

Adam Clayton Powell Jr. Elementary School
Public School 153
1750 Amsterdam Avenue
NYC, NY 10031
(212) 927-8611*(212) 234-4616 Fax
Karen Bailey, Principal
Hazelene Anthony*RoseClair DuBerry*Sol Idalia Flores*Assistant Principals

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY 2010-2011

General Expectations

P.S. 153 agree to implement the following statutory requirements:

Part 1

- Involve parents in the development of the school parental involvement plan.
- Involve parents in the process of school review and improvement.
- Hold an annual Title I meeting and encourage parents to attend.
- Provide parents information in a timely manner about Title I, the forms of academic assessment and the proficiency levels students are expected to meet.
- Provide opportunities for regular meetings for parents to participate in discussions about the allocation of their children and how the school will respond to any suggestions.
- Provide each parent an individual student report about performance of their child on the state assessment in at least Math, English Language Arts and Reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- Provide materials and training to help parents work with their children to improve their children's academic achievement.
- Reach out, communicate with, and work with parents as equal partners including how to implement and coordinate parent programs and build ties between parents and schools.
- Coordinate and integrate parental involvement programs and activities.
- Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in an understandable format and in a language the parents can read.

Part 2

Description of how P.S. 153M will implement:

Components:

P.S. 153 will take the following actions to implement:

- English classes for parents.
- Computer center for parents within the school during school hours:
 - Offer computer lessons once a month.
- Spanish classes for children on Saturdays or afterschool.
- “HOMEWORK HELP WORKSHOPS” for parents and children grades K-1.
- Weekly read aloud at the school library. Provide parents monthly schedule when their child’s class is at the library to allow them to participate and bring snacks or volunteer to read.
- Have a monthly Cultural Parent day:
 - Encourage teachers to create parent and child projects.
- Allow parents to come once a month to present project with their child to the class.
- Provide transportation to district wide and citywide parent seminars, conferences and meetings.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 153 Adam Clayton Powell					
District:	6	DBN:	06M153	School		310600010153

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	52	54	54		92.0	93.7	93.2
Kindergarten	114	171	149				
Grade 1	149	174	178	Student Stability - % of Enrollment:			
Grade 2	177	146	179	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	176	169	152		92.4	94.1	91.9
Grade 4	141	174	169				
Grade 5	177	92	137	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.4	96.0	96.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		17	198	34
Grade 12	0	0	0				
Ungraded	15	15	11	Recent Immigrants - Total Number:			
Total	1001	995	1029	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					33	19	36

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	30	36	Principal Suspensions	2	0	0
# in Collaborative Team Teaching (CTT) Classes	17	29	42	Superintendent Suspensions	0	0	0
Number all others	61	44	48				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	121	15	TBD	Number of Teachers	79	79	70
# in Dual Lang. Programs	103	83	TBD	Number of Administrators and Other Professionals	30	29	13
# receiving ESL services only	258	245	TBD				
# ELLs with IEPs	5	49	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	4	15

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	98.6
				% more than 2 years teaching in this school	79.7	75.9	84.3
				% more than 5 years teaching anywhere	57.0	64.6	77.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	78.0	87.1
American Indian or Alaska Native	0.6	0.3	0.4	% core classes taught by "highly qualified" teachers	84.2	75.0	87.3
Black or African American	18.0	17.9	18.4				
Hispanic or Latino	78.8	78.0	77.3				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	1.1				
White	2.1	2.6	2.8				
Male	48.6	49.5	50.3				
Female	51.4	50.5	49.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		v	v	-			
Hispanic or Latino		v	v				
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-	-			
Multiracial							
Students with Disabilities		v	v	-			
Limited English Proficient		v	v				
Economically Disadvantaged		v	v				
Student groups making		6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	79	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	10.4	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	47.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	9		

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 4	District 06	School Number 153	School Name Adam Clayton Powell
Principal Karen Bailey		Assistant Principal Sol Idalia Flores	
Coach Annette Schaffer		Coach Deanna Felder	
Teacher/Subject Area Clarissa Grullon		Guidance Counselor Yira Ramirez	
Teacher/Subject Area Dorothy Jean		Parent type here	
Teacher/Subject Area Evelyn Mbame/ESL		Parent Coordinator Stephanie Pratt	
Related Service Provider type here		Other type here	
Network Leader Varelton McDonald		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	9	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1039	Total Number of ELLs	387	ELLs as Share of Total Student Population (%)	37.25%
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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.

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the 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 NYSESLAT.

When any child registers at PS 153, a parent or guardian must complete the Home Language Identification Survey (HLIS) with Ms. Porter, our registration officer. The Language Allocation Policy Team, the Professional Development Team, and the administration collectively chose Ms. Porter for this role because of her attention to detail, her ability to carry out tasks independently and without error, and her pleasant rapport with families. Further, Ms. Porter works in the registration office, so she is easily accessible and readily available. This expedites the registration process and helps parents to have a positive first experience in our school. Ms. Porter interviews each parent/guardian and child to determine their dominant language and helps them complete the HLIS. She ensures that the survey is filled out correctly and is an accurate reflection of the families' linguistic abilities and needs. If translation is necessary, two Spanish language translators are housed in the same office.

When possible, Annette Schaffer, an ESL teacher and data specialist, administers the LAB-R to eligible students immediately following registration. Otherwise, a grade supervisor conducts a second student interview and places the child in the appropriate classroom setting. Each Friday, Ms. Schaffer compiles a list of newly admitted students, cross checks the HLIS with their linguistic code in ATS to ensure accuracy, and reads each child's test history. When a student's primary language is not English and s/he has no prior LAB-R history, she administers the exam. If the child does not pass and natively speaks Spanish, Miguel Mercado, the bilingual SETTS teacher, tests the child with the Spanish LAB. Ms. Schaffer regularly maintains a database of unofficial LAB-R and Spanish LAB scores so that the school community has access to them before they are published.

Each spring, Hazelene Anthony, AP and testing coordinator, and Ms. Schaffer review ELL data to determine who is will take the NYSESLAT. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/ NYSESLAT Eligibility Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing". As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out on answer documents, including those whose LAB-R scores do not yet show in the test history.

2. What structures are in place at your school to ensure that parents understand all three program choices? Please describe the process, outreach plan, and timelines.

When parents and guardians register their ELL eligible students, they also fill out the Parent Selection Form. They have the opportunity to speak with the registration team, an ESL teacher, the parent coordinator, or administrator in order to make an informed decision. All staff members provide parents with the same information regarding the qualities of each ELL program available in New York City. It is the same information that is presented in the parent orientation video.

We also host an ELL Parent Orientation each fall because the large majority of our newly arrived ELLs come in September and early October. Although we do speak individually with parents and guardians at registration, it is also important to have an official orientation during which parents view the parent orientation video and have a chance to hear about the available programs once more. If, for any reason, a parent/guardian has not filled out a Parent Selection Form, they do so at this time. Presenters field questions in English and Spanish, and parent volunteers may be available to translate into other languages if necessary. Although the overwhelming majority of our parents/guardians do choose ESL or Dual Language, we are prepared to provide parents with a list of schools who offer transitional bilingual programs if that is their preference.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Parent Selection Forms are returned? (If a form is not returned, the default program is TBE)

Entitlement letters are distributed via backpack and mail. Parent Selection Forms are distributed at registration and the Parent Orientation; they are also sent home by classroom teachers when necessary. In all cases, when a parent/guardian does not return these

forms, the school sends reminder notices and calls the home.

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.

ELL students are placed according to the Parent Selection Form, their native language, and their English language proficiency level. We do have a continually increasing population of non-Spanish-speaking ELLs, who are placed in ESL self-contained classrooms unless their parents request that they learn English and Spanish by participating in the Dual Language program. This, however, is a very small and select group of students; most non-Spanish-speaking ELLs are in ESL classes. If the parent selects to, Spanish-speaking ELLs can be placed in our very sought-after Dual Language program or they can opt for more English immersion in an ESL class. In the event that a parent does not return the Parent Selection Form in a timely manner, administrators make an informed decision as to where the child will be best suited both linguistically and academically. Again, non-Spanish-speaking students most commonly go to ESL classes. Those who are literate in English and Spanish might go to Dual Language, and those who are not would more likely to go to an ESL class. Other considerations include length of time in the country, language support at home, the previous year's report card, and the personalities of the student and teacher. While we know that the appropriate program placement is extremely important for academic, linguistic, and social development, we also know that all teachers transition ELLs from their native language towards proficiency in English. We value consistency in program placement as opposed to one program over another.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, what is the trend in program choices that parents have requested? (Please provide numbers)

Parent Survey and Program Selection choices have shifted from largely bilingual and ESL to largely Dual Language and ESL.

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? Please describe specific steps underway.

Yes, program models are aligned with parent requests. As the Dual Language program has gained momentum over the years, the majority of parent choice has shifted from Transitional Bilingual to Dual Language. Through parent feedback and anecdotal evidence, we have learned that many parents want their children to still learn in Spanish but prefer them to become bilingual, biliterate, and bicultural as opposed to using Spanish as a support to learn English. They value the culture and community of the Dual Language program, and they appreciate that it makes a large school feel smaller. As educators, we fully support this shift in parental choice because we know that our Dual Language classes have consistently outperformed our Transitional Bilingual classes on state tests and in school-based assessments. For that reason, we offer two Dual Language classes on each grade, and we nurture the development and growth of the program. We no longer have Transitional Bilingual classes, but we take great care to transition new arrivals from Spanish to English regardless of the program in which they are enrolled. We also service these children through our Inquiry Team work, and we are currently launching two team projects designed specifically for newly arrived ELLs in third through fifth grade.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				1										1
Dual Language (50%:50%)	2	2	2	2	2	1								11
Freestanding ESL														
Self-Contained	1	1	1		1	1								5
Push-In														0
Total	3	3	3	3	3	2	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	387	Newcomers (ELLs receiving service 0-3 years)	307	Special Education	27
SIFE	2	ELLs receiving service 4-6 years	80	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	7		7	3		3				10
Dual Language	96			17						113
ESL	204	2	19	60						264
Total	307	2	26	80	0	3	0	0	0	387

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	6	4	0	10						

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	40	11	19	36	13	41	20	31	7	31	14	16							113	166
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	40	11	19	36	13	41	20	31	7	31	14	16	0	0	0	0	0	0	113	166

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	12	9		20	19								78
Chinese														0
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	18	12	10	0	20	20	0	80						

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.

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In, Pull-Out, Collaborative, Self-Contained)?

ELLs receive all instruction in a self-contained model. That is, the classroom teacher, who holds an ESL or Bilingual license, provides services to each ELL in his or her class.

- b. What are the program models (e.g., Block; Ungraded; Heterogeneous; Homogenous)?

ESL and Dual Language program models are both heterogeneously mixed according to academic and linguistic proficiency.

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?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154?

In the Dual Language program, ESL/ELA, and NLA are provided in a one to one ratio. This is a side-by-side model, in which the teachers

remain stationary and each class alternates between teachers on alternate days. Therefore, fifty percent of instruction is delivered in English and fifty percent in Spanish.

In the ESL program, most instruction and resources are in English, and there are varying amounts of native language support depending on the native language and the student's proficiency in English.

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.

In the Dual Language program, fifty percent of all instruction occurs in English and fifty percent in Spanish. In ESL classes, most instruction occurs in Spanish with varying amounts of native language support depending on a child's needs. In both programs, instructional methodology includes whole group, small, group, and one-on-one instruction within the workshop model. All content areas include a hands-on approach to learning and utilization of technology.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Our goal is to introduce or reintroduce SIFE students into a school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level.

We also stream students to classrooms where they can engage in learning foundations of reading and pairing up with buddies who speak their native language. Finally, we offer students the opportunity to spend their lunch periods in Lunch Bunch with a guidance counselor and other students so that they can develop social and linguistic skills in a small and nurturing environment.

b. Describe your plan for ELLs in US schools for less than 3 years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small group instruction in ESL and Dual Language settings. The classroom teachers focus heavily on reading, writing, listening, and speaking through the use of technology because we have found that it invokes a high student interest. They engage in interactive work online and build linguistic skills in that manner. These students are also targeted for 37 ½ minutes, Extended Day, Saturday Academy, and PIP.

c. Describe your plan for ELLs receiving service 4-6 years.

We know that these students are traditionally very strong in listening and speaking, but they struggle to gain proficiency in reading, writing, and the content areas. Therefore, in conjunction with their teacher, each of these students create personal goals for each unit of study. These goals address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign goals in one-on-one conferences based on data from ITAs and Predictive Assessments. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Long-term ELLs are students who have not benefitted enough from the traditional classroom experience including differentiated instruction and individual goal setting. Therefore, their needs necessitate a more aggressive form of academic intervention. This involves additional tutoring in both English and their native language, if possible.

e. Describe your plan for ELLs identified as having special needs.

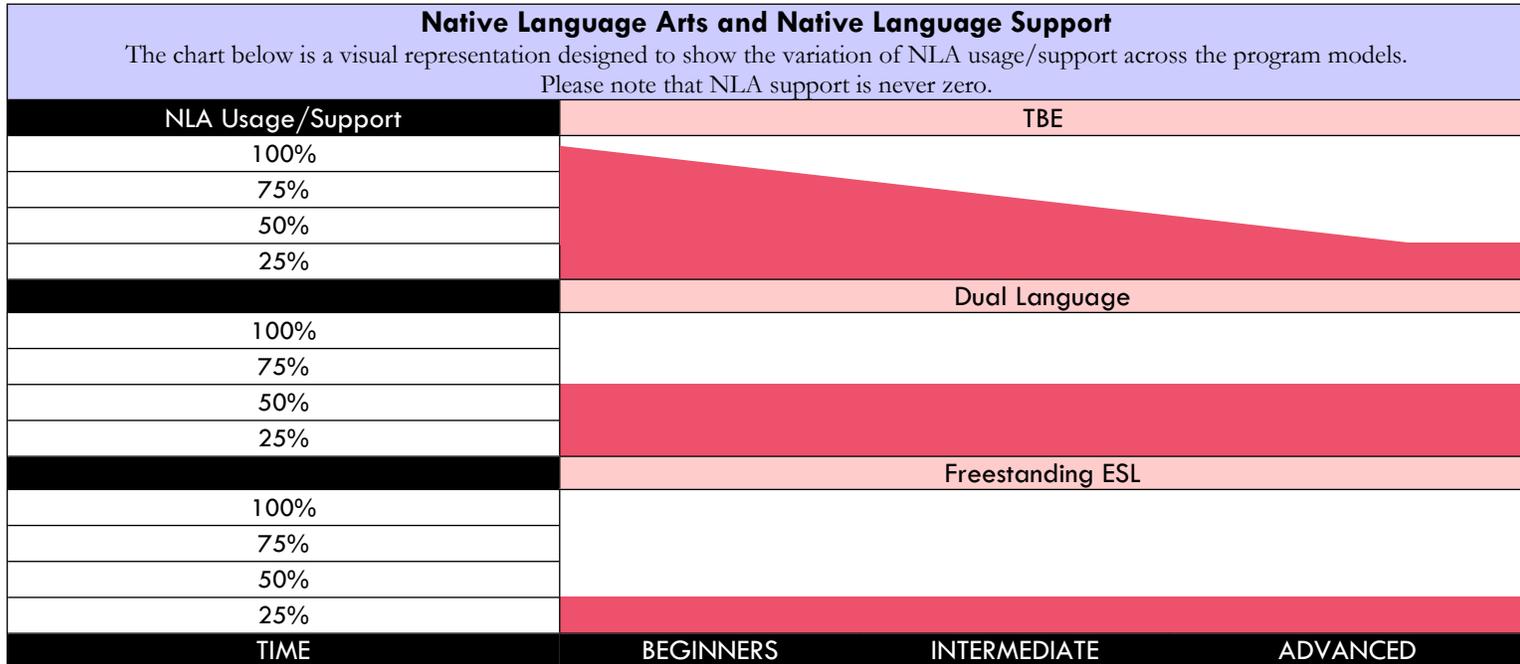
Instructional plans vary depending on each student's IEP.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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 languages in which they are offered. Over the past few years, data has shown that lower grade content area intervention is most needed in ELA. For that reason, we have purchased a new reading program that will be used to supplement Readers and Writers Workshop. Along with building literacy skills, Reading Street also has an ESL component that will allow teachers to do more direct instruction on grammar and vocabulary building. In the upper grades, we have found that ELLs more commonly need intervention in both ELA and math. They are eligible to participate in PIP groups, extended day, extended day after school, Saturday Academy, and bilingual SETTS if they speak Spanish.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Many of our students who become proficient in English, as determined by NYSESLAT, are in the Dual Language program. For them, very little changes occur in their instruction once they become English proficient (EP), so as to maintain the integrity of the program for all students in the class. However, students in ESL classes who pass the NYSESLAT may or may not remain in an ESL class. In either case, the teacher continues to provide EP students with additional linguistic supports and a truly differentiated learning experience. Because our school services such a large population of ELLs, all teachers utilize ESL methodologies and share best practices for ELLs. We believe that ESL is just good teaching and that all students, regardless of ELL status, deserve to receive the benefits of it.

7. What new programs or improvements will be considered for the upcoming school year? As mentioned, this year we are launching Reading Street, a literacy program for lower grades. It will support students in reading and writing as well as English language acquisition. We are also focusing two of our CFI studies on newly arrived ELLs in the upper grades and one study on third grade bottom third ELLs in literacy.

8. What programs/services for ELLs will be discontinued and why? We are not discontinuing any programs or services for ELLs.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs have the same access to school programs, if not more. For example, Dual Language students have an extended day from 8:00-2:58 Monday through Friday during which they receive additional tutoring and special programs. They also participate in the School-wide Enrichment Model (SEM), which is limited to Dual Language and Gifted and Talented classes. Beyond those programs, they are able to join any club or team including but not limited to boys and girls soccer, boys and girls basketball, cheerleading, boys and girls track, orchestra, and vocal club.

10. What instructional materials, including technology, are used to support ELLs (include content areas as well as language materials; list ELL subgroups if necessary)? ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.

11. How is native language support delivered in each program model?

In Dual Language, native language support is abundant. Every other day ELLs receive 100% of their instruction in their native language as well as all of their materials and assessments. In ESL, native language support is more subtle and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

In previous years, new entrants have participated in Title III programs focusing on orientation New York City and American culture.

14. What language electives are offered to ELLs?

ELLs from all native language backgrounds are able to participate in our Spanish/English Dual Language program.

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)?

1. How much time (%) is the target language used for EPs and ELLs in each grade?

All students, whether EPs or ELLs, receive 50% of their instruction in English and 50% in Spanish.

2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

EPs and ELLs are integrated for 100% of the instructional day. Our model strives to have 50% EPs and 50% ELLs in each class, although those percentages change as ELLs become proficient in English. All content areas are taught by the classroom teacher within the regular school day.

3. How is language separated for instruction (time, subject, teacher, theme)?

Students alternate between teachers each day so that they receive instruction in English from one teacher on one day and in Spanish from the other teacher the next day. The only exception is that the students remain with the same teacher for writing for the duration of one month. This way they have time to focus on and develop skills in one language at a time.

4. What Dual Language model is used?

We use the side-by-side model, in which teachers remain stationary and students alternate between teachers each day. Therefore, they receive one full day of instruction in Spanish and the following day they receive English instruction, with the exception of writing, which is taught in one language for a month at a time.

5. Is emergent literacy taught in the child's native language first, or are both languages taught at the same time?

Both languages are taught at the same time.

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.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 ELL personnel will receive professional development during the monthly faculty conferences, during lab sites, and following learning walks/instructional rounds. Specifically, the PD will include incorporating Reading Street into the literacy block, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is required to write their own professional development plan.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or high school?
 On a weekly basis, the support staff provides fifth grade teachers and with an assembly that focuses on adolescent behavior and physical changes, appropriate social conduct, cultural diversity, and discovering a career path.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.
 All staff will receive the same professional development that is described above for ESL and Dual Language teachers. We believe that all of us are teachers of ELLs, regardless of the program in which they teach. This PD will occur during the monthly faculty conferences, during lab sites, and following learning walks. Specifically, the PD will include incorporating Reading Street into the literacy block, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is required to write their own professional development plan.

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?

1. Describe parent involvement in your school, including parents of ELLs.
 We have an active Parent Teacher Association with growing membership each year. The school also provides parent workshops on topics including ARIS training, using assessment data, and how to support academic growth at home. All workshops are presented in English and Spanish; parent volunteers are recruited to translate into other languages as needed.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 We partner with CBOs that come to our school to present information to parents and students alike. Organizations include the MORE Program, a dyslexia organization, CPR training, Learning Leaders, Harlem Hospital, and Project SOAR.

3. How do you evaluate the needs of the parents?
 We create monthly surveys to find out parents' needs and wants. The surveys are distributed in English and Spanish.

4. How do your parental involvement activities address the needs of the parents?
 The monthly parent surveys indicated that parents were in need of evening ESL classes as well as computer and technology classes. We now offer those programs.

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)		16	26	8	5	17								72
Intermediate(I)		20	16	25	29	14								104
Advanced (A)		2	10	15	19	33								79
Total	0	38	52	48	53	64	0	0	0	0	0	0	0	255

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	8	3	3	2							
	I		19	14	7	2	2							
	A		19	24	29	30	30							
	P		3	9	12	21	16							
READING/ WRITING	B		20	24	11	8	4							
	I		16	16	26	29	13							
	A		3	3	13	29	23							
	P		2	2	1	0	10							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	25	26	11	10	72
5	4	25	22	1	52
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	13		31		22		11		77
5	2		22		22		17		63
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	3		4		34		21		62
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On average, the large majority of our students across grades perform at Intermediate or Advanced levels on the NYSESLAT. However, a closer look at the data reveals some interesting trends. In first grade, the bulk of students are beginning and intermediate students; in second grade they are rather even distributed among proficiency levels; and by third grade the numbers begin to flip. The upper grades have a much higher concentration of intermediate and advanced proficiencies, especially considering that nearly half of the beginner level students are also NYSAA students.

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
In general, our students become advanced or proficient in listening and speaking quite quickly, but they take much longer to attain the same level of achievement in reading and writing. This necessitates that we focus intently on building reading and writing proficiency in our ELLs.

3. 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?
In general, ELLs are performing exceedingly well on the New York State Math Test. Last year, ninety percent of ELLs scored a three or four on this exam.

4. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
b. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
We do not currently administer the ELL Periodic Assessment because we use curriculum-based assessments instead.

5. For dual language programs, answer the following:
a. How are the English Proficient students assessed in the second (target) language?
EP students are assessed in Spanish with EL SOL as well as Spanish versions of Everyday Math and science summative assessments.
b. What is the level of language proficiency in the second (target) language for EPs?
EP's level of language proficiency is proportionate to their grade. That is, in kindergarten, EPs attain oral and listening skills in Spanish, and as they receive more literacy instruction in each grade, they become proficient readers and writers in Spanish. It is the expectation that by fifth grade, each student is proficient in listening, speaking, reading, and writing in both languages. They are also expected to be at least bicultural and have the ability to navigate multiple cultures.

c. How are EPs performing on State and City Assessments?
Overall, EPs in Dual Language are performing in accordance with their grade-level peers.

6. Describe how you evaluate the success of your programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 153 Adam Clayton Powell						
District:	6	DBN:	06M15	School		310600010153	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	52	54	54		92.0	93.7	93.2
Kindergarten	114	171	149	Student Stability - % of Enrollment:			
Grade 1	149	174	178	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	177	146	179		92.4	94.1	91.9
Grade 3	176	169	152	Poverty Rate - % of Enrollment:			
Grade 4	141	174	169	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	177	92	137		89.4	96.0	96.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		17	198	34
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		33	19	36
Grade 12	0	0	0	Special Education			
Ungraded	15	15	11	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	1001	995	1029		33	19	36
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	28	30	36	Principal Suspensions	2	0	0
# in Collaborative Team Teaching (CTT)	17	29	42	Superintendent Suspensions	0	0	0
Number all others	61	44	48	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	121	15	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	103	83	TBD		79	79	70
# receiving ESL services only	258	245	TBD	Number of Teachers			
# ELLs with IEPs	5	49	TBD	Number of Administrators and Other Professionals	30	29	13
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	4	4	15

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	98.6
				% more than 2 years teaching in this school	79.7	75.9	84.3
				% more than 5 years teaching anywhere	57.0	64.6	77.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		85.0	78.0	87.1
American Indian or Alaska Native	0.6	0.3	0.4	% core classes taught by "highly qualified" teachers	84.2	75.0	87.3
Black or African American	18.0	17.9	18.4				
Hispanic or Latino	78.8	78.0	77.3				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	1.1				
White	2.1	2.6	2.8				
Male	48.6	49.5	50.3				
Female	51.4	50.5	49.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific							
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	79	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	9						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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



**P.S. 153M
ADAM CLAYTON POWELL JR.
ELEMENTARY SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 06M153

**ADDRESS: 1750 AMSTERDAM AVENUE
NEW YORK, NEW YORK 10031**

**TELEPHONE: (212) 927-8611
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 153 **SCHOOL NAME:** Adam Clayton Powell Jr. Elementary School

SCHOOL ADDRESS: 1750 Amsterdam Avenue, New York, NY 10031

SCHOOL TELEPHONE: 212-927-8611 **FAX:** 212-234-4616

SCHOOL CONTACT PERSON: Karen Bailey, Principal **EMAIL ADDRESS:** Kbailey2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Annel Tineo-Nunez

PRINCIPAL: Karen Bailey

UFT CHAPTER LEADER: Claudia Glover

PARENTS' ASSOCIATION PRESIDENT: Miriam Aristy-Farer and Benja Thomas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** Children's First Network 407

NETWORK LEADER: Varleton McDonald

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.

Name	Position and Constituent Group Represented	Signature
Karen Bailey	*Principal or Designee	
Claudia Glover	*UFT Chapter Chairperson or Designee	
Miriam Aristy-Farer/Benja Thomas	*PA/PTA President or Designated Co-President	
Ethis Tineo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeanetta Stokes-Brooks	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Hazelene Anthony	CSA Member	
Mozelle Johnson	UFT Member	
Clarissa Grullon	UFT Member	
Annel Tineo-Nunez	Parent	
Gloria Cajas	Parent	
Maria Encarnacion	Parent	
Ndase Beede	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S.153M is a consistently high performing pre-kindergarten through fifth grade elementary school located in a culturally diverse neighborhood. It is often referred to as "Harlem's best kept secret". As a neighborhood school serving approximately 1,000 students, we have a long standing presence and history in the community. We continually work to improve achievement, and we perform at the highest caliber according to all official DOE measures, including receiving an "A" on the Progress Report. This is an accomplishment that only 25% of city schools were able to attain in 2009-2010.

As a large, zoned school, we create the experience of smaller, program-based schools for our students. We offer many different programs for students to participate in from kindergarten all the way through fifth grade. Families can elect to include their child in the Dual Language Academy, the Arts Intensive Institute, the Gifted and Talented Program, the Collaborative Team Teaching Program, or English as a Second Language. With all of these options, every learner can find an educational environment that caters to their strengths and needs while also being a part of the larger school community.

The school is a calm oasis in a busy and vibrant neighborhood. Its clean and bright corridors welcome visitors and students from the moment they step in the building. For many, entering PS 153 is like entering dance studio or stepping onto a basketball court or sitting in a quiet theater. It is a place where you have space to be who you are and do what you love. Our school's culture is one that continually creates experiences for children that tailor their learning to them. We engage students in activities that develop critical thinking skills, foster social and emotional growth, and prepare them to be lifelong learners.

Above all, PS 153 is a place where students are known; we truly know each individual child. We know their strengths, their needs, their families, and their stories. The students know they are valued and are a part of a community. From engaging instructional activities to sports enrichment programs to monthly school wide activities, students cannot wait to be a part of what's happening at PS 153. This supportive and tailored environment leads to immense academic progress for our students. As a whole, in 2009-2010, our school made more progress in ELA than 80% of similar, or peer, schools. In math, we made more progress than 86% of peer schools.

Our last Quality Reviewer noticed a Maya Angelou quote in the principal's office that "captures the sense of care and dedication that staff members bring to students." It reads, "Pursue the things you love doing and do them so well that people can't take their eyes off you. All other tangible rewards will come as a result." The reviewer concluded, at PS 153 "the reward is students who value their learning." We humbly agree.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Adam Clayton Powell Jr. Elementary School				
District:	06	DBN #:	06M153	School BEDS Code:	310600010153

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Pre-K	36	51	53		95.4%	93.0%	96.0%		
Kindergarten	131	127	156						
Grade 1	176	172	183	Student Stability: % of Enrollment					
Grade 2	138	174	141	(As of June 30)	2008-09	2009-10	2010-11		
Grade 3	205	136	168		91.4%	93.0%	96.0%		
Grade 4	190	185	172						
Grade 5	169	138	108	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2008-09	2009-10	2010-11		
Grade 7					100%	96.0%	100.0%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2008-09	2009-10	2010-11		
Grade 11					18%	10%	1.0%		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2008-09	2009-10	2010-11		
Total					19%	36			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Number in Self-Contained Classes	28	30	39						
No. in Collaborative Team Teaching (CTT) Classes	17	29	35	Principal Suspensions	0	0	0		

DEMOGRAPHICS							
Number all others	61	44	39	Superintendent Suspensions	0	0	0
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	
# in Trans. Bilingual Classes	266	265	15	CTE Program Participants	0	0	0
# in Dual Lang. Programs	129	105	83	Early College HS Participants	0	0	0
# receiving ESL services only	189	189	245	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	11	12	49	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
					79	79	61
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2008-09	2009-10	2010-11		10	10	10
	0	0	0	Number of Educational Paraprofessionals			
				4	15	16	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(As of October 31)	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	
				% fully licensed & permanently assigned to this school			
American Indian or Alaska Native	0.29%	0.3%	0.4%	100.0%	100.0%	100.0%	
Black or African American	18.9%	17.9%	18.0%	Percent more than two years teaching in this school			
Hispanic or Latino	77.8%	78.0%	77.0%	80.2%	80.2%	100%	
Asian or Native Hawaiian/Other Pacific Isl.	0.58%	0.5%	0.1%	Percent more than five years teaching anywhere			
White	2.65%	2.6%	2.7%	57.0%	57.0%	98%	
Multi-racial	0.19%			Percent Masters Degree or higher			
Male	49.75%	49.5%	50.1%	86.0%	88.0%	98%	
Female	59.1%	50.5%	49.8%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
				87.2%	89%	96%	

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	52.9%	ELA:	
	Math:	59.7%	Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White	✓	✓	✓				
Multiracial							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	6	6	5				

Key: AYP Status

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	A	Overall Evaluation:	Well developed
Overall Score	79.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 25% of the Overall Score)	20.0	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 60% of the Overall Score)	47.7	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	Well developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Strengths and Accomplishments:

- We met our AYP consistently over the past few years in all areas.
- In 2009-2010 we made more progress than 79.7% of our peer schools in ELA and 73.3% in Math.
- In 2009-2010 we made more progress than 76.1% of all the city school in ELA and 76.9% in Math.
- Our highest percentage of levels 3 and 4 came from grades 4 and 5 in Math.
- Built teacher capacity throughout school by establishing learning communities through Inquiry Team Work
- ELL population and Special Education population are continually making progress.
- No teacher turnover for three years

Challenges:

- Increase the percentage of ELL's passing the NYSESLAT
- Improve Kindergarten, first and second grade reading levels
- Increase gains in Special Education students NYSAA scores
- Improve grade 3 ELA performance from last year's ELS performance
- Increase student attendance
- Increase parent use of ARIS
- Prepare new arrivals for testing
- Further develop the teacher personal professional development plans

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.

Our school's instructional goals for 2010-2011 are based on NCLB/SED 2009-2010 Accountability Summary. The ELA rating for 2009-2010 is 52.9% and Math rating is 59.7%. Our smart goals for 2010-2011 school wide are as follows:

Mathematics:

- **School year 2009-2010 61% of our students scored at levels 3 and 4. For the school year 2010-2011 the aggregated performance score will be 66%.**

ELA:

- **School year 2009-2010 53% of our students scored at levels 3 and 4. For the school year 2010-2011 the aggregated performance score will be 58%.**
- **For the school year 2010-2011 80% of our students in second grade will reach grade level benchmark in ELA.**
- **For the school year 2010-2011 75% of our students in first grade will reach level grade benchmark in ELA.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/ Grades 3, 4, and 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the school year 2010-2011 the aggregated performance score will be 58%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monitoring reading level using TCRWP assessments • Addressing instruction using performance indicator for NYC ACUITY Assessments • Using data from conference labels to continuously address the needs of students • Plan and implement differentiated instruction • Increasing scaled scores indicated on 2010 state assessment • Analyze ARIS reports to complete student profile • Monitor reading and comprehension levels using Periodic and End of Unit Assessments • Targeting groups of students to be serviced • Flexible scheduling, extended day, and Saturday Academy beginning February • Using performance indicators to prepare for differentiated instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources</p> <ul style="list-style-type: none"> • NYS Coach, Ladders for Success grade 3 Level C and State Assessments from the Department of Ed. Website. • Classroom teachers and support staff. • Professional Development in using graphic organizers to aide comprehension. • Instructional rounds

Indicators of Interim Progress and/or Accomplishment

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

- **ACUITY - Periodic Assessments-ITA and Predictive Assessment using Performance Indicators to inform instruction**
- **End of Unit Assessments and DRA reports to determine movement of reading levels**
- **Monitoring reading and comprehension levels using complete TC assessments**
- **Increased % of students showing improvement on ACUITY-Instructionally Targeted Assessments (ITA) and Predictive Assessment on ELA**
- **Consistent improvement evidenced by students' profile indicated on reading level grids**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics/ Grades 3, 4, and 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the school year 2010-2011 the aggregated performance score will be 71%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Analyze performance indicators using Math Gap Analysis and Gains Report for grades 4 and 5 • End of Unit Assessments for grade 3. • Monthly Math Competitions • Flexible scheduling for students at risk (Level 1 & 2) 5 days a week • Extended services for students at Level 3 & 4- 5 days a week via the 700 clubs, targeting gains in scaled scores
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Funding Resource Title 1, Title III, C4E • Extended Day and Saturday Academy beginning February • Materials: State Math Coach, and State Assessments from Department of Ed. Website, Urban Education Exchange (UEE) • Mathematics Tool Kit, Curriculum Guidance Materials • Professional Development for classroom teachers
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • ACUITY - Periodic Assessments-ITA and Predictive Assessment using Performance Indicators to inform instruction • End of Unit Assessments to determine movement of math levels using six week cycle • One year progress as measured by 2010 state average

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/Grade 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the school year 2010-2011 80% of our students in second grade will reach level M according to Fautas & Pinell reading levels</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monitoring reading level using complete TCRWP assessments • Using data from conference labels to continuously address the needs of students • Planning and implementing differentiated instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Flexible scheduling and 37 ½ minutes • Classroom teachers and support staff • Monthly professional development in literacy • Teachers’ Personal Professional Development Plan
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Monitoring reading and comprehension levels using complete TCWRP assessments • Consistent improvement evidenced by students’ profile indicated on Reading Level grids

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA/ First Grade

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the school year 2010-2011 75% of our students in first grade will reach grade level benchmark according to Fauntas and Pinell reading levels</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monitoring reading level using complete TCRWP assessments • Using data from conference labels to continuously address the needs of students • Planning and implementing differentiated instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Flexible scheduling and 37 ½ minutes • Classroom teachers and support staff • Monthly professional development in literacy • Teachers’ Personal Professional Development Plan
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Monitoring reading and comprehension levels using complete TCRWP assessments • Consistent improvement evidenced by students’ profile indicated on Reading Level grids

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1	1	6	
1			N/A	N/A	3	2	8	
2			N/A	N/A	6	3	12	
3	62	30	N/A	N/A	4	2	8	
4	50	15	3	0	2	7	5	
5	25	15	0	10	1	1	6	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Guided Reading: October to June Groups are differentiated based on TCRWP, DRA and acuity assessment results. Small group instruction three times per week – 45 minutes during the school day and after school. Targeted small group intervention using guided reading during 37 ½ minutes, four times per week.
Mathematics:	Academic Intervention Services: October to June Groups are differentiated using the predictive diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes per session during school and after school.
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Strategies/Activities for meeting needs of all students and families, socializing skills, counseling support services provided during 37 ½ minutes in six week cycles via lunch bunch and Peace Builders groups.
At-risk Services Provided by the School Psychologist:	Columbia Presbyterian School Based Mental Health Program serves our high risk students and families with social/emotion counseling and support.
At-risk Services Provided by the Social Worker:	Lunch-Bunch Groups – providing social interaction for students in need of intervention. Peace Builders Program providing intervention and prevention services in the classrooms and Save Room.
At-risk Health-related Services:	Eye, ear screening for all Pre-K and kindergarten children and 1 st graders who are new to the school. Open airway asthma – small group instruction as needed.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 **Number of Students to be served:** 349 LEP 659 Non-LEP

Number of Teachers 19 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

P.S. 153M, Adam Clayton Powell Jr. Elementary School, has 349 English Language Learners (ELL's) who can be found in the Dual Language classrooms, self-contained ESL classrooms, and monolingual classes. ELL's are part of our After School Program, Saturday Enrichment Program, Saturday Academy, and clubs and teams. These programs are meant to enrich their academic and social language development as well as to support their learning in the content areas.

P.S. 153M will use the Title III funds as follows:

- a) After School Program
- b) Dual Language Saturday Arts Program
- c) Professional Development
- d) Materials
 - 1) Children's books
 - 2) Instructional supplies
 - 3) Parent materials to support the workshops
- e) Math Aussie
- f) Parent Workshops
- g) Field Day trips

The After School Program will run from February through May from 3:00 pm to 4:00 pm. The students will receive instruction in Literacy and Math. In addition, activities were designed to develop their language acquisition skills. There will be two classes per grades 3, 4, and 5. The students will be serviced by certified teachers.

The Dual Language Saturday Arts Program will run from February through May from 9 a.m. -12 p.m. The students will receive instruction through different arts modalities in order to enhance their English language arts skills. The field day trips would support this program.

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.

Our Aussie math consultant will work monthly with the Dual Language teachers in order to enhance the Every Day Math curriculum for the ELL’s population. Workshop topics will include ESL methodology for teaching ELL’s and addressing ELA, Math, Social Studies, Science and NYSESLAT standards. In addition, we offer workshops in integrating technology in the content areas and the use of the smart board to promote interactive learning.

Section III. Title III Budget

School: P.S. 153M

BEDS Code: 310600010153

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Professional salaries (schools must account for fringe benefits)	\$4,490.10
	- Per session	\$11,472.00
	-regular grade rate	\$13,470.30
	-trainee rate	\$8,980.20
		\$898.02
		\$2,820
		\$1,995.60

Purchased services - High quality staff and curriculum development contracts.	\$2318.78	Math Aussie will work with the DL teachers in order to enhance the EDM curriculum for the ELL population.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4800.00 \$355.00 \$500.00	Children’s Books-\$4,800.00 Lectura/Fonética, Taking the High road (Scaffolding techniques). Folders, paper, etc-\$355.00 Parent Material to support Workshops-\$500.00 *The above materials will be provided to teachers for distribution.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$52,100.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

P.S. 153 assess written translation and oral interpretation needs in a variety of ways. The first data we receive is on the Home Language Identification Survey in "Part 3 Parent Information." Parents inform us of the language in which they would like to receive written information as well as in what language they would like to communicate orally with the staff. After the form is filled out, our parent coordinator touches base with the parents again to ensure that they are receiving information and communicating with the staff in a language they understand. Lastly, because the large majority of our ELL parents speak Spanish, we have a Spanish-speaking school safety officer and Spanish-speaking office staff so that when these parents enter the building or office, they will be sure to find someone with whom they can communicate comfortably.

All notices sent home from the school are in English and Spanish since it is overwhelmingly the linguistic need of our parents we do also send home some information in Arabic when translations are available. For Parent-Teacher Conferences, we position staff members throughout the building to translate in Spanish; they are also available throughout the year.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The significant majority of translation needs are from English to Spanish. Teachers are aware of the parents who need translation services and either communicate with them in Spanish or have another staff member translate. Occasionally, there is a need to translate in Arabic or Soninke. In these cases, we generally have community based organization members to translate for these parents. The school community is such that teachers of non-English and non-Spanish speaking students communicate their translation needs with each other.

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.

As stated, most written translation needs are from English to Spanish. Therefore, the vast majority of our translation needs are provided by in-house staff. We also provide written translation for covered languages (Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu) for documents that come from the Department of Education.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	940,565	158,811	1,099,376
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,405	1,588	10,933
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	47,025	*	
4. Enter the anticipated 10% set-aside for Professional Development:	94,050	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96%
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.

Professional Development would support teachers in the following areas:

- o **Mathematics- support from Aussie staff**
- o **English Language Arts- support from UEE consultant.**
- o **Social Studies and Science-support from First Bloom/National Park Rangers.**
- o **Support for new teachers and teachers that need to raise their proficiency through the mentoring program.**

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

At P.S. 153M we assess student learning and needs through formative, diagnostic, and summative assessments. From conference labels to running records to Everyday Math end of the unit assessments, classroom teachers are constantly monitoring student performance and progress. All students in grades K-5 receive progress reports on a monthly basis, and 3rd-5th grade students take Periodic Assessments and Interim Assessments three times a year. Our teachers, coaches, and administrators constantly analyze the data and I instructional practices.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The funds from Title 1 are used to finance the after school program and other programs to promote the arts in the school building.

3. Instruction by highly qualified staff.

96% of the staff is highly qualified.

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.

At P.S. 153M professional development is provided by the school administrators, school coaches, the network, a math Aussie, and by Teqsmart. Teachers and administrators also attend conferences for Work Sampling System, Teachers' College, and Critical Friends Groups.

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

We have had 0% teacher turnover for the past three years.

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

We have a very involved parental community, and we continually strive to increase involvement. We offer parents many opportunities to be a part of teaching and learning including curriculum nights, monthly school wide activities, monthly math competitions, assemblies, and parent workshops. Parents are able to meet with staff for one-on-one assistance logging into ARIS Parent Link during any school day, and we also offer APL workshops a few evenings each year. We have regular "Breakfast with the Principal" sessions for parents as an open forum for discussion. The PTA is extremely active and does fundraising, breakfast for the teachers, and family nights. They have also created a non-profit, Friends of PS 153, to support the school community.

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.

We offer three Pre-Kindergarten programs, and each class has a teacher and an educational assistant. We also have a family worker who meets with parents, monitors and increases attendance, and presents workshops about various topics of interest. The classrooms are all located near an entrance so that parents can bring their children directly to the classroom each morning and touch base with the teacher. We offer parent orientations in the summer before the students start school, and we constantly communicate with them via regular mail, e-mail, and phone calls. Our parents also meet with the teachers before school starts. All content areas are taught in the classes through the Creative Curriculum.

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.

Our teachers are closely involved in the progress of the students. We empower them so they are involved in all areas of the school community. The teachers are part of our Professional Development offerings, and offer Lab-sites. They are members of our SLT and inquiry teams. They are also closely involved in analyzing student assessment data and developing differentiated instruction accordingly. They are involved in creating assessments and rubrics for all content areas.

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.

We offer small group instruction by the classroom teacher or specialists. We also have the after school program for students in need of intervention. In addition, during 37.5 minutes, we offer instruction in language arts and math to the students. We utilize the periodic assessments to monitor the progress. We also utilize the conference labels (in all content areas), projects, reading levels, E-Class and running records.

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.

Our PTA offers ESL classes for the parents of limited English proficiency. Also, they provide supplies for the parent activities.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓					
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal	✓					
Title III, Part A	Federal	✓					
Title IV	Federal			✓			
IDEA	Federal	✓					

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

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

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

Tax Levy	Local	✓					
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** N/A

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are 105 students currently attending P.S. 153 in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - Bi-weekly contact with social workers and guidance counselors
 - Integration of students in our learning community
 - Experiences provided through the principles of PeaceBuilders
 - Orientations in the summer before they start school
 - PTA offers welcoming and activities
 - Administrative staff is closely involved in monitoring the progress of the students

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 153 Adam Clayton Powell						
District:	6	DBN:	06M15	School		310600010153	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	52	54	54		92.0	93.7	93.2
Kindergarten	114	171	149	Student Stability - % of Enrollment:			
Grade 1	149	174	178	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	177	146	179		92.4	94.1	91.9
Grade 3	176	169	152	Poverty Rate - % of Enrollment:			
Grade 4	141	174	169	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	177	92	137		89.4	96.0	96.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		17	198	34
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		33	19	36
Grade 12	0	0	0	Special Education			
Ungraded	15	15	11	Suspensions (OSYD Reporting) - Total Number:			
Total	1001	995	1029	<i>(As of June 30)</i>	2007-	2008-	2009-
					2	0	0
					0	0	0
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
					0	0	0
					0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	121	15	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	103	83	TBD		79	79	70
# receiving ESL services only	258	245	TBD		30	29	13
# ELLs with IEPs	5	49	TBD		4	4	15
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-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	98.6
				% more than 2 years teaching in this school	79.7	75.9	84.3
				% more than 5 years teaching anywhere	57.0	64.6	77.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	85.0	78.0	87.1
(As of October 31)	2008-	2009-	2010-	% core classes taught by "highly qualified" teachers	84.2	75.0	87.3
American Indian or Alaska Native	0.6	0.3	0.4				
Black or African American	18.0	17.9	18.4				
Hispanic or Latino	78.8	78.0	77.3				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	1.1				
White	2.1	2.6	2.8				
Male	48.6	49.5	50.3				
Female	51.4	50.5	49.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific							
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	79	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	9						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							