducts parent/family workshop several times a year to explain the elements, philosophy and characteristics of the programs offered to ELLs at the school. The Parent Coordinator along with the Bilingual/Dual Language Supervisor also conducts workshops to inform the parents of the New York State English as a Second Language Assessment Test (NYSESLAT), entitlement letter policy, the process of opting-out ELLs from bilingual classes and the mandated minutes of ESL services as per CR Part 154. The main office is always staffed with an employee who speaks both English and Spanish to assist families when they visit the school. The Parent Coordinator, Family Worker, and Guidance Counselors are also bilingual in Spanish. Most of our administrators, teachers, paraprofessionals and counselors are available for translations when needed (i.e. parent- teacher conferences). Our parent workshops, orientations and PTA meetings are usually conducted in the language of the majority of the attendees and translated to the second language as needed. The parents receive a translated version of the Parents Bills of Rights which is disseminated by the Department of Education from the parent coordinator. The above delineated support makes it is easy for our school to evaluate the needs of all the parents.

- PS 152 is a Children's Aid Society (CAS) partnership school. It also enjoys other partnerships with school based organizations such as Healthy Schools Healthy Families, NY Presbyterian School Based Mental Health Clinic and three Supplemental Education Service providers: Learn-It, BELL and Learning Lab. All these organizations provide services and parent workshops in both English and Spanish. They also use data to identify and address the needs of the ELLs.
- PS 152 evaluates the needs of its parents by identifying the program of choice that they select in the Program Selection Form. As a school it has reduced programs and/or added programs based on parents' choice. It also addresses the needs of the parents by working in collaboration with CAS. CAS in conjunction with PS 152 PA provides courses for parents, such as, ESL and literacy.
- Parental involvement activities address the needs of the parents by making it possible for them to place their children in the programs of their choice and by offering workshops and services at the school.

## 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)	13	29	14	8	12	16	0	0	0	0	0	0	0	92
Intermediate(I)	0	17	17	17	9	14	0	0	0	0	0	0	0	74
Advanced (A)	2	2	7	23	25	19	0	0	0	0	0	0	0	78
Total	15	48	38	48	46	49	0	0	0	0	0	0	0	244

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	9	3	3	3	5							
	I	0	10	5	2	2	1							
	A	0	21	15	9	11	4							
	P	0	6	11	33	23	29							
READING/ WRITING	B	0	26	10	7	6	7							
	I	0	17	17	17	9	13							
	A	0	2	6	23	24	18							
	P	0	1	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	19	5	1	42
4	17	24	1	0	42
5	27	22	0	0	49
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	10	17	4	7	0	1	0	46
4	7	4	22	12	1	2	1	0	49
5	7	3	33	6	3	5	0	0	57
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	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	10	3	19	12	5	4	4	0	57
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	16	9	13	1	4	5	0	0	48
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	14	19	17	24	2	6	19	24
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?

- The data patterns across proficiency levels and grades reveals that as students move up in grades, they become proficient in the modalities of listening and speaking. By the time students reach fifth grade, the vast majority are proficient in the areas of listening and speaking. However, students stay either at the intermediate level or at the advanced level in the areas of reading and writing. It is uncommon for students to become proficient in reading and writing and not be proficient in listening and speaking.
- Instructional decisions are very influenced by patterns identified across the NYSESLAT modalities data. Knowing that reading and writing are the areas of highest needs, PS 152 has focused on differentiated instruction and providing students with multiple entry points into the curriculum. Step-Up to Writing is used to teach the students how to be proficient writers. In reading, we are using balanced literacy with an emphasis on guided reading to help the ELL students increase their reading levels and reading comprehension skills.
- One of the patterns identified across proficiencies and grades is that as students become proficient they have the tendency out perform ELLs in NYS tests. ELLs perform poorer in the Native Language Test than EPs.
- The school leadership and teachers are planning to use the results of the ELL Periodic Assessment to address the needs of the students at the individual level by analyzing the assessment results and trends. The school leadership and teachers will analyze patterns/ trends in general and study the effect on ELLs as a group as well as individual student levels. Teachers will use these assessment results to differentiate their lessons.
- The ELL periodic assessment will be used for the first time this academic year 2010-2011. The school is planning to use these results to differentiate instruction and to address the needs of the ELLs in general. The Native Language will be used to identify areas of needs and strengths for the ELLs in their native language and to assess how the program is meeting their needs.
- English Proficient students in grades three, four and five are assessed in Spanish with El Examen de Lectura en Español (ELE). English Proficient students in grades K-3 are evaluated using “EL Sistema de Observación de la Lecto-Escritura” (EL SOL). Additionally, the Evaluación del Derarroyo de la Lectura (EDL) is used to assess the students’ reading levels across all grades.
- As per the results of the ELE test from last school year, our EP students are out performing the ELLs. 84% of our EPs scored at or above Q3 (51-99 percentile) while our ELLs scored 55% at or above Q3 (51-99 percentile).
- EPs out performed ELLs on the NYS ELA for the year 2009-2010. In third grade, 92% of the EPs scored a level two or above, while only 71% of the ELLs scored level two or above. In fourth grade, 91% of the EPs scored a level two or above, while 69% of ELLs scored a level two or above. In Fifth grade, 88% of our EPs scored a level two or above, while only 54% of the ELLs scored a level two or above.
- There are many ways in which we evaluate the successes of programs offered to our ELLs. We use the data derived from the New York State ELA, Math, Science, and Social Studies. We also use the data derived from the New York State English as Second Language Assessment Test as well as from the assessments from New York City. We also analyze the results from the DRA-2, Fountas and Pinnell reading levels and the students’ portfolios.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 152 Dyckman Valley					
<b>District:</b>	6	<b>DBN:</b>	06M152	<b>School</b>		310600010152

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	34	36	26		92.8	93.6	92.8
Kindergarten	107	99	89				
Grade 1	117	131	111	<b>Student Stability - % of Enrollment:</b>			
Grade 2	102	127	123	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	154	133	149		94.2	92.5	94.3
Grade 4	157	148	130				
Grade 5	193	151	151	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.9	92.7	93.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	12	24
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	864	825	779	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	6	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	27	20	22	Principal Suspensions	11	12	6
# in Collaborative Team Teaching (CTT) Classes	26	28	35	Superintendent Suspensions	20	8	16
Number all others	79	65	47				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	169	128	TBD	Number of Teachers	86	75	67
# in Dual Lang. Programs	29	47	TBD	Number of Administrators and Other Professionals	22	17	13
# receiving ESL services only	148	143	TBD				
# ELLs with IEPs	7	70	TBD	Number of Educational Paraprofessionals	2	2	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	75.6	84.0	91.0
				% more than 5 years teaching anywhere	68.6	74.7	82.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	92.0	92.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	96.0	95.0	93.4
Black or African American	1.2	0.4	1.2				
Hispanic or Latino	97.8	98.4	97.3				
Asian or Native Hawaiian/Other Pacific	0.2	0.2	0.5				
White	0.7	0.8	0.9				
<b>Male</b>	48.3	51.0	51.3				
<b>Female</b>	51.7	49.0	48.7				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	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:	X	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>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	X	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	41.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)