



THE GWENDOLINE N. ALLEYNE SCHOOL, P.S. 152Q.

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q152 **SCHOOL NAME:** The Gwendoline N. Alleyne School

SCHOOL ADDRESS: 33-52 62nd Street, Woodside New York 11377

SCHOOL TELEPHONE: 718-429-3141 **FAX:** 718-779-7532

SCHOOL CONTACT PERSON: Enid Maldonado **EMAIL ADDRESS:** emaldon3@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elizabeth Economakos

PRINCIPAL: Vincent J. Vitolo

UFT CHAPTER LEADER: Jessica Baity

PARENTS' ASSOCIATION PRESIDENT: Amandeep Dhiman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 2.02

NETWORK LEADER: Nancy DiMaggio

SUPERINTENDENT: Phillip Composto

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/ronlyres/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
<i>Vincent J. Vitolo</i>	*Principal or Designee	
<i>Jessica Baity</i>	*UFT Chapter Chairperson or Designee	
<i>Amandeep Dhiman</i>	*PA/PTA President or Designated Co-President	
<i>Maria Hernandez Medina</i>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<i>Margaret Connors</i>	DC 37 Representative, if applicable	
<i>N/A</i>	Student Representative <i>(optional for elementary and middle schools)</i>	
<i>N/A</i>	CBO Representative, if applicable	
<i>Elizabeth Economakos</i>	Member/ Chariperson	
<i>Enid Maldonado</i>	Member/ Administration	
<i>Mario Sideridis</i>	Member/ Teacher Classroom	
<i>Rachel Staroba</i>	Member/ Teacher Special Ed.	
<i>Arlene Allen</i>	Member/ Teacher Clusters OTPs	
<i>Alejandra Oropeza</i>	Member/ Parent	
<i>Faiguni Sinha</i>	Member/ Parent	
<i>Moin Choudhury</i>	Member/ Parent	
<i>Lily Foley</i>	Member/ Parent	
<i>Maria Chabla</i>	Member/ Parent	
<i>Daniela Gonzalez</i>	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 152Q is located in a semi-industrial area of Queens. Mostly populated by immigrants from the Middle East, Dominican Republic, Mexico, and, South America, Woodside is a multiracial, multiethnic, multilingual community representative of the diversity of New York City. Our school continues to be one in which these families establish their initial contact with the New York City School System.

P.S. 152-Q is designated as a Federal Themed Magnet School of “Authors & Illustrators”. It received this distinction in 1998 as part of a three-year grant for NYC School District 30. The Magnet Theme has continued to evolve over the years. It was so successful that the school was one of a select few schools within District 30 that received a second three-year grant in 2002 in order to further develop its theme program. Each school year, a select number of District 30 students from other zoned schools transfer to P.S. 152-Q through application within District 30. The theme has enriched every aspect of our school curriculum. Each year the school community comes together to host a gallery display in the school gymnasium featuring children’s literary and artistic pieces, guest children’s literature authors and illustrators meet with our students to talk “shop” and autograph books, and guests from the community conduct readings in the classrooms during our annual “Authors & Illustrators Expo Week”.

In order to provide additional professional resources and student/teacher opportunities around our Magnet Theme, we integrate Arts instruction provided by Community-based Organizations (CBO) and the Magnet theme studies taking place on each grade level. Serving as one of only 5 Partnership Schools with Marquis Studios, out of over 80 schools city-wide with which Marquis Studios affiliates itself, a special articulation process and plan of development around the school’s overall philosophy has benefited the school. Collaborating with this and other Community Based Organizations (CBOs), P.S. 152 has provided a multitude of artistic experiences for all of the children, which include expressive movement for all classes K to 6, multicultural visual arts, music including Hispanic percussion and drums, and Ballroom dancing.

A collaborative partnership with Scholastic, Inc. achieved through *Public Education Needs Civic Involvement in Learning* (PENCIL) has helped P.S. 152 further the creative aspect of our “Authors & Illustrators” Magnet Theme by establishing a relationship with real-world role models. Each October, editors from various *Scholastic News* publications visit the school to serve as “*Principals-For-The-Day*”. In the 2010 – 2011 school year, the partnership has allowed for professionals from the publications of Scholastic to work with a group of fourth graders in writing a book for publication.

P.S. 152 is affiliated with the University of Connecticut’s Gifted & Talented Program. The School-Wide Enrichment Model has resulted from this relationship. The philosophy of this model challenges students of all academic levels, to engage in areas of their own interest in order to develop critical higher order thinking skills on various tiers. Teachers serve as facilitators of learning and are active members of this unique cross-ages study group.

We view our school as a community whose members are committed to creating a safe, respectful climate in which educational and cultural opportunities provide rich, creative, diverse experiences for all learners. Within this environment, learners can build a foundation of knowledge with strong academic, technological, artistic, flexible, and practical life skills to realize success and fulfillment. Ultimately, these learners will develop the critical thinking skills, problem-solving abilities, social intelligence,

organizational and communicative skills needed to solidify their options as family members, workers, and citizens.

We at P.S. 152 are committed to creating a student-centered educational environment that enables each child to reach the highest standards of academic rigor and excellence. We strive to provide a safe, nurturing, diverse, and challenging environment in which optimal learning can take place and children can experience the highest level of academic success. Through the collaborative efforts of parents, teachers, administrators, students and the community, we shall support and promote the intellectual, social, emotional, and physical growth and development of each child so that they can achieve their personal best.

We are a community of lifelong learners where the unique talents and abilities of our students generate a valued identity, positive attitudes, and respect toward others.

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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08 2008-09 2009-10				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

Early Childhood **English Language Arts**

An analysis of the Spring 2010 Early Childhood Literacy Assessment System-2 (ECLAS-2) results indicates the following:

All students assessed in Kindergarten shows the following skills deficiencies with students scoring below the targeted Level 2:

- Final Consonant -19.8%
- Blending -44.5%
- Segmenting 49.0%
- Spelling -43.9%
- Decoding -45.7%
- Sight words -33.5%
- Listening Comprehension -31.8%
- Writing Development -17.3%

Of the assessed sub skills the Kindergarten children were found to be performing at or above level 2 in Alphabet Recognition where 89.6% achieved the targeted level or above; Alphabet Writing with 83.2%. This data cannot be compared to the results viewed in the 2008 – 2009 school year given that Kindergarten assessed once in the Winter. However, this group was assessed in the Winter and in the Spring of 2010. This allowed for a comparison of change and growth. Progress was noted but not significant.

All students assessed in Grade 1 shows the following skills deficiencies with students scoring below the targeted Level 4:

- Spelling -29.2%
- Vocabulary 23.6%
- Listening Comprehension -60.5%
- Writing Expression -48.2%
- Writing Development -42.6%

The subskills in which the highest percentages of children are performing at or above the expected level 4 are: Decoding (93%); Sight Word recognition (96.2%); Reading Expression (88.2%); and Reading Accuracy (87.7%).

A comparison of the results obtained in the Fall 2009 and in the Spring 2010, showed progress in all skills however, the percentage of children with deficiencies in Spelling and Vocabulary was still high (26.5% and 28.4% respectively).

All students assessed in Grade 2 shows the following skills deficiencies with students scoring below the targeted Level 6:

- Spelling -48.9%
- Decoding -19.4%
- Listening Comprehension -22.9%
- Writing Expression -30.7%
- Writing Development -28.6%

Students at this level performed well on Sight Word recognition (86.6%), Reading Comprehension (85.4%), Reading Rate (88.2% of which 62% was scores above level 6), and Reading Accuracy (82.1%).

A comparison of the results obtained in the Fall 2009 and the Spring 2010 showed growth and progress in all subskills however, the percentage of students reaching the targeted level in Spelling, Decoding, and Writing.

Disaggregated results for English language learners in this data reflect a large majority of this group not meeting standard levels in grades K through 2. The data shows the following:

Kindergarten English Language Learners

PHONEMIC AWARENESS

Final Consonant 25.2% below expected level

Blending 50.4% below expected level

Segmenting 68.4% below expected level

PHONICS

Spelling 60.2% below expected level

Decoding 67.3% below expected level

READING AND ORAL EXPRESSION

Sight Words 47.6% below expected level

Emergent Reading 27.2% below expected level

Oral Expression 26.8% below expected level

LISTENING / WRITING

Listening Comprehension 32% below expected level

Writing Development 13.6% expected level

Analysis of Results found in the data: The deficiencies of major concern include Blending, Segmenting in the Phonemic Awareness strand and; both Spelling and Decoding in the Phonics strand given that these are grade level specific this indicator shows that less than half of the Ells in grade k are equipped with the skills necessary to master grade 1 literacy.

In the Reading and Oral Expression strand mastery of sight words is of the most concern. With only 52 percent of the children in this subgroup who can ready the sight words at the necessary level, students are at a disadvantage when reading books a level beyond pictorials. This group is not prepared for the initial graphphonics work that takes place in Grade 1. In the Listening / Writing strand Listening Comprehension mastery is a concern.

Grade 1 English Language Learners

PHONICS

Spelling 48% below expected level

Decoding 22% below expected level

READING AND ORAL EXPRESSION

Vocabulary 49.3% below expected level

Sight Words 4.9% below expected level; 25.5% above the expected level

Reading Accuracy 19% below expected level

Reading Comprehension 23.3% below expected level

LISTENING / WRITING

Listening Comprehension 52% below expected level

Writing Expression 42.5% below expected level

Writing Development 20.5% expected level

Analysis of Results found in the data: In the Phonics strand a weakness of concern is found in Spelling where 52% of the ELLs tested did not reach the expected levels. This data correlates to the results obtained on the NYSESLAT in Reading / Writing where almost 57.7% of the ELLs tested at a Beginner level. Vocabulary in the Reading and Oral Expression strand is also a concern and again a link can be found to language proficiency and the children's ability to comprehend language beyond visually prompted recall or words. The Listening / Writing strand is an overall concern, however, if developmentally the students tested are at the initial stages of language development, higher and more challenging language endeavors will take longer to master. Listening Comprehension and Writing Expression are cognitively demanding skills that require a level of sophistication with language. Students performing at the Intermediate and Advanced levels of language proficiency have developmentally reached those plateaus while those (52%) at the Beginner level are limited in their ability to use English to express written ideas and understand grade specific text read to them.

Grade 2 English Language Learners

PHONICS

Spelling 73.4% below expected level

Decoding 30.6% below expected level

READING AND ORAL EXPRESSION

Vocabulary 65.8% below expected level

Sight Words 7.1% below expected level

Reading Comprehension 23.3% below expected level

LISTENING / WRITING

Listening Comprehension 43.4% below expected level

Writing Expression 39.5% below expected level

Writing Development 40.8% expected level

Analysis of Results found in the data: The findings indicate that the 95.6% of the learners can decode at the expected grade level, but they cannot use that ability when spelling. Their vocabulary, a subskill of Reading and Oral Expression, is concerning with only 32.2 percent of the group tested mastering the recognition of words in text at grade level.

Disaggregated results for Special Needs students similar to results obtained by ELLs show high percentages of students in this subgroup lacking the necessary skills to meet the expected levels in each grade K through 2. The data shows the following:

Kindergarten Special Needs

PHONEMIC AWARENESS

Final Consonant 45.2% below expected level

Blending 62.4% below expected level

Segmenting 49.7% below expected level

PHONICS

Spelling 62.7% below expected level

Decoding 60.3% below expected level

READING AND ORAL EXPRESSION

Sight Words 42.6% below expected level

Oral Expression 38.6% below expected level

LISTENING / WRITING

Listening Comprehension 28.2% below expected level

Writing Development 29.6% expected level

Grade 1 Special Needs

PHONICS

Spelling 52.1% below expected level

Decoding 26.2% below expected level

READING AND ORAL EXPRESSION

Vocabulary 52.3% below expected level

Sight Words 18.2% below expected level; 25.5% above the expected level

Reading Accuracy 32% below expected level

Reading Comprehension 42.2% below expected level

LISTENING / WRITING

Listening Comprehension 58% below expected level

Writing Expression 38% below expected level

Writing Development 52.2% expected level

Grade 2 Special Needs

PHONICS

Spelling 73.4% below expected level

Decoding 31.6% below expected level

Vocabulary 28.9% below expected level

READING AND ORAL EXPRESSION

Vocabulary 65.8% below expected level

Sight Words 27.6% below expected level

Reading Comprehension 33.3% below expected level

LISTENING / WRITING

Listening Comprehension 41.4% below expected level

Writing Expression 30.5% below expected level

Writing Development 39.2% expected level

P.S. 152 adapted and in house diagnostic test to further track progress in literacy. In the Spring of 2010, all students were assessed using **Rigby Reading Evaluation and Diagnostic System (READS)**. This evaluation comprises a series of separate tests. Each test represents skill areas within the five elements of Phonics, Phonemic Awareness, Fluency, Comprehension, and Vocabulary. Reading Readiness is also tested separately through visual discrimination, auditory discrimination, letter recognition. The results of each test are converted to levels that include **Beginning** (below level), **Developing** (slightly below grade level), and **Proficient**. Reading Comprehension skills and strategies are assessed at three levels –*Literal Comprehension, Inferential Comprehension, and Critical Comprehension*. The data obtained from the results of this evaluation was used in make decisions for:

- Student placement in reading on independent and instructional reading programs.
- Determine the critical skills that need to be emphasized in reading instruction.
- Material selection to teach leveled reading and build students' independent reading skills.
- Student progression / developmental goals.

- Prioritizing instructional skills and strategies according to what the student knows (proficient in), what is lacking but on the way (developing), and what needs to be re-taught (beginning).

The following skills findings can be observed in the READS data for students in the Early Childhood Grades K – 2:

- Visual Discrimination in these grades is high amongst the group which coincides with the data results noted in ECLAS-2.
- Students tested struggled with Auditory Discrimination of sounds (24.8% at the Beginning level). These results were especially weak amongst ELLs (48.2% scored at the Beginning Level). Part of the degree of difficulty can be found in the children’s unfamiliarity with the pictorials. Without being able to account for this variable, the data can only be used for its results and not for decision making at this time.
- Letter Recognition, Consonant and Vowel sounds, results show percentages of beginning levels (32.2% of all students tested) similar to the below level in ECLAS-2 for this strand.
- Vocabulary in Context assessed in Grade 1 and 2 showed a high percentage of students whose responses lacked consistency with the sentence prompt. The data tends to indicate that students guessed many of the responses. Clusters of data were selected based on close one to one assessment to use in order to generalize about the findings. Those children whose reading level is at or above grade level scored at Beginning (32%) and Developing (38.9%).
- A similar strategy was followed when analyzing the data for Grade 1 and 2 in Reading Comprehension. The results showed 34.8% of the group sampled were at the Beginning level presenting difficulties at the critical and inferential levels of reading. The results were slightly lower for the literal comprehension where readers sampled scored as follows: Beginning 22.8%, Developing 48.3%, and Proficient 28.9%.
- Vocabulary continues to be one of the elements that expand the degree of difficulty when approaching text. Where students are able to decode and read, they struggle with the intended meaning. This accounts for the children’s inability to reach higher levels in critical and inferential reading. The concrete questions that are specific to text are less of a challenge while deducing the meaning of words from text is a struggle.

In the winter of 2010, the School Leadership Team conducted a learning walkthrough of the classrooms. Classroom visits ranging from 10 to 20 minutes allowed for snapshots of methodology, environment, and instructional process. In addition, the conditions of learning were discussed from the curriculum perspective to the implementation end. The findings of the Team honed in on critical issues noted in the Early Childhood grades. Instructional disconnect and a lack of cohesion was apparent. The impact of the practices could be seen in the data and the qualitative information gathered in the classrooms. These findings were documented and further discussed in sessions leading to a goal and action plan to follow.

Implications for the Instructional Program:

Based on our analysis of the data, and relevant findings, the following are implications for our Early Childhood grades instructional programs for all students:

- Use the data from the READS to form groups and goals that prioritize weaknesses and address the findings for each class. The initial goal is to address groups of students in those strands in which they have tested at the Developing level since the work needed to move the students in those strands to get them to reach Proficiency will impact on those skills and strategies in which the child is a Beginning stage.
- Adapt a literacy program that: Providing oral language experiences throughout the primary grades, stressing phonemic awareness and phonics in a structured continuum from grade to grade, promotes opportunities for students to read familiar text to develop and practice fluency, fosters and develops background knowledge and vocabulary to support reading comprehension, and embeds writing instruction with a focus on syntax and grammar.
- Continued use of classroom leveled libraries established in all early childhood classes.

- Continue to use Wilson *Foundations* as the primary phonics instruction program in all grades K through 3. The effects of this program have allotted for the levels children are now reaching in phonics.
- Provide opportunities for teachers to plan collaboratively, align instructional assessment, and canvass and evaluate students' work to focus instruction on what the students need to meet State and City standards.
- Work with teachers to develop curriculum maps that maintain and promote rigor which pacing teachers to maintain a balanced and cohesive instructional program for all earners.
- Literacy blocks are needed for teachers on the grade to work on each component of literacy during the same periods each day. This structure will allow children to feel in control of their learning and promote uniformity and understanding for the grade. A schedule is needed to ensure that instruction is paced in accordance with the structures developed in the curriculum map.
- Teachers will be expected to use results from theme assessment, ECLAS-2, conferencing notes, running records, and other assessment to identify strengths and weaknesses and set instructional goals for students. This will enable teachers to individualize instruction based on needs and group students for differentiated instruction that may be guided or shared. Strategy lessons will be built into the workshop to address subgroup needs as these may arise from conferencing and/or observations.
- Introduce a literacy program in self-contained and bilingual classes that approaches the teaching of literacy from a language acquisition perspective.
- *Writing Fundamentals* units of study will serve as a primary source for writing instruction. This will allow for a return to the essence of writing process which was neglecting in the instructional program with the advent of Rigby's *Literacy by Design*. Although Rigby's program addresses writing, it does so in a sporadic way. The disjointed instruction has affected the way students approach writing. The need to return to writing process was addressed by the School Leadership Team and poled teachers. *Writing Fundamentals* is based on a study of the writer's craft with workshops that strategically immerse children in the writing process.
- Children will be engaged in a literature based environment that promotes interdisciplinary study augmented by exploration, self-monitoring, active student engagement, and ongoing use of strategies in Literacy, Mathematics, Social Studies, and Science centers.
- Common Core Standards will need to be infused into the instructional program and the rubrics used to assess student work across content.
- The need for a writing program that brings writers back to the holistic developmental approach with a focus on process.
- Academic Intervention Services in decoding and comprehension will be provided for those children in grade 2 who are at risk of not achieving the level 6 by the end of the school year.
- Intensive, high-quality, continuous professional development will be needed in the following areas:
 - *Writing process (Writing Fundamentals)*
 - *Setting Instructional goals*
 - *Differentiated Instruction*
 - *Data driven decision making and teaching*
- A need to move learners in their independent reading which requires sequential instruction that is systematic where the learning behaviors specific to each level are taught and practiced to the point where the learner is equipped to move on. This form of guided reading instruction is key to the success of learners as they move from one reading level to another. It has been noted in administrative observations, that there is a need to mainstream this practice where teachers are able to pace the methods by which they accomplish the goal of moving readers. Therefore, in reflecting on the data, focusing on guided reading will need to be a priority of the 2009 – 2010 school year. Methods by which to accomplish guided reading in a more precise and effective way, will include a program by which teachers can differentiate lessons while still work with students in groups of guided reading in order to make this practice systematic where the each teacher can assess, diagnose, and resolve through specific instruction. There is a need to increase guided reading sessions each week to meet targets set by the end of the school year. Teachers will have to focus on developing small target short-term goals along the year to maintain and assess the progression of learners.
- Differentiation will be built into the instructional day through content by developing tier groups. There is a need to phase differentiated practices into the questioning being used while teaching in order to engage all students and promote higher levels of student interaction and discussion.

- Shared reading will be used to support readers in the interpretation of forms of grammar and vocabulary that impact on the reader's comprehension and interpretation of text.
- Wilson *Fundations* will serve as the phonics instructional component in Reading. It is expected that by having more effective and specific methods by which to attack new words and develop vocabulary, students will build confidence and fluency in their reading so that moving in their reading levels becomes easier.
- Vocabulary instruction will have to be strategically built into lessons in whole and small group lessons. The teaching will have to be meaningful yet explicit.
- Pre Kindergarten program participants will adapt a structured literacy program that prepares learners for the challenges of Kindergarten through center experiences that target developmentally appropriate targets in a progress format.
- Pre K students will engage in literacy activities in the home during the second semester. Students will have learning activities to complete with the family as they parent and child learn about literacy together. The Pre K social worker will collaborate with the Parent Coordinator

Early Childhood Mathematics

An analysis of the 2009 - 2010 Everyday Mathematics (Wright Group / McGraw Hill) Developmental Checklist:

Noted in this data are weaknesses linked to the following content standards:

- Number sense and operations
 - Pre Kindergarten 22.2% need improvement (decrease 10% from prior year)
 - Kindergarten 28.4% need improvement (decrease from prior year)
 - First Grade 24.8% need improvement (decrease from prior year)
 - Second Grade 18.0% need improvement (decrease from prior year)
- Measurement
 - Pre Kindergarten 12.2% need improvement (increase from prior year)
 - Kindergarten 20.1% need improvement (increase from prior year)
 - First Grade 32.6% need improvement (increase from prior year)
 - Second Grade 24.2% need improvement (decrease from prior year)

Implications for the Instructional Program:

- Continue to provide an instructional program where we can enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds
- Build on children's experience and knowledge, including their family, linguistic, cultural, and community backgrounds; their individual approaches to learning; and their informal knowledge
- Use curriculum and teaching practices that strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas through the discussions and journaling of math problems.
- Support the work of Inquiry around mathematics early grade instruction.
- Integrate mathematics with other content activities.
- In Pre Kindergarten, teachers will adapt the same mathematics program used school wide .
- Teachers will continue to support children's learning through continuous assessing of children's mathematical knowledge, skills, and strategies. When gaps are noted, intervention will take place strategically to avoid the effect that these may have on mastery of skills later on.
- The cyclical nature of the Math program followed in the primary grades when closely adhered to will allow for multiple opportunities for the children to view and experience concepts.
- Tier I academic intervention will be put in place in each classroom where students are not meeting the instructional targets.

Upper Elementary Grades English Language Arts

Data Source: Progress Report

Student Performance for English Language Arts indicates the following:

The 2009 - 2010 Progress Reports yielded the following:

- **Percentage of Students at Proficiency Levels 3 and 4:** 55.7% of the students scored at levels 3 and 4 which is 33.5% of the way from the lowest (34.9%) and the highest (97.0%) relative to our peer index and 45.6% of the way relative to the City horizon
- **Median Student Performance:** 3.06 represents 38.0% of the way from the lowest (2.79) and the highest (3.50) relative to our peer index and 50.8% of the way relative to the City horizon

Findings and Implications Student Performance ELA:

The data denotes a need to address performance in ELA since the ability for learners to reach levels 3 and 4 has become a challenge. Sustaining the level achieved by students in this category and finding ways to expand the scope of success of students enabling them to reach above and beyond Level 3 continues to be a challenge. Part of this work includes building upon the teachers' abilities to develop, nurture, and instruct students so that they can reach these performance levels and establishing differentiated groups that challenge the highest performers throughout the instructional day.

Student Progress for English Language Arts indicates the following:

- **Median Growth Percentile:** 78.0% of the students made the expected growth. It further indicates that this group is 75.3% of the way from the lowest (54.2%) to the highest (85.8%) relative to our peer group, and 79.2% of the way relative to the City horizon.
- **Median Growth Percentile for School's Lowest Third:** 81.0% of this group made the expected growth percentile which is 70.7% of the way from the lowest (57.4%) to the highest (90.8%) relative to the peer group, and 71.2% of the way relative to the City horizon.

Findings and Implications Student Progress ELA:

Progress in this group was above the midpoint. Instructional decisions must be made to continue to support the progress made to date and finding ways to reach those students that did not reach the expected targets.

Data pertaining to closing the Achievement gap shows full credit for exemplary proficiency gains achieved by the children in the lowest third citywide.

Professional development goals will need to highlight and track differentiation methods and goal tracking in all grades in 8 to 10 week cycles with specific benchmark assessments at set 3-4 week intervals. A literacy program will be instituted to enable teachers to establish differentiated instruction at all levels of their teaching.

A need to continue the academic intervention work at tiers 1 and 2 to support learners in their progress. Early childhood literacy data shows groups of students who are leaving the primary grades with deficiencies in phonics, reading comprehension, listening and writing. If these gaps are not addressed, the result is students who do not have the ability to read and comprehend grade level text which limits their ability perform. The premise is that if the ongoing professional development, teacher support and interaction serves to strengthen the teacher's ability to increase instructional rigor in the early childhood grades, we can decrease the number of children leaving these grades unprepared for the challenges of the upper grades.

Closing the Achievement Gap ELA:

P.S. 152 achieved exemplary proficiency gains in all ELA categories except for Self-contained /CTT / SETSS. These included partial credit for the performance of English Language Learners and full credit for the Lowest Third Citywide.

Findings and Implications Closing the Achievement Gap ELA:

A continued concern results from the data, the performance of Special Education students where proficiency “gains” remained at 50% when the group is composed of all special needs students together, but when observing children in CTT only 11.5% made proficiency gains.

Data Source: **The New York State School Report Card**

Accountability and Overview Report 2008 -2009

English Language Arts Accountability (All Students):

- Met *Annual Yearly Progress* (AYP) and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 160 with an expected *Effective Annual Measurable Objective* (AMO) of 128.

English Language Arts Accountability (Ethnicity):

- Hispanic / Latino met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 160 with an expected *Effective Annual Measurable Objective* (AMO) of 137.
- Asian and Other Pacific Islanders met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 181 with an expected *Effective Annual Measurable Objective* (AMO) of 1238.

English Language Arts Accountability (Other Groups):

- Limited English Proficient met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 153 with an expected *Effective Annual Measurable Objective* (AMO) of 137.
- Economically Disadvantaged met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 171 with an expected *Effective Annual Measurable Objective* (AMO) of 140.
- Students with Disabilities met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion using safe harbor targets since the performance index of 98 was far lower than the expected *Effective Annual Measurable Objective* (AMO) of 131.

The Performance Index for Limited English Proficient Students continues to be low when compared to the other groups in this sampling. Hispanic / Latino students continue to have a lower performance index than students in other accountability groups (21 points lower than *Asian and other Pacific Islanders*).

The subgroup of students with disabilities raises an area of concern as reiterated in previous data.

Analysis of ELA Performance

2010 New York State English Language Arts (NYS ELA) test

For the purpose of analyzing results achieved by students in the 2009 – 2010 school year, the Leadership Team has decided to highlight the data as it pertains to this year’s performance. Comparison data will not be used for the purpose of this needs assessment given that the tests and the conditions of testing were different and therefore meaningful measures of progress could not be gained by comparing the results achieved in the 2010 NYS ELA with those achieved in prior years

Grade	Number Tested	Mean Scale Score	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 3 & 4	
			#	%	#	%	#	%	#	%	#	%
3	169	667.2	20	11.8	59	34.9	62	36.7	28	16.6	90	53.3
4	187	675.3	17	9.1	60	32.1	101	54	9	4.8	110	58.8
5	184	672.9	25	13.6	62	33.7	68	37	29	15.8	97	52.7
6	49	668	1	2	14	28.6	32	65.3	2	4.1	34	69.4
All Grades	589		63	10.7	195	33.1	263	44.7	68	11.5	331	56.2

Findings / Implications:

The data for all students tested shows that 10.7% of the children performed at a level 1. Students in this group consists of special needs, long term and 2 – 3 year English Language Learners, and general education students who have reached the testing grades with weaknesses and deficiencies in phonics, vocabulary, and phonemic awareness in the early childhood grades.

The percentage of students performing at Levels 2 included 33.1%. This group is a targeted concern for the 2010 – 2011 school year. Children at level 2 range greatly in performance. Many of the weaknesses noted in the data result analysis shows deficiencies linked to short response and writing about text read independently and text they have listened to. It is a priority for the 2010 – 2011 school year to significantly reduce the number of children performing at this level with efforts aimed at getting them to gain mastery levels in writing and reflecting about text. The needs implicate an added analysis of the elements in our instructional program and curriculum in order to further understand what is impeding the progress of this group. In the 2009 – 2010 school year, we initiated a shift toward writing being taught from the reading perspective. This resulted in disjointed writing that deviated from progressive writing or addressing the craft as a process. Reflections resulting from teacher inventory and feedback, qualitative data derived from walkthroughs, School Leadership Team (SLT) reviews of the conditions of learning, and administrative observations all point to a need to approach writing from as a holistic process. Through discussion and tracking of the progress of students in writing we have concluded that there is a need to change how writers compose and write by helping them employ sophisticated and rigorous composing processes. The second element that is impeding progress in the Level 2 and Level 3 performers is vocabulary. Students have decoding abilities that out-perform their ability to understand what they read. Most of these weaknesses are linked to vocabulary. In an effort to address this weakness more genuine concerted efforts have to be made to teach vocabulary. With the high percentage of ELLs and children who have recently exited ELL programs, vocabulary instruction must account for the fact that the children may lack the sophistication in the language to be able to deduce meaning from text and therefore vocabulary has to be taught explicitly and in context with practice to follow in interacting with those words they do not know.

The 56.2% of the children who scored at or above grade Level 3, the work is in supporting them to maintain and augment the progress they have made to date. This needs to be achieved through an instructional program that is differentiated and specific to their developmental needs with ongoing assessment to note progress and adjustments to their teaching as needed.

For all learners, this process will include a much more rigorous program of assessing, goal setting, planning, tracking, and grouping. It will also involve a literacy program that targets skills and strategies through ongoing interaction and manipulation of text.

Grade Specific Data Results:

Grade specific performance seems to be equitable with similar percentages of children in each of the performance levels (1 – 3). This fact leads us to consider that the impeding factors are linked more to what we

do as a school (curriculum, materials, instructional processes etc..) than what is being done differently in each grade. At Level 4, the percentages change to show Grade 4 with only 4.8% of the children tested reaching this level while Grades 3 and 5 the percentages are higher (16.6 and 15.8 respectively). A closer look at the item analysis once again reinforces the concerns previously stated.

Grade 3

Number Tested	Mean Scale Score	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 3 & 4	
		#	%	#	%	#	%	#	%	#	%
169	667.2	20	11.8	59	34.9	62	36.7	28	16.6	90	53.3

Grade 3 literacy instruction is a distinct process. Students at this level are required to transition from understanding and applying the concepts of print to using what they know about these concepts to gain knowledge. In looking at data resulting from teacher made tests and conferences and the ECLAS-2 results of our second graders for the last 3 years, there is a link between the results obtained on the Grade 3 State ELA and the second semester Grade 2 ECLAS-2 assessment. In Spring 2008, 38.3 percent of the second graders assessed with ECLAS-2 were found to be performing at or below Level 4 in the decoding, sight vocabulary, and/or reading strands of ECLAS-2. The ELA for Grade 3 administered in the Winter of 2009 then showed that 35% percent of the third graders tested scored at Levels 1 or 2. Results viewed here once again substantiated the findings from 2009. A group of 38.2% did not meet the grade 2 benchmark by the Spring of 2009 in decoding, listening comprehension, and reading comprehension. Similarly in the Spring of 2010 when these Grade 2 students tested as third graders the results show that 46.7% were performing below grade at Levels 1 and 2. One can “assume” that there is a correlation between the weaknesses noted by the end of Grade 2 and the results later obtained in Grade 3. Therefore, the data substantiates the possibility that deficiencies noted are linked to ongoing lags emanating from the primary grades, specifically grades 1 and 2.

In order to change these effects and the trend that is recurring, instructional changes have to be instituted in Grades 1 and 2 to ensure that children are not moving up to grade 3 with literacy gaps that impede their ability to comprehend grade appropriate text.

Grade 4

Number Tested	Mean Scale Score	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 3 & 4	
		#	%	#	%	#	%	#	%	#	%
187	675.3	17	9.1	60	32.1	101	54	9	4.8	110	58.8

The degree of difficulty in the Grade 4 test is increased by the extended responses and writing and it is in those sessions of the test that the children are not performing at the levels expected, therefore, there is a correlation between the results observed in Grade 4 and the ongoing weaknesses discussed previously linked to writing. In looking at the data progression to data and with the longitudinal track of yearly changes, we can link deficiencies noted in the upper grade results to the weaknesses noted in the early childhood grades.

Several concerns emerge from these results:

- The high percentage of students performing at Levels 1 and Level 2 that are now in Grade 5 with a below level performance (41.2%).
- The low percentage of children scoring at Level 4 (4.8%).
- Three consecutive years in which we have failed to move students to the highest performance level.
- Item analysis data for this group shows a distinct weakness amongst the grade in specific reading skills that include:

- *Distinguishing between important and unimportant details*
- *Main Idea and Character traits –inferred*
- *Extended responses*

There is a need to observe closely the way in which literacy instruction is being delivered in the grade. Part of this work transpired with the Data Inquiry Team in the 2008 – 2009 school year. The findings of the analysis of low inference transcripts allowed the Team to pinpoint some possible causes that were later substantiated in further data gathered. As a result in the 2009 – 2010 school year measures were put in place to establish structures across the school when teaching literacy skills via a specific program.

Grade 5

Number Tested	Mean Scale Score	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 3 & 4	
		#	%	#	%	#	%	#	%	#	%
184	672.9	25	13.6	62	33.7	68	37	29	15.8	97	52.7

This data shows that grade 5 was progressing toward the goal of 100 percent grade level performance each year. This can be seen in the 2009 results in which none of the children tested were found to be performing at Level 1. However in the 2010 test, more students were found to be performing at Level 1. The group at the Level 1 performance consists of Special Education students and ELLs. Given the fact that this includes the testing of English Language Learners who have been in an English speaking system for a year or more, the accomplishment is that much more challenging. However, Level 2 performance continues to be high since this means that 20 percent of the children tested were found to be below grade level in 2009. This number increased to 33.7%. Data shows that most (17.8% of this group) consists of English Language Learners and Special needs students. The remaining 2.2% are Ells who reach proficiency in the 2007 – 2008 school year.

Therefore, given the population performing at level 2, methods by which to address the weakness found amongst the group will consists of a literacy program that addresses second language development in conjunction with literacy needs that are language specific. Literacy will be approached from a varied perspective in order to afford students at this level multiple opportunities to practice reading and writing strategies through varied modalities.

Grade 6

Number Tested	Mean Scale Score	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 3 & 4	
		#	%	#	%	#	%	#	%	#	%
49	668	1	2	14	28.6	32	65.3	2	4.1	34	69.4

The performance of Grade 6 students in the 2010 school year shows a shift from the positive trend noted prior to 2010 in which the goal of achieving 100 percent on grade level performance for the grade was on target. The group of students at Level 2 was English Language Learners and at risk students Therefore there is a need to address literacy from a language perspective in an effort to sort the weaknesses and link them to the adequate source –be it literacy development of language acquisition.

Disaggregated ELA Data by Targeted Group

English Language Learners ALL GRADES

Grade	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
				#	%	#	%	#	%	#	%	#	%
3	ELL	77	657	19	24.7	37	48.1	15	19.5	6	7.8	21	27.3
3	EP	92	675.8	1	1.1	22	23.9	47	51.1	22	23.9	69	75
4	ELL	50	647.6	13	26	29	58	8	16	0	0	8	16
4	EP	137	685.4	4	2.9	31	22.6	93	67.9	9	6.6	102	74.5
5	ELL	50	651.3	21	42	20	40	8	16	1	2	9	18
5	EP	134	681	4	3	42	31.3	60	44.8	28	20.9	88	65.7
6	ELL	6	650.5	1	16.7	4	66.7	1	16.7	0	0	1	16.7
6	EP	43	670.4	0	0	10	23.3	31	72.1	2	4.7	33	76.7

Findings / Implications:

Over a three-year period from 2006 – 2009, the percentage of all English Language Learners tested scoring at Level 1 and 2 has decreased by 21.9 percent from 78.2 in 2006% to 56.3% in 2009. While the student performance at Level 1 has decreased significantly from 21.7 percent in 2006 to 9.1% in 2009, performance at Level 2 continues to be high. Which essentially translates to approximately half of the population scoring below grade level in ELA.

The percentage of this group of students scoring at Level 3 and 4 increased by 22.0 percent from 21.7% to 43.7% continuing a progressive growth. The percentage of English Language Learners scoring at Level 4 continues to be low. Given the level of critical thinking and degree of familiarity with language required of a student in order to achieve a Level 4 score, there is a need to expose ELLs to extensive language experiences that can expand their vocabulary bank and enhance their ability to interpret text beyond the literal understanding.

In 2010 of 183 ELLs tested, 25.9% were found to be performing at a level 1, 49.2% at a level 2, 15.5% at a level 3, and 3.8% at a level 4. The English Proficient (EP) students fared as follows: 2.2% at a level 1, 25.9% at a level 2, 56.9% at a level 3, and 15.0% at a level 4. Ongoing assessment data analysis and interpretation will allow teachers to target specific needs and address these from the perspective of language development or literacy development. Significant differences in performance can be seen in the performance of ELLs and that of the EP group. Data shows that 75.1% of the ELLs tested are performing at Levels 1 and 2 compared to 28.1% of the EP students a 47% difference.

Grade 3 and Grade 5 data stands out at level 1 performance where the difference between ELLs and EPs is most significant. In grade 3 the difference between ELLs performing at level 1 and EPs at that same level is 23.7%. In grade 5 the disparity is even greater with a 39% difference. When observing on level performance is very telling. Performance at all grade levels is excessive. In grade 3 the difference in Level 3 and 4 performance between ELLs and EPs is 47.7%, 58.5% difference in grade 4, 47.7% in grade 5, and 60.0% in grade 6.

These results denote a need to examine the instruction of ELLs and the instructional program as it pertains to literacy. Conventional methods for teaching literacy have to be adjusted and differentiation for this group has to include explicit teaching of vocabulary and strategies to enable children to read and react to text. This group needs to engage in diversified and differentiated opportunities to read and write daily so that they can build the stamina needed to address extensive text.

Attendance amongst this subgroup of students continues to be a concern. Noted in the data are groups of ELLs who leave the school to visit their country of origin and return after several weeks. This is causing lags in their language and concept development and the data continues to show the detrimental results of this practice.

Therefore, there is a need to work with parents in order to build an understanding of the effects of this practice on their child’s instruction.

The Language Allocation Policy and Title III plan address this group specifically. The needs assessment found in these documents include practices, programs, and techniques for the ongoing work with this population. In addition, literacy instruction must be revisited in as much as the impact that the approaches currently in practice are contributing both language and literacy development.

Instructional decisions have to focus on literacy instruction through methods of language development. The core of the deficiencies in readers whose first language (L1) is other than English is routed in the weaknesses found in the second language (L2) instruction and how well students are able to transfer concepts and experiences from one language to the other. With this in mind, there is a need to establish a program that builds on the structures of language while approaching literacy from the perspective of the development of language. Teaching literacy skills and strategies has to be strategic to ensure that structures are being put in place for the student to move from one level to another through carefully mapped plan. Professional development and planning are instrumental to this process.

There is a need to solidify the instructional program of Ells beginning with a careful analysis of the interim data. In an effort to identify the specific needs of Ells, predictive assessments must be analyzed from the language perspective first. Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. A high percentage of these children were not “literate” in a first language, therefore transference of skills from L1 to L2 would not have been possible. The instructional model however, is built on the premise of a preexisting L1 knowledge that is simply not there. Since the child’s level of sophistication in the second language (L2) will dictate their ability to tackle grade specific reading selections, our efforts must focus on maximizing and strengthening language development from its initial stages through exposure to meaningful language experiences that tap into all modalities. There is a need to continue to teach Ells in a balanced literacy model providing a balance of explicit instruction and student-directed activities that incorporate aspects of both traditional and meaning-based curricula from an L2 perspective with specific context embedded vocabulary instruction and language centered goals

The Language Allocation Policy and Title III plan address this group specifically. The needs assessment found in these documents include practices, programs, and techniques for the ongoing work with this population. In addition, literacy instruction must be revisited in as much as the impact that the approaches currently in practice are contributing both language and literacy development.

Special Needs Students ELA 2010
ALL GRADES

Grade	Program	# Tested	MEAN	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 3 & 4	
				#	%	#	%	#	%	#	%	#	%
3	Gen. Ed	159	668.1	18	11.3	53	33.3	60	37.7	28	17.6	88	55.3
3	Sp. Ed	10	654	2	20	6	60	2	20	0	0	2	20
4	Gen. Ed	167	680.2	6	3.6	53	31.7	99	59.3	9	5.4	108	64.7
4	Sp. Ed	20	634.6	11	55	7	35	2	10	0	0	2	10
5	Gen. Ed	160	678.2	8	5	56	35	67	41.9	29	18.1	96	60
5	Sp. Ed	24	638	17	70.8	6	25	1	4.2	0	0	1	4.2
All	Gen. Ed	534		33	6.2	176	33	258	48.3	67	12.5	325	60.9
All	Sp. Ed	55		30	54.5	19	34.5	5	9.1	1	1.8	6	10.9

Over a four-year period from 2006 – 2009, the percentage of all Special Needs Students tested scoring at Level 1 and 2 had decreased by 8.3 percent from 75.0% to 66.7%. The percentage of this group of students scoring at Level 3 and 4 increased by 8.3 percent from 25.0% to 33.3%. In the past two years none of the students in this group have scored at a level 4.

Over a four-year period from 2006 – 2009, the percentage of all Special Needs Students tested scoring at Level 1 and 2 had decreased by 8.3 percent from 75.0% to 66.7%. When comparing these results with those achieved by general education students we observe large disparity. General education student performance at Levels 1 and 2 has decreased by 4.5% from 26.3 % to 21.8%.

The percentage of Special Education students scoring at or above grade Level 3 and 4 had increased by 8.3% to 33.3%. General education performance at this level had increased by 4.6% to 78.2%. However noted is the fact of the disproportion between Special Education student grade level performance and that of general education students. The gap between these groups shows a 44.9% difference. This further shows the need to address this group through differentiated methods that are needs specific and true to the methods and modalities by which this group of children can be reached. This includes training teachers in diverse methods of instruction and diversified teaching.

In 2010 the data showed the following: the percentage of Special needs students performing at or above grade level 3 is now 10.9% compared to 60.9% in general education classes (a significant difference of 50%). Most of the special needs children not performing at grade level are at a level 1. Curiously at level 2 the difference between Special needs students and general education students is only 1.5%.

When we compare the results obtained by Special Education (SE) students and compare these to the results obtained by General Education (GE) students in **Grade 3**, the following emerges:

- SE student performance at Levels 1 and 2 had decreased by 16.2% from 75.1 % to 58.8% from 2007 to 2009. GE student performance at this level decreased from 36.8 to 25.3% (an 11.5% difference).
- In 2010 the difference between Special needs and general education students at level 1 was 8.7% (the gap had decreased).
- In 2009 SE student performance at or above Level 3 was 41.2% compared to 74.7% of the GE group (a 33.5% difference). In 2010 the gap decreased to 17.7%
- The largest gap between Special needs student performance and General Education student performance can be seen at Level 4 where the difference between the two groups is 17.6%

Instructional implications dictate a change in procedures for teaching Special education students. While balanced literacy is the method by which literacy will continue to be delivered, structures for strategy exposure and ongoing practice will be set in place through a program that is suited to meet the need of this group. Differentiated instruction will take place throughout each lesson. Goals will also be developed for each student with ongoing monitoring of progress and revisions as needed throughout the year. Mastery of primary needs will be addressed after scaffolded lessons provide for the grade appropriate curriculum to be taught.

When we compare the results obtained by Special Education (SE) students and compare these to the results obtained by General Education (GE) students in **Grade 4**, the following emerges:

- Again in this data noted was the higher performance of SE students at levels 1 and 2 throughout the three year span compared to GE students between 2006 - 2009
- Also noted was the lack of SE students performing at Level 4.
- Especially alarming are the 2009 results that showed 45.8% of the SE population in this grade scoring at Level 1 and 33.3% scoring at Level 2. Of this group only 20.8% reached Level 3.
- In 2010 There is a difference in performance amongst Special Needs students and General Education students of 51.4% at Level 1, only 3.3% at Level 2, 49.3% at Level 3, and 5.4% at Level 4.
- When compared to the performance of GE students, Grade 5 SE students have consistently failed to reach the progression needed to meet the goal of grade level performance for all students.

There is an indication in the data of a need to develop alternative methods by which to instruct students with Special needs. Given the diverse instruction required to meet the needs of this group, it may not always be wise to continue teaching the grade specific curriculum if we are not able to work on the gaps that exist in the children’s instructional continuum. Teacher assessment data and conferences continue to show a lack of phonics skills, sight vocabulary, and vocabulary as barriers when building fluency. The lack of fluency and at times lack of familiarity with the content of text then impairs the children’s ability to read with understanding. All indicators point to a need to structure the reading process so that each of these elements is systematically reinforced in each lesson. An increase in read aloud and shared reading is required to enhance the deficiencies previously stated. Independent reading has to be coached into and supported with strategies and reading behaviors that make sense to the child.

Instructional implications dictate a change in procedures for teaching Special Education students as previously stated. This data shows that we have consistently failed to guide special needs students in this grade toward mastery of grade level skills. A change in the process used to date has been explored and elements of change have been set in motion for the 2010 – 2011 school year.

Data at this level is limited given that the population of special needs at **Grade 5** level did not emerge until 2009.

- The performance of SE students shows the majority of the group scoring at Level 2 with the remaining 43.8% scoring at Level 3.
- When compared to the results of GE students, SE students performing at or above Level 3 was far lower (39.6% fewer).

In 2010 the difference in performance between these two groups was as follows:

- 64.4% at Level 1 performance,
- 10% at level 2,
- 37.7% at Level 3, and
- 55.8% at Level 4.

Implications further demonstrate an urgency to prioritize the needs of this subgroup if we are going to succeed at reducing the instructional gap that is evident in this data. Similar to indications in the other grades, instructional methods will be employed to address SE students at their instructional and developmental levels.

Although the curriculum being taught in the Special needs self-contained, and Integrated Co-teaching classes is in alignment with the instruction in the General Education classes, there continues to be a need to establish instructional initiatives that can sustain to progression of this target group. Much of the work toward this goal has commenced with programs that target special needs students in the primary grades with structured phonemic awareness and phonics. This process is continued beyond Grade 2 as students’ individual needs are considered. Developing differentiated lessons at the ability levels of students under strategic developmental spectrums will continue to be the focus with which to address the group. In addition scaffolding lessons continues to be key to the success of this group.

ELA 2010 Results by Gender
ALL GRADES

Grade	Gender	Level 1		Level 2		Level 3		Level 4		Level 3 / 4	
		#	%	#	%	#	%	#	%	#	%
3	Female	9	11.5	27	34.6	31	39.7	11	14.1	42	53.8
3	Male	11	12.1	32	35.2	31	34.1	17	18.7	48	52.7
4	Female	5	5.4	26	28.3	56	60.9	5	5.4	61	66.3
4	Male	12	12.6	34	35.8	45	47.4	4	4.2	49	51.6
5	Female	10	10.8	35	37.6	34	36.6	14	15.1	48	51.6

5	Male	15	16.5	27	29.7	34	37.4	15	16.5	49	53.8
6	Female	1	3.8	7	26.9	16	61.5	2	7.7	18	69.2
6	Male	0	0	7	30.4	16	69.6	0	0	16	69.6
All Grades	Female	25	8.7	95	32.9	137	47.4	32	11.1	169	58.5
All Grades	Male	38	12.7	100	33.3	126	42	36	12	162	54

Findings and Implications

The following can be assessed from the results noted above pertinent to gender.

- All grades tested data shows that 46.0% of the males students tested scored at or below level 2 while 41.6% of females scored at this level (a 4.4% difference).
- There are more girls performing at or above performance level 3. However, there are more males than females performing at level 4 (.9% more). The noted difference is at level 3 performance.
- **Grade 3** performance shows a significant difference at level 3 performance where 5.6% more females can be found. However, as in the overall results, at level 4 males fare better by 4.6%.
- **Grade 4** performance indicates a greater difference between male and female performance. Females outperform males by 14.7% at levels 3 and 4.
- **Grade 5** data shows a closer performance distribution amongst males and females. However there are 5.7% more males than females performing at level 1.
- **Grade 6** performance showed only a 0.4% difference between male and female performance at Levels 3 and 4.

A closer look at the data shows that the differences noted here can be linked to student weaknesses identified previously. There are more males than females who are recent (1-3 years) English Language Learners tested after year 1 in an English-speaking school system. There are more males than females with noted weaknesses in literacy linked to special needs which comprise the numbers noted in grade 4 and 5.

We continue to explore methods by which to address the differences noted in this data, however it is in how we address needs noted in language proficiency and special needs concept development that we may observe a difference in the results noted above. It is our premise that these results are not the result of a curriculum that favors female over male performance instructionally in its resources. The language and special needs variables must be addressed and corrected first in order to sustain the latter as a possibility reflected in these results.

ELA Overview of School Performance by Disaggregated Groups By Grade

Data Source: The New York State School Report Card

Grade 3

RESULTS BY STUDENT GROUP	2007 - 2008 SCHOOL YEAR				2008 – 2009 SCHOOL YEAR			
	Total Tested	Percentage Scoring at Levels			Total Tested	Percentage Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students	175	83	55	7	186	95	61	5
<i>Female</i>	93	90	59	8	85	98	62	5
<i>Male</i>	82	74	50	6	101	93	60	5
<i>American Indian Alaska Native</i>	1	-	-	-	-	-	-	-
<i>African American</i>	2	-	-	-				
<i>Hispanic or Latino</i>	76	79	45	4	74	91	55	3
<i>Asian or Native Hawaiian /</i>	91	86	63	9	103	98	83	13

<i>Other Pacific Islander</i>									
<i>White</i>	5	-	-	-	-	-	-	-	-
<i>Multiracial</i>		-	-	-	-	-	-	-	-
Small Group Totals	8	88	88	13	9	100	78	11	
<i>General Education Students</i>	156	90	90	8	166	98	76	10	
<i>Students with Disabilities</i>	19	26	26	0	20	75	40	0	
<i>English Proficient</i>	96	95	95	13	117	100	85	14	
<i>Limited English Proficient</i>	79	68	68	0	69	87	49	0	
<i>Economically Disadvantaged</i>	175	83	83	7	186	95	72	9	
<i>Not Disadvantaged</i>	0	-	-	-	-	-	-	-	
<i>Migrant</i>	0	-	-	-	-	-	-	-	
<i>Not Migrant</i>	175	83	83	7	186	95	72	9	

Findings and Implications:

- Grade 3 data for the two years (2007/2008 and 2008/2009) shows the following:
 - The data for *All Students* shows that 95% of the students tested in 2009 scored at Levels 2 – 4. Of this group 72% performed at levels 3 – 4 and 9% reached Level 4 in 2007/2008. When compared to the data in the previous school year the following results emerge:
 - A 12% increase at Levels 2 – 4.
 - A 617% increase at Levels 3 – 4.
 - A 2% increase at Level 4.
 - Females scoring between levels 2 and 4 increased by 8% (from 90% to 98%) while the results for Males increased by 19% from 74% to 93%. The percentage of females performing at Level 1 decreased by 6% and the results for Males shows an 19% decrease at this performance level. Females scoring at levels 3-4 increased by 17% and females scoring at Level 4 increased by 1%. Results for Males indicate an 18% increase in performance levels 3-4 and a minor increase of 2% in Level 4 performance.
 - The results for the *Hispanic / Latino* subgroup shows a 12% increase at Levels 2 – 4; a 10% increase at Levels 3 – 4; a 1% increase at Level 4 performance.
 - The results for *Asian or Native Hawaiian / Other Pacific Islander* subgroup shows an 12% increase in Level 2 – 4 performance; a 10% increase in Levels 3 – 4; and a 4% increase at Level 4 performance
 - The data for the *Economically Disadvantaged* coincides with that previously described with the *All Students*.
- The results for the other subgroups *General Education*, Special Education (*Students with Disabilities*), English Language Learners (*Limited English Proficient*) have previously been discussed in detail in prior sections of this document. Comparison data is also included in previous sections of this needs assessment.

Grade 4

RESULTS BY STUDENT GROUP	2007 2008 SCHOOL YEAR				2008 – 2009 SCHOOL YEAR			
	Total Tested	Percentage Scoring at Levels			Total Tested	Percentage Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students	200	90	68	5	183	93	65	4
<i>Female</i>	97	93	71	8	95	93	66	5
<i>Male</i>	103	86	64	2	88	93	64	3
<i>American Indian Alaska Native</i>								
<i>African American</i>	3	-	-	-	2	-	-	-
<i>Hispanic or Latino</i>	95	87	59	2	80	89	51	1
<i>Asian or Native Hawaiian / Other Pacific Islander</i>	98	92	77	8	97	98	77	5

<i>White</i>	4	-	-	-	4	-	-	-
<i>Multiracial</i>	-	-	-	-	-	-	-	-
Small Group Totals	7	86	57	0	6	67	50	33
<i>General Education Students</i>	182	93	71	5	157	99	74	5
<i>Students with Disabilities</i>	18	56	33	0	26	54	12	0
<i>English Proficient</i>	127	95	83	8	122	96	86	7
<i>Limited English Proficient</i>	73	79	40	0	61	87	23	0
<i>Economically Disadvantaged</i>	200	90	68	5	183	93	65	4
<i>Not Disadvantaged</i>	-	-	-	-	-	-	-	1-
<i>Migrant</i>	-	-	-	-	-	-	-	-
<i>Not Migrant</i>	200	90	68	5	183	93	65	4

Findings and Implications:

- Grade 4 data for the two years (2007/2008 – 2008.2009) shows the following:
 - The data for *All Students* shows that 93% of the students tested scored at Levels 2 – 4. Of this group 65% performed at levels 3 – 4 and 4% reached Level 4 in 2006/2007. When compared to the data in the previous school year the following results emerge:
 - A 3% increase at Levels 2 – 4.
 - A 5% decrease at Levels 3 – 4.
 - A 1% increase at Level 4.
 - Females and Males scoring between Levels 2 - 4 remained the same (93%) The percentage of Females performing at Levels 3 – 4 increased by 5% while Males decreased at a higher increment (7%). Females scoring at Level 4 decreased by 3% while Male performance at this level increased by 1%.
 - The results for the *Hispanic / Latino* subgroup shows a 2% increase at Levels 2 – 4; an 8% decrease at Levels 3 – 4; a 1% decrease at Level 4.
 - The results for *Asian or Native Hawaiian / Other Pacific Islander* subgroup shows a 6% increase in Level 2 – 4 performance; had not change in Levels 3 – 4; and a 3% decrease at Level 4 performance. The ethnicity group of *Asian or Native Hawaiian / Other Pacific Islander* continues to perform at higher levels (77% at levels 3 – 4) when compared to *Hispanic / Latino* (51% at levels 3 – 4).
 - The data for the *Economically Disadvantaged* coincides with that previously described with the *All Students*.
 - *Students with Disabilities* data shows a decrease of 3% at Levels 3 – 4 while *Limited English Proficient* students show a 17% decrease at these performance Levels. Both groups continue to perform at much lower levels when compared to *General Education students*.

Grade 5

RESULTS BY STUDENT GROUP	2007 2008 SCHOOL YEAR				2008 – 2009 SCHOOL YEAR			
	Total Tested	Percentage Scoring at Levels			Total Tested	Percentage Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students	174	98	75	2	182	100	78	12
<i>Female</i>	81	99	75	2	87	100	83	7
<i>Male</i>	93	99	75	2	95	100	64	16
<i>American Indian Alaska Native</i>	-	-	-	-	-	-	-	-
<i>African American</i>	-	-	-	-	-	-	-	-
<i>Hispanic or Latino</i>	74	97	69	3	81	100	79	10
<i>Asian or Native Hawaiian / Other Pacific Islander</i>	90	99	79	2	94	100	84	10
<i>White</i>	10	100	90	0	4	-	-	-
<i>Multiracial</i>	-	-	-	-	-	-	-	-

<i>Small Group Totals</i>	-	-	-	-	-	-	-	-
<i>General Education Students</i>	169	98	76	2	171	100	84	12
<i>Students with Disabilities</i>	5	100	60	0	11	100	36	0
<i>English Proficient</i>	128	99	88	3	134	100	90	14
<i>Limited English Proficient</i>	46	96	41	0	48	100	56	4
<i>Economically Disadvantaged</i>	174	98	75	2	182	100	81	12
<i>Not Disadvantaged</i>	-	-	-	-	-	-	-	1
<i>Migrant</i>	-	-	-	-	-	-	-	-
<i>Not Migrant</i>	174	98	75	2	184	100	81	12

Findings and Implications:

- Grade 5 data for the two years (2007/2008 2008/2009)) shows the following:
 - The data for *All Students* shows that 98% of the students tested scored at Levels 2 – 4. Of this group 81% performed at levels 3 – 4 and 12% reached Level 4 in 2006/2007. When compared to the data in the previous school year the following results emerge:
 - A 2% increase at Levels 2 – 4.
 - A 6% increase at Levels 3 – 4.
 - A 10% increase in Level 4.
 - Females performing at Levels 2 – 4 increased by 2% while males at this level also increased but at a lower percentage (1%). The percentage of Females performing at Levels 3 – 4 increased by 3% while Males also increased (8%). Females scoring at Level 4 increased by 5% while Male increased by 14%.
 - The results for the *Hispanic / Latino* subgroup shows an 3% increase at Levels 2 – 4; a 10% increase at Levels 3 – 4; and a 7% increase at Level 4.
 - The results for *Asian or Native Hawaiian / Other Pacific Islander* subgroup shows a 1% increase in Level 2 – 4 performance; an 5% increase in Levels 3 – 4; and a 11% increase at Level 4 performance.
 - The ethnicity group of *Asian or Native Hawaiian / Other Pacific Islander* continues to perform at higher levels (84% at levels 3 – 4) when compared to *Hispanic / Latino* (79% at levels 3 – 4). However it was noted in this data that the results achieved by *Hispanic / Latino* subgroup made a significant movement toward reducing that gap in the performance of these two groups (10% difference at Levels 3 and 4 now 5%).
 - *Limited English Proficient* students show a 4% increase at performance Levels 2 – 4, with 2% increase resulting at Levels 3 – 4 and a 4% increase at performance Level 4.. However when compared to *General Education students* this group is still significantly lower.

Grade 6

RESULTS BY STUDENT GROUP	2007 2008 SCHOOL YEAR				2008 – 2009 SCHOOL YEAR			
	Total Tested	Percentage Scoring at Levels			Total Tested	Percentage Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students	47	100	81	2	62	100	93	13
<i>Female</i>	25	100	80	4	30	100	93	20
<i>Male</i>	22	100	82	0	32	100	88	6
<i>American Indian Alaska Native</i>	-	-	-	-	-	-	-	-
<i>African American</i>	-	-	-	-	-	-	-	-
<i>Hispanic or Latino</i>	25	100	76	0	37	100	92	8
<i>Asian or Native Hawaiian / Other Pacific Islander</i>	21	-	-	-	25	100	88	20
<i>White</i>	1	-	-	-				
<i>Multiracial</i>	-	-	-	-	-	-	-	-
<i>Small Group Totals</i>	22	100	86	5	-	-	-	-

<i>General Education Students</i>	46	-	-	-	62	100	90	13
<i>Students with Disabilities</i>	1	-	-	-	-	-	-	-
<i>English Proficient</i>	41	100	88	2	45	100	100	18
<i>Limited English Proficient</i>	6	100	33	0	17	100	65	0
<i>Economically Disadvantaged</i>	47	100	81	2	62	100	90	13
<i>Not Disadvantaged</i>	-	-	-	-	1	-	-	-
<i>Migrant</i>	-	-	-	-	-	-	90	-
<i>Not Migrant</i>	47	100	81	2	62	100	57	13

Findings and Implications:

- Grade 6 data for the two years (2007/2008 and 2008/2009) shows the following:
 - The data for *All Students* shows that 100% of the students tested scored at Levels 2 – 4. Of this group 90% performed at levels 3 – 4 and 13% reached Level 4 in 2008/2009. When compared to the data in the previous school year the following results emerge:
 - No change at Levels 2 – 4.
 - A 9% increase at Levels 3 – 4.
 - An 11% increase in Level 4.
 - Females performing at Levels 2 – 4 did not change nor did the performance of males at these levels. The percentage of Females performing at Levels 3 – 4 increased by 13% while Males also increased of 13%. Females scoring at Level 4 increased by 16% while Male also increased at a slightly lower 6%.
 - The results for the *Hispanic / Latino* subgroup shows no change at Levels 2 – 4; a 16% increase at Levels 3 – 4; and a 8% increase at Level 4.
 - The results for *Asian or Native Hawaiian / Other Pacific Islander* subgroup has not data for comparison.
 - *Limited English Proficient* students remained constant at Levels 2 – 4, with 30% increase resulting at Levels 3 – 4 and no change at Level 4. When compared to *General Education students* this group is still significantly lower at Levels 3 – 4 (100% of GE compared to 65% of LEP). However, this data shows a 20% reduction in the difference between the performance of these two groups at Levels 3 and 4 from 55% in 2007 – 2008 to 35% in 2008 – 2009.

Item Analysis of the Winter 2009 ELA Exam

An Item analysis of the *Winter 2009 English Language Arts* Exam shows the following weaknesses in each grade.

- **Grade 3**
 - *Standard: Students will read, write, listen and speak for information and understanding*
 - *Performance Indicator: Identify main idea and supporting details in informational text (39% accuracy rate).*
 - *Standard: Students will read, write, listen, and speak for critical analysis and evaluation*
 - *Performance Indicator: Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic (58% accuracy rate)*
 - *Standard: Students will read, write, listen and speak for information and understanding*
 - *Read unfamiliar texts to collect data, facts, facts, and ideas (61% accuracy rate)*
 - *Standard: Students will read, write, listen, and speak for critical analysis and evaluation*
 - *Performance Indicator: Evaluate the content by identify important and unimportant details (63% accuracy rate)*

- **Grade 4**
 - *Standard: Critical Analysis and Evaluation*
 - *Performance Indicator: Reading and Writing Cluster (23% accuracy rate).*
 - *Standard: Information and Understanding*
 - *Performance Indicator: Understanding written directions and procedures (29% accuracy rate)*
 - *Standard: Literary Response and Expression*
 - *Listening / Writing cluster (33% accuracy rate)*
 - *Standard: Literary Response and Expression*
 - *Performance Indicator: Use knowledge of story structure, story elements, and key vocabulary to interpret stories (46% accuracy rate)*

- **Grade 5**
 - *Standard: Observe the rules of Punctuation, Capitalization, and Spelling*
 - *Performance Indicator: Use correct grammatical construction (33% **accuracy rate**).*
 - *Standard: Critical Analysis & Evaluation*
 - *Performance Indicator: Evaluate information, opinions, and themes in texts by identifying a central idea and supporting details (49% accuracy rate)*
 - *Standard: Critical Analysis & Evaluation*
 - *Performance Indicator: Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentation (54% accuracy rate)*
 - *Standard: Critical Analysis & Evaluation*
 - *Performance Indicator: Evaluate information, opinions, and themes in texts by identifying a central idea and supporting details (54% accuracy rate)*

- **Grade 6**
 - *Standard: Students will read, write, listen, and speak for literary response and expression.*
 - *Performance Indicator: Listening / Writing Cluster (4% accuracy rate).*
 - *Standard: Students will read, write, listen, and speak for critical analysis and evaluation*
 - *Performance Indicator: Reading / Writing Cluster (10% accuracy rate)*
 - *Standard: Students will read, write, listen, and speak for literary response and expression.*
 - *Performance Indicator: Define characters of different genres (39% accuracy rate).*
 - *Standard: Students will read, write, listen, and speak for critical analysis and evaluation*
 - *Performance Indicator: Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details (67% accuracy rate)*

Data Inquiry Team Findings
Two-year Accumulation of Data

Investigations into the Student Outcomes and the Conditions of Learning

Conditions of Learning Includes all Instructional Aspects

- Curriculum
- Instruction: Are skills and strategies being taught?
 - *How is it being taught?*
 - *Who teaches it (teacher assignment and student grouping)?*

Data Findings indicate Instructional Gaps in:

- Skills Instruction
- Building of Literacy and content strategies has improved with the advent of a structured balance literacy program.
- Vocabulary exposure and direct instruction is necessary.
- Higher order thinking and reflection in discussion and instruction has improved with expectations set in student goals. However, engagement of students in verbal discussion to build academic talk and vocabulary has decreased. Training is needed in how to use questioning to increase student academic conversation.
- Uniformity of instruction. Curriculum variations are a concern in the early childhood grades. Embracing the common core curriculum and mapping an instructional program to standardize the teaching in all grades will be beneficial especially in the early childhood grades.

Instructionally Conditions of Learning -Environment:

- Strengths:
 - Lesson Structures
 - Workshop Model
 - Balanced Literacy Structures
 - Development of student goals
 - Use a tiered system for differentiation
- Weaknesses:
 - Teaching Reading Strategies
 - Process writing that includes the development of topic and ideas through all levels to final publication
 - Limited use of technology to enhance and empower students.
 - Lesson Cohesion Across the Grade and Programs including Academic Intervention
 - Extending student Vocabulary
 - Student Empowerment moving away from leading and “feeding” student responses.
 - Meaningful student engagement
 - Elevating tiers to include questions to engage students in leveled conversation to critical thinking levels.

Systemic Change for 2010 - 2011:

- Expanding vocabulary instruction
- Using a method or program that reinforces the use of strategies for the children to implement and become more engaged learning reading skills.
- Development of curriculum maps to make the instructional program cohesive across grade levels.
- Development of rubrics based on common core standards to measure student progress on a continuum.
- Engage learners through differentiated techniques and questioning to increase student engagement around topics learned.
- Return to the direct instruction of writing using process.

- Addressing the literacy of English Language Learners from a language perspective not a literacy development point of view.
- Increasing differentiated opportunities in the classroom through questioning and active engagement.

Upper Elementary Grades **Mathematics**

Data Source: **Progress Report**

Student Performance for Mathematics indicates the following:

- **Percentage of Students at Proficiency Level 3 and 4: 67.3%** This shows a 19.3% of the way from the lowest (59.5%) to the highest (100%) relative to the peer index, and 38.5% of the way relative to the City horizon.
- **The median Student Performance: 3.45** denote a 0.4 decrease from the previous year. This places us at 38.2% of the way from the lowest (2.96) to the highest (4.21) relative to the peer index, and 50.9% of the way relative to the City horizon.

Findings and Implications Student Performance Mathematics:

- Analysis of the assessment items where students sustained the greatest degree of difficulty indicates a need to include more analytical thinking and writing around word problems. In addition numeration and number sense continues to be an area of added concern that arises in the item analysis of the exam. So as we explore methods by which to reduce the instructional gap for the group that was not successful at reaching performance level 3, we will address methods by which to address the needs of students through differentiated instruction.
- Additional concerns found in this data lays in developing methods that will increase student performance. Replicating methods used and expanding these in order to maintain an upward trend are of huge importance.

Student Progress for Mathematics indicates the following:

- **Median Growth Percentile: 74.0%** denotes a that our students are 57.1% of the way from the lowest (50.7%) to the highest (91.5%) relative to the peer index, and 65.4% of the way relative to the City horizon.
- **Median Growth Percentile for School's Lowest Third: 74.0%** denotes 60.9% of the way from the lowest (50.3%) to the highest (89.2%) relative to the peer index, and 62.8% of the way relative to the City horizon.

Findings and Implications Student Progress Mathematics:

- The percentage of students in the School's lowest 1/3 making at least 1-year progress was 74.0% yet, the work to reach those learners who are not making that progress continues. Data shows that the students who fell short of the 1-year progress can be found amongst the English Language Learners and Special Needs subgroups. Therefore, there is a need to look at instructional alternatives for reaching these subgroups that can focus specifically on their stronger modalities when teaching mathematical concepts.
- Instructional options must be explored to move students who have reached Level 3 and 4. As with ELA, this group has shown a trend of remaining stagnant upon reaching these levels. Instructional methods will need to be revisited through best practices analysis and practices such as "low inference transcripts" to allow for teacher directed reflections on methods by which this groups moves to the next critical analysis level.

- Although student progress was sufficient to warrant an “A” in this category, there is a need to address the progress of those children who did not make the expected growth.

Closing the Achievement Gap Mathematics:

- *Credit of 0.75 was achieved for 41.5% exemplary gains of English Language Learners, 52.2% exemplary gains of Self contained / CTT / SETSS, and 52.2% exemplary gains of the Lowest Third Citywide.*

Findings and Implications Closing the Achievement Gap Mathematics:

Only partial credit was gained in the 2009 – 2010 data. Although the CTT subgroup had the numbers to allow for exemplary credit in Math, the group did not meet the cut-off with only 15.4 % making gains in math. There is a need to continue to revise content instruction in the Special Needs classes. A concerted effort must be made to secure more effective and consistent instructional methods to address teaching content when working with students with special needs.

Data Source: **The New York State School Report Card**

Accountability and Overview Report 2008 -2009
Mathematics

Mathematics Accountability (All Students):

- Met *Annual Yearly Progress* (AYP) and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 191 with an expected *Effective Annual Measurable Objective* (AMO) of 115.

Mathematics Accountability (Ethnicity):

- Hispanic / Latino met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 188 with an expected *Effective Annual Measurable Objective* (AMO) of 112.
- Asian and Other Pacific Islanders met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 195 with an expected *Effective Annual Measurable Objective* (AMO) of 113.

Mathematics Accountability (Other Groups):

- Limited English Proficient met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 186 with an expected *Effective Annual Measurable Objective* (AMO) of 112.
- Economically Disadvantaged met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 191 with an expected *Effective Annual Measurable Objective* (AMO) of 115.
- Students with Disabilities met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 142 with an expected *Effective Annual Measurable Objective* (AMO) of 106.

The Performance Index for *Students with Disabilities* continues to be low when compared to the other groups in this sampling. Test performance for this group is the lowest in comparison to the other groups in this category. In the ethnicity groups, *Hispanic / Latino* students performed slightly lower than *Asian or Native Hawaiian / Other Pacific Islanders*.

Analysis of Mathematics Performance

New York State Mathematics Test 2010

All Students Tested

Grade	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
			#	%	#	%	#	%	#	%	#	%
3	171	699.9	7	4.1	55	32.2	58	33.9	51	29.8	109	63.7
4	196	697.4	3	1.5	55	28.1	62	31.6	76	38.8	138	70.4
5	193	681.9	17	8.8	56	29	73	37.8	47	24.4	120	62.2
6	51	705.7	2	3.9	5	9.8	16	31.4	28	54.9	44	86.3
All Grades	611		29	4.7	171	28	209	34.2	202	33.1	411	67.3

Findings / Implications:

Over a four-year period from 2006 – 2009 and observing the results of 2010 for all students tested the data shows the following:

- Over a four-year period from 2006 – 2009, the percentage of all students tested scoring at Level 1 on the Mathematics assessment had decreased from 4.2% in 2006 to 2.7% in 2009 (a 1.5% decrease). The percentage of students scoring at Level 2 had decreased from 13.3% in 2006 to 4.7% in 2009. Students scoring at Level 3 had decreased slightly by 1.7% (from 52.4% to 50.7%). However comparatively, students scoring at Level 4 had increased by 11.8% (from 30.1% to 41.9% in 2009).
- The percentage of students who scored at or above the standard Level 3 increased from 82.5% to 92.6% in 2009. This demonstrates a 10.1% increase in performance on grade level while 7.4% scored at or below Level 2 (a 5.4% decrease from 2006 to 2009).
- In 2010 the data shows that 32.7% of our students are performing below grade level (1 and 2). The majority of this group (28.0% are performing at Level 2. This denotes a need to work closely with children at this level in order to diagnose weaknesses and deficiencies and address these strategically to promote their progress.
- Grade 5 shows an excess over all other grades of students performing at Level 1. Curiously this same grade has the highest percentile of students at Level 3.

Grade 3

Grade	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
			#	%	#	%	#	%	#	%	#	%
3	171	699.9	7	4.1	55	32.2	58	33.9	51	29.8	109	63.7

Findings / Implications:

Over a four-year period from 2006 – 2009 and observing the results of 2010 Grade 3 data shows the following:

- Over a four-year period from 2006 – 2009, the percentage of all students tested scoring at or below Level 2 on the Mathematics exam had decreased from 19.7% in 2006 to 5.8% in 2009 (a 13.9% decrease from 2006).
- Students scoring at or above Level 3 had increased by 14.9% (from 80.3% to 95.2%). Of this group, 32.4% reached Level 4 (a 5.9% increase from 2006).
- In 2010 the data shows that 36.3% of the third graders tested were found to be performing below performance level 3. Of this group 32.2% are performing at level 2. The goal for the 2010 – 2011 school year is to find ways to reach this group of learners through varied and differentiated techniques.
- A closer look at the group scoring at Level 2 shows that many of the children in this group had scores at the her proficiency level while many of the group scoring at level 3 were at the lower proficiency level.

This points to the need to carefully identify these learners and identify the strands that they were not able to master in order to build on those weaknesses since their scores can fluctuate positively or negatively depending on the strategic approach we choose to take with them.

An item analysis of the New York State Mathematics test shows the following skills deficiencies amongst this group of tested students:

- *Understanding the place value structure of the base ten number system*
- *Number estimates.*

Grade 4

			Level 1		Level 2		Level 3		Level 4		Level 3+4	
Grade	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
4	196	697.4	3	1.5	55	28.1	62	31.6	76	38.8	138	70.4

Findings / Implications:

Over a four-year period from 2006 – 2009 and observing the results of 2010 Grade 4 data shows the following:

- Over a four-year period from 2006 – 2009, the percentage of all students tested scoring at or below Level 2 on the Mathematics exam had decreased from 15.8% in 2006 to 12.3% in 2009 (a 3.8% decrease from 2006).
- Students scoring at or above Level 3 increased by 3.5% (from 84.3% to 87.7%). However, the Level 3 performance had decreased from 55.9% in 2008 to 45.5% in 2009. While Level 4 performance increased only 6.4%, Level 3 performance decreased 10.4%
- In 2010 the data shows 29.6% of our students performing at or below level 2. The largest part of this group is at Level 2. There is a need to define this group, identify their needs and track their progress carefully in order to gain insights needed to support their growth.

An item analysis of the New York State Mathematics test shows the following skills deficiencies amongst this group of tested students:

- *Number Sense and Operations varied Performance Indicators*
- *Geometry*
- *Measurement*

Grade 5

			Level 1		Level 2		Level 3		Level 4		Level 3+4	
Grade	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
5	193	681.9	17	8.8	56	29	73	37.8	47	24.4	120	62.2

Findings / Implications:

Over a four-year period from 2006 – 2009 and observing the results of 2010 Grade 5 data shows the following:

- The percentage of all students tested had scoring at or below Level 2 on the Mathematics exam decreased from 19.2% in 2006 to 5.4% in 2009 (a 13.8% decrease from 2006).
- Students scoring at or above Level 3 had increased by 14.1% (from 80.6% to 94.7%). While performance at Level 4 had increased 27.4% (from 25.0% to 52.4%). Level 3 performance had decreased by 13.4%.

- In 2010 students in Grade 5 scoring at or below Level 2 is concerning with 37.8 of the group tested performing below grade level. Such as is the case in all of the other grades, the Level 2 performance is the highest in the below level group. Many of these children are or were Ells and therefore, the strategies to reach this group must take into account language and vocabulary development.

An item analysis of the New York State Mathematics test shows the following skills deficiencies amongst this group of tested students:

- *Measurement – Calculating elapsed time in hours and minutes and angles*
- *Algebra – Algebraic expressions and patterns*
- *Number Sense and Operations -percents*

Grade 6

			Level 1		Level 2		Level 3		Level 4		Level 3+4	
Grade	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
6	51	705.7	2	3.9	5	9.8	16	31.4	28	54.9	44	86.3

Findings / Implications:

Over a four-year period from 2006 – 2009 and observing the results of 2010 Grade 6 data shows the following:

- The percentage of 6th graders tested scoring at or below Level 2 on the Mathematics exam had decreased from 10.2% in 2006 to 6.6% in 2009 (a 3.6% decrease from 2006).
- Level 1 performance is a concern at this level. Trends weaver while not decreasing as expected. From 2006 to 2007 there was a 1.5% increased in performance at this level. In 2008, performance at this level decreased by 3.2%. In 2009 it increased again by 3.3%.
- This inconsistent shifting was also noted in Level 2 performance. A decrease of 0.6% occurred from 2006 to 2007. From 2007 to 2008 a 5.9% decrease resulted in only 2.0% of the students performing at Level 2. However, this would increase by 1.3% in 2009
- Students scoring at or above Level 3 increased by 3.6% (from 89.8% to 93.4%). Grade 6 performance at Level 3 and 4 had increased systematically from 2006 to 2007, and then from 2007 to 2008. However, in 2009, performance at Level 3 and 4 dropped 4.6% from 98.0 % to 93.4%. Of most concern is the Level 4 performance decreased of 38.3% from 2008 to 2009.
- In 2010 the percentage of students at level 1 and 2 was low compared to the other grades (although noted is the amount of students tested). Level 4 performance is high as is grade level performance amongst the group.
- Because of the lack of a steady trend toward reducing the number of students who are performing below grade level, the data for this grade will have to be monitored closely throughout the year to identify possible instructional concerns and practices that may yielding these unstable results

An item analysis of the New York State Mathematics test shows the following skills deficiencies amongst this group of tested students:

- *Number sense and Numeration*
- *Statistics and Probability.*

Disaggregated Mathematics Data by Targeted Group

New York State Mathematics test 2010 **English Language Learners** ALL GRADES

Grade	Program	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
				#	%	#	%	#	%	#	%	#	%
3	ELL	79	682.9	7	8.9	37	46.8	28	35.4	7	8.9	35	44.3
3	EP	92	714.5	0	0	18	19.6	30	32.6	44	47.8	74	80.4
4	ELL	59	671.8	2	3.4	35	59.3	15	25.4	7	11.9	22	37.3
4	EP	137	708.5	1	0.7	20	14.6	47	34.3	69	50.4	116	84.7
5	ELL	59	654.7	16	27.1	25	42.4	15	25.4	3	5.1	18	30.5
5	EP	134	693.9	1	0.7	31	23.1	58	43.3	44	32.8	102	76.1
6	ELL	8	666.4	2	25	2	25	3	37.5	1	12.5	4	50
6	EP	43	713	0	0	3	7	13	30.2	27	62.8	40	93
ALL	ELL	205		27	13.2	99	48.3	61	29.8	18	8.8	79	38.5
ALL	EP	406		2	0.5	72	17.7	148	36.5	184	45.3	332	81.8

Findings / Implications:

Over a four-year period from 2006 – 2009 and observing the results of 2010 all students tested shows the following:

- The percentage of English Language Learners tested scoring at Level 1 on the Mathematics assessment decreased from 10.4% in 2006 to 5.3% in 2009.
- The percentage of students scoring at Level 2 decreased by 20.9% (from 32.5% to 11.6%).
- Students scoring at Level 3 increased by 13.6% (from 48.7% to 62.3%).
- Students scoring at Level 4 increased by 12.4% (from 8.4% to 20.8%).
- The percentage of English Language Learners who scored at or above the standard Level 3 increased from 57.1% to 83.1% in 2008. This demonstrates a 26.0% increase in performance on grade level.
- In 2010 the following can be noted amongst ELLs tested: 61.5% are performing at or below Level 2. Although a large percentage of the children at this performance level can be linked to recent Ells whose lack of exposure to the language limit their ability to comprehend the content, there is also a group of students at this level that have some experience with the language. An analysis of their results show that the struggle is with questions that require them to analyze beyond the literature and computational level in order to respond.
- There is a need to infuse content and language instruction in order for Ells to engage in the language of math at a different level so that they are able to master it.
- When comparing results across grades in 2010 the following emerges:
 - There are more Grade 5 ELLs performing at Level 1 (27.1%) than in any of the other grades.
 - There are more Grade 4 ELLs performing at Level 2 (59.3%) than in any of the other grades.
 - Grade 3 ELLs reached level 3 at a higher percentage than the other grades, while Grade 4 shows the most Level 4 performers.

When comparing the performance of English Language Learners (ELL) with the performance of English Proficient students on the State Math Exam over a four-year period from 2006 – 2009 and observing the results of 2010 the following results emerge:

- Ells performance at Level 1 is not reducing consistently as was our goal. In 2007 a 0.2% increase, in 2008 a 5.5% decrease, and most recently in 2009 a 0.2% increase. The results for EP students showed consistency in movement toward higher performance levels.
- Ells performance at Level 2 decreased from 2006 by 24.9%. The data showed a consistent movement, however, the performance of EP students at this level is far less -11% of Ells compared to only 1.2% of EP students are performing at Level 2.
- Ell s performing at or above grade level had increased from 57.1% in 2006 to 83.1% in 2009. However, there was a higher percentage of EP students performing at Levels 3 and 4 than there are Ell at this level.

- The largest performance gap amongst Ells and EP students could be found at Level 4 where the later outperform by 31.6% in 2009.
- In 2010, the data shows large performance disparity between ELLs and English Proficiencyt (EP) students. While 18.1% of EPs are performing below grade level, the percentage is much higher (61.5%) amongst ELLs. There is a difference of 43.3% in the percentage of ELLs (38.5%) and EP (81.8) students performing at or above level 3.

Grade Comparison:

*When comparing the performance of **Grade 3** English Language Learners (ELL) with the performance of Grade 3 English Proficient students on the State Math Exam over a four-year period from 2006 – 2009 and observing the 2010 results the following results emerge:*

- Ells performance at Level 1 has consistently reduced from year to year. From 2006 Ells performing at Level 1 has decreased. The most recent data shows that only one student scored at a Level 1 in 2009.
- Ells performance at Level 2 decreased fro 2006 by 21.2%. However when compared to the fact that there is 0% EP students performing at this level, Ells are still performing below their English speaking counterparts.
- Ell s performing at or above grade level has increased from 55.4% in 2006 to 87.5% in 2009 a 32.1% increase. However, there was a higher percentage of EP students performing at Levels 3 and 4 than there were Ell at this level.
- The largest performance gap amongst Ells and EP students in 2009 could be found at Level 4 where the later outperform by 27.8%.
- In 2010, 55.7% of ELLs performed at or below level 2, while only 19.6% of EP students scored at this level (a difference of 36.1%). Level 3 and 4 performance amongst ELLs was 36.1% lower than EP students.

*When comparing the performance of **Grade 4** English Language Learners (ELL) with the performance of Grade 4 English Proficient students on the State Math Exam over a four-year period from 2006 – 2009 and observing the 2010 the following results emerge:*

- Ells performance at Level 1 has consistently reduced from year to year from 2006 to 2008. However the most recent data shows that in 2009 Ells performing at Level 1, increased by 5.6%. Curiously, this fluctuation was also true in the EP student data and therefore it can be assumed that the factors contributing to this instability in the data may be linked to something other than language.
- Ells performance at Level 2 decreased from 2006 by 6.6% overall. However once again fluctuations in the performance each year, at this level, signals an inconsistency that needs to be analyzed further.
- Ells performing at or above grade level has increased from 66.0% in 2006 to 76.1% in 2009 a 10.1% increase. However, there is a higher percentage of EP students performing at Levels 3 and 4 than there are Ell at this level.
- The largest performance gap amongst Ells and EP students can be found at Level 4 where the later outperform by 51.8% in 2009. This is the largest achievement gap amongst subgroups in all of the grades.
- There is also a concern with the number of Ells (23.8%) that are performing below grade at Levels 1 and 2 compared to EP students (5.9%).
- In 2006 data showed that 58.0% of Ells were performing at Level 3, in 2007 it dropped to only 42.1% only to increase to 70.7% in 2008. In 2009 the percentage of Level 3 dropped 3.5%. While these fluctuations would have been acceptable if they signaled an increase in Level 4 performance, this has not been the case and therefore there is a need to explore the data further in analyzing variables that may be producing this fluctuation in Grade 4.
- In 2010, only 37.3% of ELLs scored at or above level 3 while 84.7% of the EP students were found to be performing at that level. This indicated that 62.7% of ELLs are performing below grade level in Mathematics. The greatest disparity in this group is at Level 4 where only 11.9% of Ells compared to 50.4% of EP students reached this level

*When comparing the performance of **Grade 5** English Language Learners (ELL) with the performance of Grade 5 English Proficient students on the State Math Exam over a four-year period from 2006 – 2009 and observing the 2010, the following results emerge:*

- Ells performance at Level 1 fluctuated in 2008 with an increase of 1.2% from 2007. It decreased in 2009 by 2.0%.
- Ells performance at Level 2 decreased from 2006 by 40.1% overall. The tendency in this grade has been a consistent decrease in Level 2 performance for the four years.
- Ells performing at or above grade level has increased by 41.3% in 2009. The disparity amongst Ell performance and EP students at Level 3 and 4 is not as prevalent as it is in the other grades. However at Level 4 there is a gap of 11.4 between the performance of these groups.
- Level 2 performance amongst Ells in 2009 is high when compared to EP students (a 10.0% difference).
- In 2010, the results show 69.5% of the ELLs performing at Levels 1 and 2 while 30.1% of EP students are performing at these levels (a 39.4% difference).
- Grade 5 ELL data shows that only 30.5% are at or above performance Level 3 while 76.1% of the EP students are at performance levels 3 and 4. Major disparity in performance can be seen in Level 4 performance (32.8% of the EP students compared to 5.1% of ELLs).

*When comparing the performance of **Grade 6** English Language Learners (ELL) with the performance of Grade 6 English Proficient students on the State Math Exam over a four-year period from 2006 – 2009 and observing the 2010, the following results emerge:*

- Ell performance at Level 1 increased in 2009 to 12.5% while EP students have a 0.0% of the group at this performance level.
- Ells performance at Level 2 decreased from 2006 by 31.2% overall. The tendency in this grade has been a somewhat consistent decrease in Level 2 performance for the four years.
- 18.8% of Ells are performing below grade level 3 compared to only 2.2% of EP students.
- Ells performing at or above grade level has increased by 18.8% in 2009. The disparity amongst Ell performance and EP students at Level 3 and 4 is 16.5%. This difference is seen mostly in the performance at Level 4 with 44.4% of EP students reaching this level and only 18.8% of Ells making that level.
- In 2010, Grade 6 ELLs performed as follows: 50% at Levels 1 and 2; and 50% at Levels 3 and 4. 93% of EP students scored at or above Level 3 (a 43% difference).

Implications:

The data for this group was approached from a language perspective. High percentages of the children scoring at Levels 1 and 2 are children who have been in an English-speaking instructional program for 1 – 3 years. While the expectation is that transition should take place and language mastery achieved by year 3, the academic language required to mastery content specific tests can take longer. However, it is in the way we address the teaching of content that will make a difference in the results we see in the future. Immersing children in vocabulary rich environments and teaching strategies that surpass language will be key to our success with this group. Math lessons must be infused with experiences that learners can engage in versus book learning that require high levels of language knowledge and sophistication to master.

We will explore methods by which to make content more comprehensible to ELLs. While there has been extensive progress in supporting the growth of this subgroup, much more needs to be done to ensure that we are reaching students at their ability level and assisting in moving them to the next level. Grade specific content is especially difficult when the instructional language is not the native language. Teachers will have to engage in training aimed at developing concepts through modalities other than auditory. In addition, it is noted that amongst Ells as defined in the Language Allocation Policy, there is a population of students whose prior educational experiences are inconsistent, and therefore there is a need to capture the child's strengths and weaknesses and differentiate to meet the developmental needs of the student. We cannot expect children to master grade specific content with minimal competencies in the fundamentals and basics of the content.

New York State Mathematics test 2010
Special Needs
ALL GRADES

Grade	Program	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
				#	%	#	%	#	%	#	%	#	%
Grade 3	General Ed	161	700.2	7	4.3	51	31.7	55	34.2	48	29.8	103	64
Grade 3	Special Ed	10	694.6	0	0	4	40	3	30	3	30	6	60
Grade 4	General Ed	176	701.2	2	1.1	42	23.9	57	32.4	75	42.6	132	75
Grade 4	Special Ed	20	664.6	1	5	13	65	5	25	1	5	6	30
Grade 5	General Ed	169	688.4	9	5.3	43	25.4	70	41.4	47	27.8	117	69.2
Grade 5	Special Ed	24	636.4	8	33.3	13	54.2	3	12.5	0	0	3	12.5
ALL	General Ed	556		20	3.6	141	25.4	198	35.6	197	35.4	395	71
ALL	Special Ed	55		9	16.4	30	54.5	11	20	5	9.1	16	29.1

Findings / Implications:

The following data for Special Education students is noted:

- The percentage of Special Education students tested scoring at Level 1 on the Mathematics assessment increased significantly from 12.5% in 2006 to 23.1% in 2009 (a 19.6% increase in the four year span). The percentage of students scoring at Level 2 also increased from 6.3% to 15.4%.
- Students scoring at Level 3 decreased by 13.0% (from 68.8% to 55.8%). Students scoring at Level 4 decreased by 6.7% (from 12.5% to 5.8%).
- The percentage of Special Education Students who scored at or above the standard Level 3 decreased from 81.3% to 61.5% in 2009. This demonstrates a 19.8% decrease in performance on grade level.
- Performance progress at all levels can be noted in the difference between the results obtained in 2008 and those obtained in 2009. This data shows the following:
 - A 9.3% decrease in Level 1 performance.
 - An 8.1% decrease in level 2 performance.
 - An 11.7% increase in performance at Level 3.
 - A 5.8% increase in Level 4 performance.
 - A 17.4% increase in grade level performance (Levels 3 and 4).
- In 2010, the following was noted 70.9% of the Special Education students performed at Levels 1 and 2. Only 29.1% of this subgroup are performing at or above performance level 3.
- 2010 grade comparison with respect to the performance of Special needs students in Mathematics shows:
 - Grade 5 as the grade with the largest percentage of students at Level 1 (33.3%) and Level 2 (54.2%).
 - Grade 3 as the grade with the highest percentage of students at Level 3 (30%) and at level 4 (30%)

Given the high content demands, we will need to continue to support learners in mathematics using developmental check points along the progression spectrum. Since *Number Sense and Numeration* is one of the topics that many of our students struggle to master, many of the developmental goals set for this population of children must take into account the how far along the skill spectrum the children are and strategically map out a process by which the children can move to subsequent level.

When comparing the performance of all Special Education (SE) students to the General Education (GE) students in from 2006 to 2009, the following was highlighted:

- 95.4% of the GE students tested in 2009 scored at or above Level 3 compared to 61.5% of the SE students (a 33.9% difference in the performance of this subgroup).
- 38.5% of the Special Education students tested scored at or below Level 2 compared to 4.6% of the general education students (a 33.9% difference).
- The data shows a significant percentage (23.1%) of SE students performing at level 1 while only 0.9% of the GE group tested in 2009 was found to be performing at this level.
- Level 4 performance is just as disparate. 45.2% of the GE group tested was found to be performing at this level while only 5.8% of the SE group reached this level.
- In 2010 the highest percentage of Special education students were found to be performing at Level 2 (54.5%). These results differ greatly from those obtained by general education students.
- In analyzing the progress of these groups we notice the following:
 - The 2008 exam yielded extreme results for the SE group. The results in that year showed high percentages of students at the lower levels 1 and 2 and low percentages at or above grade level.
 - The SE group has recently made progress toward reducing level 1 and 2 performance and increasing level 3 and 4 performance. Highs and lows could be seen throughout the years as follows.
 - From 2006 to 2007 Level 1 performance increased, Level 2 performance decreased, Level 3 performance decreased, and Level 4 performance increased. The results for GE students were on target lowering levels 1 and 2 and increasing level 3 and 4.
 - From 2007 to 2008 SE performance at Level 1 increased further, Level 2 increased further, Level 3 performance decreased, as did Level 4 performance. GE performance followed adequate progress.
 - From 2008 to 2009 SE performance reached a progressive track. Performance for this group decreased at Levels 1 and 2 and increased at Levels 3 and 4. Similar results were achieved by the GE group.
 - 2010 shows a regression to the lows.

There is a need to support the content development with Special Education students. Structures and procedures must be strategic and planned. As teachers map out students content goals, a progressive continuum must be adhered to. Student progress checks must be added a shorter spans of time to enable for revamping plans as necessary. These cannot simply be dependent upon the goals developed for the Individual Education Plan (IEP), goal setting and monitoring must be continuous and ongoing to ensure that children are reaching necessary benchmarks along the continuum of skills development in mathematics. Basic skills have to be mastered in order to afford children opportunities at more challenging curriculum. The goals in student's plans must become functional at the classroom level in order to map progress using the students ongoing daily goals.

Grade Comparison

*When comparing the performance of **Grade 3** Special Education (SE) students to the Grade 3 General Education (GE) students from 2006 to 2009 and observing the results obtained in 2010, the following was highlighted:*

- From 2006 to 2009 the performance of SE students at or below Level 2 has decreased by 16.7% from 33.4% to 16.7%. The GE group has a decrease of 15.7% at this performance level (from 19.2% to 3.5%).
- From 2006 to 2009 the performance of SE students at or above Level 3 increased by 13.4% from 66.7% to 83.3%. Results for the GE students in grade 3 showed a 15.7% increased from 80.8% to 96.5%.
- The most recent data for the SE students shows that the majority of the group (77.8%) was found to be performing at level 3 with 5.6% performing at the low end (Level 1) and 5.6% at the high end (Level 4). In comparison the GE group of students shows a similar majority at Level 3 (61.2%) with a 0.0% at the low end (Level 1) and a large group 35.3% at the higher end (Level 4).

- In 2010, Grade 3 performance matched the outcomes of their general education counterparts. While in general education 4.3% of the students were found to be performing at Level 1, of the special education group, 0.0% were found to be performing at that level. Level 2 performance results show that 31.7% of the general education group scored at this level while 40% of the special education group scored at this level (8.3% more). Level 3 and 4 performance results were as follows: 64% of the general education students reached this level while 60% of the Special Education group were able to achieve this level. The gap between these two groups was only 4% (a 9% difference from 2009 results).

*When comparing the performance of **Grade 4 Special Education (SE)** students to the **Grade 4 General Education (GE)** students from 2007 to 2009, and observing the results obtained in 2010, the following was highlighted:*

- From 2006 to 2009 the performance of SE students at or below Level 2 has decreased by 7.5% from 66.6% to 59.1%. The GE group has a decrease of 11.9% at this performance level (from 15.9% to 6.0%).
- From 2007 to 2009 the performance of SE students at or above Level 3 increased by 6.7% from 33.3% to 40.9%. Results for the GE students in grade 3 showed a 10.2% increase from 82.1% to 93.9%.
- The most recent data for the SE students shows that the majority of the group (45.5%) was found to be performing at Level 1. In comparison the GE group of students shows a majority at Level 4 (47.3%). This shows an immense performance disparity that must be addressed.
- Also noted in the SE data for this grade is the result from 2008 to 2009 amongst Level 3 performance. In 2008, 61.5% of the SE students tested scored at Level 3. In 2009 this percentage was vastly reduced to 36.4% (a 25.1% drop in performance at this level).
- The 2010 data for Grade 4 shows that At level 1 general education had 5% of the group while for special education students it was only 1.1% (a 3.9% difference). At Level 2 the number of special needs students increases drastically to 65% compared to only 23.9% of the general education group. Special education students performing at or above Level 3 was 30% while the general education students performing at this level was 45% higher (75%).

*When comparing the performance of **Grade 5 Special Education (SE)** students to the **Grade 5 General Education (GE)** students in 2009, and observing the results obtained in 2010, the following was highlighted:*

- The performance of SE students at or below Level 2 was 33.3% compared to 3.5% found to be performing at this level amongst the GE group.
- The data for the SE students further shows that the majority of the group (58.3%) was found to be performing at Level 3. In comparison the GE group of students shows a majority at Level 4 (55.4%). This shows an immense performance disparity that must be addressed.
- Also noted in the SE data is the large percentage of students (25.0%) in this group that is performing at Level 2
- In 2010, the data shows a gap between the performance of general education and special education students that included a 56.7% difference between the performance of these two groups at level 3 and 4. 87.5% of the Special Education students were found to be performing at Levels 1 and 2 while only 29% of the general education groups scored at this level.

General Findings and Implications for Instruction given the cited Data for Ells and Special Education Students:

- The mathematics curriculum must enable students to work with numbers to develop number sense traits that include a thorough understanding of number meanings, abilities to represent quantities in multiple ways, recognize the magnitude of number, to know the relative effects of operating. Because many of the children who are experiencing these difficulties are Level 3 and 4 students, the challenge is in our ability to provide a differentiated curriculum with rich vast experiences that encompasses the child who is developing a second language, has Special needs, and those who are at or above Level 3 in mathematics. While small strategy groups can add scaffolding activities for Ells and students with special needs, there is a need to grouping for challenge and divergent thinking at the higher critical

levels for high performers. Within this framework, we will continue to deliver instruction using the Mathematics Experience series and enhance the instruction through grouping to meet the demands of each class. In addition writing is a weekly activity that will continue to take place in the content with problem solution and explanations where children have the opportunity to use the content vocabulary in precise, explicit, and creative explanations. This use of content vocabulary is vital since it does not naturally take place in other scenarios.

- The need to break down the learning continuum for students is necessary. By setting realist goals 8 to 10 weak that map out this process will enable students to concur weakness at their developmental level. If we continue to teach the curriculum without addressing the gaps in the children’s development in content, we will continue to allow for the gap to get larger. The data at the upper grades shows that by Grade 4 students are losing ground rapidly. If the work of reducing instructional gaps begins in the early childhood grades, we may reach more positive results by grade 4. Teacher training therefore must include the developmental elements of both literacy and content (Mathematics, Social Studies, Science...). If there is a thorough understanding of the foundation needed for children to master content at the higher levels, teachers will be more successful at predicting upcoming difficulties and diagnosing weaknesses before they become an instructional gap.
- For Ells and Special Needs students, explicit instruction as learning that involves the teacher demonstrating a specific plan (strategy) for solving the problem types and students using this plan to think their way through a solution is absolutely necessary. Unstructured demonstrations leading to a solution, allow for too much speculation on the part of the Ell or the SE student. Processing and immaturity with the nuances of a second language can impede the child’s ability to decipher what a teacher demonstrated unless the steps are clearly verbalized, shown, repeated, written out, and practiced with the same structure. The degree of structure and specificity is atypical in conventional mathematics texts and therefore teachers need to have the awareness, training, and pedagogical techniques to create these methods on their own.
- Studies have shown that when faced with multi-step problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking—by talking, writing, or drawing the steps they used in solving a problem— can be effective, if and when it is done on a daily bases and these become a natural occurrence for the student.
- For special education students, explicit, systematic instruction that involves extensive use of visual representations is crucial. It is often advantageous for students to be encouraged to think aloud while they work, by sharing their thinking with a peer. These approaches also seem to inhibit those students who try too quickly and impulsively to solve problems without devoting adequate attention to thinking about what mathematical concepts and principles required for the solution. Instruction should be in a small group:
 - Teachers address skills that are necessary for the unit at hand.
 - Teacher is explicit and systematic.
 - Structures have to be ongoing to support learners beyond language a processing deficiencies.
 - The teacher requires the student to think aloud as she / he solves problems or uses graphic representation to work through problem-solving options.
 - Finally, it should balance work on basic whole number or rational-number operations (depending on grade level) with strategies for solving problems that are more complex.

**New York State Mathematics test Results 2010
By Gender**

		Level 1	Level 2	Level 3	Level 4	Level 3 / 4
		%	%	%	%	%
3	Female	2.5	36.7	29.1	31.6	60.8
3	Male	5.4	28.3	38	28.3	66.3
4	Female	2.1	26	39.6	32.3	71.9
4	Male	1	30	24	45	69

5	Female	12.1	25.3	38.4	24.2	62.6
5	Male	5.3	33	37.2	24.5	61.7
6	Female	3.7	7.4	40.7	48.1	88.9
6	Male	4.2	12.5	20.8	62.5	83.3
All Grades	Female	5.6	26.9	36.5	30.9	67.4
All Grades	Male	3.9	29	31.9	35.2	67.1

Findings / Implications

The results noted for male and female performance in Mathematics yielded the following information:

- The performance of males and females for all students tested shows an equitable distribution. The difference between males and females performing at Levels 3 and 4 was very similar with a 0.3% difference. The difference at level 4 shows more males than females at this level (a 4.3% difference). Performance at level 3 shows 4.6% more females than males. Difference can be viewed at level 1 performance where 1.7% more females than males were found. At level 2 there are 2.1% more males than females.
- **Grade 3** performance shows a difference of a 5.5% difference between males and females at Levels 3 and 4 with males outperforming females.
- **Grade 4** results at level 3 and 4 are balanced, however differences are noted at level 4 where males outperformed females by 12.7%. Similarly at level 3 females outperformed males by 15.6%.
- **Grade 5** results show a difference in performance between males and females at 1 and 2. There are 6.8% more females than males at level 1 and 7.7% more males than females at level 2.
- **Grade 6** performance shows 2.1% more males than females at level 2. Although there are 5.6% more females than males performing at Levels 3 and 4 the differences at Level 3 and at level 4 vary greatly. There are 14.4 more males than females performing at level 4, there are 19.9% more females than males performing at level 3.

While grade level performance in mathematics seems similar between males and females there are noted differences at levels 3 and at level 4 when viewed independently. Males outperform females at level 4 while females outperform males at level 3. There are more males at level 2 and more females at level 1. It will be necessary to continue to track these results in order to note trends.

Mathematics Overview of School Performance by Disaggregated Groups By Grade
Data Source: **The New York State School Report Card**

Grade 3

RESULTS BY STUDENT GROUP	2007 - 2008 SCHOOL YEAR				2008 – 2009 SCHOOL YEAR			
	Total Tested	Percentage Scoring at Levels			Total Tested	Percentage Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students	180	94	80	27	188	99	95	32
<i>Female</i>	95	97	85	23	87	100	98	33
<i>Male</i>	85	92	74	31	101	99	93	32
<i>American Indian Alaska Native</i>	1	-	-	-	-	-	-	-
<i>African American</i>	2	-	-	-	3	-	-	-
<i>Hispanic or Latino</i>	78	92	69	13	74	99	92	18
<i>Asian or Native Hawaiian / Other Pacific Islander</i>	94	97	89	38	104	100	97	24
<i>White</i>	5	-	-	-	7	-	-	38
<i>Multiracial</i>		-	-	-	-	-	-	-
<i>Small Group Totals</i>	8	-	-	-	10	-	-	-
<i>General Education Students</i>	161	99	86	29	168	100	96	36
<i>Students with Disabilities</i>	19	58	26	5	20	95	85	5

<i>English Proficient</i>	99	96	93	41	116	100	100	43
<i>Limited English Proficient</i>	81	93	64	9	72	99	88	15
<i>Economically Disadvantaged</i>	180	94	80	27	188	99	95	32
<i>Not Disadvantaged</i>	0	-	-	-	-	-	-	-
<i>Migrant</i>	0	-	-	-	-	-	-	-
<i>Not Migrant</i>	180	94	80	27	188	99	95	32

Findings and Implications:

- Grade 3 data for the two years (2007/2008 and 2008/2009) shows the following:
 - The data for *All Students* tested 2009 shows that 99% of the students tested scored at Levels 2 – 4. Of this group 98% performed at levels 3 – 4, and 33% reached Level 4 in 2007/2008. When compared to the data in the previous school year the following results emerge:
 - A 5% increase at Levels 2 – 4.
 - A 15% increase at Levels 3 – 4.
 - A 5% increase at Level 4.
 - Females scoring between levels 2 - 4 increased by 3% (from 97% to 100%). The results for Males increased by 7% from 92% to 99%. Females scoring at levels 3-4 increased by 13%, and females scoring at Level 4 also increased by 10%. Results for Males indicate a increased of 19% in performance levels 3-4 and a increase of 1% in Level 4 performance. When comparing Male and Female performance disparity is evident in Level 3 – 4 with 5% more females performing at that level. In addition the performance of females at level 4 increased to where the difference between females and males if 1%.
 - The results for the *Hispanic / Latino* subgroup shows an 23% increase at Levels 3 – 4 and a 11% increase at Level 4 performance.
 - The results for *Asian or Native Hawaiian / Other Pacific Islander* subgroup shows an 3% increase in Level 2 – 4 performance; an 8% increase at Levels 3 – 4; and no change at Level 4 performance.
 - The disparity in performance between *Asian or Native Hawaiian / Other Pacific Islander* and the *Hispanic / Latino* subgroups is evident at Levels 3 and 4 performance (a 5% difference between the two groups). *Asian or Native Hawaiian / Other Pacific Islander* performance at Level 4 also exceeds that of *Hispanic / Latino* students (a 6% difference). This gap was reduced from prior years where the difference between the two groups at Level 4 performance was 20%.
 - Evident in this data is the low percentages of *Students with Disabilities* and *Limited English Proficient* students performing at Level 4 in comparison to *General Education* students.
 - The data for the *Economically Disadvantaged* coincides with that previously described with the *All Students*.
- The results for the other subgroups *General Education*, Special Education (*Students with Disabilities*), English Language Learners (*Limited English Proficient*) have previously been discussed in detail in prior sections of this document. Comparison data is also included in previous sections of this needs assessment.

Grade 4

RESULTS BY STUDENT GROUP	2007 - 2008 SCHOOL YEAR				2008 – 2009 SCHOOL YEAR			
	Total Tested	Percentage Scoring at Levels			Total Tested	Percentage Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students	201	98	92	36	187	94	90	42
<i>Female</i>	100	99	93	31	97	95	88	39
<i>Male</i>	104	96	90	40	90	92	86	56
<i>American Indian Alaska Native</i>	3	-	-	-	-	-	-	-
<i>African American</i>	3	-	-	-	1	-	-	-
<i>Hispanic or Latino</i>	95	97	89	20	85	91	81	27

<i>Asian or Native Hawaiian / Other Pacific Islander</i>	102	99	94	52	98	99	95	56
<i>White</i>	4	-	-	-	4	-	-	-
<i>Multiracial</i>		-	-	-	-	-	-	-
<i>Small Group Totals</i>	7	86	86	14	5	60	60	40
<i>General Education Students</i>	186	99	94	38	162	99	94	48
<i>Students with Disabilities</i>	18	78	67	11	25	60	48	4
<i>English Proficient</i>	128	98	98	51	120	96	94	61
<i>Limited English Proficient</i>	76	96	82	11	67	90	76	9
<i>Economically Disadvantaged</i>	204	98	92	36	187	94	88	42
<i>Not Disadvantaged</i>	0	-	-	-	-	-	-	-
<i>Migrant</i>	0	-	-	-	-	-	-	-
<i>Not Migrant</i>	204	98	92	36	190	94	88	42

Findings and Implications:

- Grade 4 data for the two years (2007/2008 and 2008/2009) shows the following:
 - The data for *All Students* shows that 98% of the students tested scored at Levels 2 – 4. Of this group 92% performed at levels 3 – 4, and 36% reached Level 4 in 2007/2008. When compared to the data in the previous school year the following results emerge:
 - A 4% decrease at Levels 2 – 4.
 - An 4% decrease at Levels 3 – 4.
 - A 6% increase at Level 4.
 - Females scoring between levels 2 - 4 decreased by 4% . The results for Males decreased by 4%. Females scoring at levels 3-4 decreased by 3%, and females scoring at Level 4 also increased by 8%. Results for Males indicate an decreased of 4% in performance levels 3-4 and an increase of 6% in Level 4 performance. When comparing Male and Female performance disparity is evident in Level 4 with 7% more Males performing at that level.
 - The results for the *Hispanic / Latino* subgroup shows a 8% decrease at Levels 3 – 4 and a 7% increase at Level 4 performance.
 - The results for *Asian or Native Hawaiian / Other Pacific Islander* subgroup shows a 1% decrease at Level 2 – 4 performance; a 1% increase at Levels 3 – 4; and a 4% increase at Level 4 performance.
 - The disparity in performance between *Asian or Native Hawaiian / Other Pacific Islander* and the *Hispanic / Latino* subgroups is evident at Levels 3 and 4 performance (a 14% difference between the two groups). *Asian or Native Hawaiian / Other Pacific Islander* performance at Level 4 also exceeds that of *Hispanic / Latino* students (a 29% difference 3% less than last year).
 - Evident in this data is the low percentages of *Students with Disabilities* and *Limited English Proficient* students performing at Level 4 in comparison to *General Education* students.
 - The data for the *Economically Disadvantaged* coincides with that previously described with the *All Students*.
- The results for the other subgroups *General Education*, Special Education (*Students with Disabilities*), English Language Learners (*Limited English Proficient*) have previously been discussed in detail in prior sections of this document. Comparison data is also included in previous sections of this needs assessment.

Grade 5

RESULTS BY STUDENT GROUP	2007 - 2008 SCHOOL YEAR				2008 – 2009 SCHOOL YEAR			
	Total Tested	Percentage Scoring at Levels			Total Tested	Percentage Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students	181	98	91	38	187	99	95	52

<i>Female</i>	86	98	90	34	88	100	97	47
<i>Male</i>	95	99	93	42	99	98	93	58
<i>American Indian Alaska Native</i>	-	-	-	-	-	-	-	-
<i>African American</i>	-	-	-	-	3	-	-	-
<i>Hispanic or Latino</i>	77	99	91	29	83	99	94	41
<i>Asian or Native Hawaiian / Other Pacific Islander</i>	94	99	91	46	97	100	97	65
<i>White</i>	10	90	90	40	4	-	-	-
<i>Multiracial</i>		-	-	-	-	-	-	-
<i>Small Group Totals</i>	-	-	-	-	7	86	71	14
<i>General Education Students</i>	175	98	91	39	11	91	64	56
<i>Students with Disabilities</i>	6	100	100	17	135	99	98	0
<i>English Proficient</i>	130	99	95	45	52	100	87	44
<i>Limited English Proficient</i>	51	96	91	38	187	99	95	52
<i>Economically Disadvantaged</i>	-	-	-	-	-	-	-	-
<i>Not Disadvantaged</i>	0	-	-	-	-	-	-	-
<i>Migrant</i>	0	-	-	-	-	-	-	-
<i>Not Migrant</i>	181	98	91	38	187	99	85	52

Findings and Implications:

- Grade 5 data for the two years (2007/2008 and 2008/2009) shows the following:
 - The data for *All Students* shows that 98% of the students tested scored at Levels 2 – 4. Of this group 91% performed at levels 3 – 4, and 38% reached Level 4 in 2007/2008. When compared to the data in the previous school year the following results emerge:
 - A 1% increase at Levels 2 – 4.
 - A 4% increase at Levels 3 – 4.
 - A 14% increase at Level 4.
 - Females scoring between levels 2 - 4 increased by 2%. The results for Males increased by 2%. Females scoring at levels 3-4 increased by 7%, and females scoring at Level 4 also increased by 14%. Results for Males indicate no change in performance levels 3-4 and an increase of 6% in Level 4 performance. When comparing Male and Female performance disparity is evident in Level 4 with 8% more Males performing at that level. The movement of Females toward reducing the instructional gap was much more accelerated when compared to Males.
 - The results for the *Hispanic / Latino* subgroup shows no change at Levels 2 – 4; a 3% increase at Levels 3 – 4 and an 12% increase at Level 4 performance.
 - The results for *Asian or Native Hawaiian / Other Pacific Islander* subgroup shows a 1% increase at Level 2 – 4 performance; a 6% increase at Levels 3 – 4; and a 19% increase at Level 4 performance. When comparing the data results for *Asian or Native Hawaiian / Other Pacific Islander* and *Hispanic / Latino*, the greatest disparity can be found at Level 4 performance where the first group shows 65% while the later shows 41%
 - Evident in this data is the 0% of *Students with Disabilities* and *Limited English Proficient* students performing at Level 4 in comparison to 56% of the *General Education* students. Also noted is the 12% difference between English proficient and LEP students at Level 4.
- The results for the other subgroups *General Education*, Special Education (*Students with Disabilities*), English Language Learners (*Limited English Proficient*) have previously been discussed in detail in prior sections of this document. Comparison data is also included in previous sections of this needs assessment.

Grade 6

RESULTS BY STUDENT GROUP	2007 - 2008 SCHOOL YEAR		2008 – 2009 SCHOOL YEAR	
	Total	Percentage Scoring at Levels	Total	Percentage Scoring at Levels

	Tested	2-4	3-4	4	Tested	2-4	3-4	4
All Students	50	100	98	76	61	97	93	38
<i>Female</i>	28	100	100	71	29	100	97	52
<i>Male</i>	22	100	95	82	32	94	91	25
<i>American Indian Alaska Native</i>	-	-	-	-	-	-	-	-
<i>African American</i>	-	-	-	-	-	-	-	-
<i>Hispanic or Latino</i>	25	100	100	68	36	100	97	17
<i>Asian or Native Hawaiian / Other Pacific Islander</i>	-	-	-	-	-	-	-	-
<i>White</i>	1	-	-	-	-	-	-	-
<i>Multiracial</i>		-	-	-	-	-	-	-
Small Group Totals	25	100	96	84	-	-	-	-
<i>General Education Students</i>	49	-	-	-	-	-	-	-
<i>Students with Disabilities</i>	1	-	-	-	-	-	-	-
<i>English Proficient</i>	41	100	100	85	45	100	98	44
<i>Limited English Proficient</i>	9	100	89	33	16	88	81	19
<i>Economically Disadvantaged</i>	50	100	98	76	81	97	93	38
<i>Not Disadvantaged</i>	0	-	-	-	4	-	-	-
<i>Migrant</i>	0	-	-	-	-	-	-	-
<i>Not Migrant</i>	50	100	98	76	61	97	93	38

Findings and Implications:

- Grade 6 data for the two years (2007/2008 and 2008/2009) shows the following:
 - The data for *All Students* shows that 100% of the students tested scored at Levels 2 – 4. Of this group 98% performed at levels 3 – 4, and 76% reached Level 4 in 2007/2008. When compared to the data in the previous school year the following results emerge:
 - A 3% decrease at Levels 2 – 4.
 - A 5% decrease at Levels 3 – 4.
 - A 38% decrease at Level 4 (following a 51% increase in the prior year).
 - Females scoring between levels 2 - 4 did not change. The results for Males decreased by 6%. Females scoring at levels 3-4 decreased by 3%, and females scoring at Level 4 also decreased by 19%. Results for Males indicate a decrease of 4% in performance levels 3-4 with 57% decrease at Level 4 performance. When comparing Male and Female performance a shift is noted while last year the data showed that at Level 4 there were 11% more Males than females. The movement of Females toward reducing the instructional gap was much more accelerated when compared to Males at this level. Female performance had increased by 52% at Level 4 and this year decreased by only 1% so performance was maintained at level 4 while for males who had experienced not change previously now resulted in a 57% decrease that puts females at a 27% advantage over males.
 - The results for the *Hispanic / Latino* subgroup remained the same at Levels 2 – 4; a 3% decrease at Levels 3 – 4 and a remarkable 51% decrease at Level 4 performance after a 48% increase noted previously.
 - When compared to the *Hispanic / Latino*, the *Asian and Native Hawaiian/Other Pacific Islander* group outperformed at level 4 by 51%
 - Grade 6 data shows that *Limited English Proficient* students are performing at a much lower percentage in Level 4 when compared to *English Proficient* students (a 24% difference). This data is discussed further in previous parts of this document.

SCIENCE

Data Source: **The New York State School Report Card
Accountability and Overview Report 2008 - 2009**

Science Accountability (All Students):

- Met *Annual Yearly Progress (AYP)* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 170. The *Performance Objective State Standard* was 100.

Science Accountability (Ethnicity):

- *Hispanic / Latino* qualified for Safe Harbor and met criterion *Participation* (100% tested). Test Performance- met criterion with a performance index of 158. The *Performance Objective State Standard* was 100.
- *Asian / Pacific Islander* qualified for Safe Harbor and met criterion *Participation* (100% tested). Test Performance- met criterion with a performance index of 183. The *Performance Objective State Standard* was 100.

Science Accountability (Other Groups):

- *Limited English Proficient* qualified for Safe Harbor and met criterion *Participation* (100% tested). Test Performance- met criterion with a performance index of 154. The *Performance Objective State Standard* was 100.
- *Economically Disadvantaged* qualified for Safe Harbor and met criterion *Participation* (100% tested). Test Performance- met criterion with a performance index of 170. The *Performance Objective State Standard* was 100.

Although criterion was met in test performance in all subgroups, the *Limited English Proficient* subgroup achieved the lowest performance index (163).

The New York State School Report Card
Summary Performance in Science by Disaggregated Groups
2067-2008 to 2008 – 2009

Science Findings / Implications:

Level 3 and 4

- Performance of all students tested decreased from 83% to 77% with a 6% decrease.
- Female performance decreased by 9% from 84% to 75% with a 3% decrease in performance at Level 4.
- Male performance decreased by 4% from 82% to 79% of which 1% was a decrease in Level 4 performance.
- Performance amongst *Asian / Pacific Islander* students increased by 1% from 87% to 88%.
- Performance of *English Proficient (EP)* students decreased by 5% from 95% to 90%. The *Limited English Proficient (LEP)* subgroup decreased by 7% from 61% to 54%.
- The performance of *Limited English Proficient* compared to *English Proficient* shows a 36% difference at levels 3 – 4.

While the data shows weaknesses noted in the performance of students at levels 3 and 4, it was necessary to look at the instructional program prior to grade 4 to analyze weaknesses further. It was noted that the instructional program in the early childhood grades lack the consistency and rigor required to prepare students for the highly demanding standards in grade 4. Therefore changes to the instructional program at this level are required. Given the level of performance amongst English Language Learners and Students with Special needs, we sought to establish one of the Science series that could allow for hands on interactive Inquiry based instruction for these groups. P.S. 152 follows the New York *Scope and Sequence* supported instructionally using Harcourt Science. Since the 2007 – 2008 school year, two Science cluster teachers were added to the staff to allow for an increase in instructional sessions that centered on the Inquiry Process. While classroom teachers bridge the instruction to the experimental process with content skills and thematic vocabulary enhanced teaching, the content teacher focuses on the Inquiry process that puts into practice the theory learned with the classroom teacher. This process makes Science instruction more cohesive for the students at all levels and in all programs. This process will continue in the 2010 – 2011 school year.

Summary Performance in Social Studies in the 2008

Social Studies Grade 5 Fall 2008				
<i>Percentage of Students at Each Level</i>				
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
All Students Tested	10.7	7.5	47.1	34.2

Social Studies Findings / Implications:

- The percentage of all students tested who scored at or above Level 3 is 81.3%. This represents an increase of 4.9%.
- The data also shows an decrease in Level 3 performance but a much more significant positive change at level 4 performance.
- to seek venues by which to create opportunity to make this content more accessible to learners
- P.S. 152Q. will continue to follow the N.Y. Scope and Sequence to ensure that the students are being expose to a cohesive and sequential curriculum.
- Social Studies instruction will be enhanced further through exposure to field experiences that can support the children’s comprehension of concepts taught in the classroom.
- The use of the library as a media center will allow for additional opportunities for the children to explore beyond the classroom to gather real world experiences.
- Geographic concepts were found to be particularly difficult for Ells, the social studies program will provide continuing opportunities for children to understand the spatial relationships of their immediate environment as well as those of areas of the world.
- Differentiation in the teaching of this content will allow teachers to make the themes and topics of each unit much more relevant and meaningful.
- Instruction is further enhanced through trips and exposure to media.
- Teachers will arrange the classroom environment to promote data gathering, discussion, and critical reasoning by students. Another important aspect of citizenship as a Social Studies skill is that of decision maker. Children must acquire the skills of decision-making, but also study the process that occurs as groups make decisions. Continually accelerating technology has created and will continue to create rapid changes in society. Children will need to be equipped with the skills to cope with change.

Greatest Accomplishments

P.S. 152Q. achieved an overall score of 61.2 in the 2009 – 2010 school year (Progress Report). This score places our school in the 79 percentile of all elementary schools Citywide with an overall grade of “A”. The Title I overall accountability status is *Good Standing* in all categories –ELA, Math, and Science (NYS Department of Education under NCLB) based on P.S. 152’s 2007 – 2008 performance. Given our score from the 2007 – 2008 school year, only an internal Quality Review was conducted in the 2008 – 2009 school year. After several years at an attendance rate of 94%, the 2007 – 2008 school year noted a progress of 1% (overall attendance 95%) which we were able to maintain.

The Magnet theme of Authors and Illustrators enriches the total environment of P.S. 152. The philosophy of the School-wide Enrichment Model challenges and encourages students at all academic levels to engage in studies that suit their own interests, while developing critical higher order thinking skills.

The work of data analysis and interpretation to drive instructional decisions continues to be a priority. The initial phase of data awareness for locating strengths and weakness was afforded last year. This initiative continues with teachers gaining knowledge in accessing information, mainstreaming it for use, and putting it to practice in setting long and short term goals with and for their students. In the 2009 – 2010 school year we launched the Professional Learning Community in order to engage the teaching staff in multiple experiences with data analysis, decision-making, and professional development.

To expand the schools ability to meet the needs of English Language Learners, more Common Branches teachers who are certified to teach English as a Second have been added to the staff. In addition, each year groups of teachers from the staff who are currently certified to teach Common Branches, have enrolled in the Intensive Teaching Institute sponsored by the St. John's University that will enable them to obtain certification in teaching English Language Learners. This will enable the school to continue to meet the needs of this subgroup with the most equipped professionals.

Given the success of the Integrated Co-Teaching (ICT) program as a least restrictive environment for students with special needs, one such class has been added to each grade to allow for continuity of instruction for this subgroup. Our first group of ICT students graduated in the 2009 – 2010 school year.

P.S. 152 has been successful at securing partnerships that are instrumental to our goal of providing our learners a well-balanced curriculum. Through PENCIL (Public Education Needs Civic Involvement in Learning), P.S. 152 established a collaborative partnership with *Scholastic, Inc.* This partnership has resulted in two articles of Scholastic News-Grade 4 Edition featuring our children. The first article celebrated our immigrant fourth graders in a cover story interview article that was published and distributed nation-wide in the February 12, 2007 edition of Scholastic News. The second issue featured a group of our fourth graders in another article of Scholastic News. Students' pictures graced the cover of the issue that circulated nationwide in the Fall of 2008. Our partner community based organization, Marquis Studios, is another valued relationship that benefits our learners with creative movement, visual arts, percussion and other Arts forms. Whether enhancing brainpower, influencing behavior, or simply providing recreation, creative movement is an indisputably powerful teaching tool. Creative Movement provides all of our children, regardless of age, gender, or developmental stage, with opportunities for noncompetitive, success-oriented and creative experiences that impact positively on body awareness, concentration, cooperation, collaboration, behavior, respect, and self esteem.

A collaboration with the American Dance theater, has allowed our Fifth graders to experience the art of Ballroom Dancing while learning about respect and leadership. In the 2008 – 2009 school year our team representatives danced their way to first place in the quarter-finals of the Rainbow Match. Participants shined on the dance floor but, of most relevance was how their self-confidence impacted in their academic subjects. In the 2009 – 2010 school year the talents of the children of P.S. 152Q were celebrated in the when a second group of 12 talented ballroom dancers represented our school in the American Ballroom Theater's Rainbow Match. Having won the semester championship, they went on to represent P.S. 152 as the only Queens school at the finals held in the World Financial Center in June. During this time they were honored by the City Councilman, Jimmy Van Bramer, interviewed for a New York 1 news report, and appeared in multiple community circulations.

The Data Inquiry Team work has been instrumental in launching an investigative process by which to highlight deficiencies and trends noted in the data that is impacting on instruction. The Team was successful at improving the outcomes of a group of students targeted due to negative gains in English Language Arts. The occurrence amongst the target population was one that had been noted in the data for several years. The outgrowth of this team has been instrumental in systemic changes that have taken place in literacy for the 2009 – 2010 school year. Inquiry communities were launched across the school. These Teacher Inquiry Networks (TINs) engaged in the analysis of student data leading to the testing of theories and strategies. These experiences were shared as professionals learned from each other and generalized about findings and instructional strengths and weaknesses.

Aids to Continuous Improvement

The information gained from the work with the Target population and their classroom teachers opened the way for a systemic change set in motion this year. Riding on that success, the Team has taken on a new dimension. An expansion of the Team will take place in the 2010 – 2011 school year to include multiple Teams each spearheading their own investigation. Each teacher will select a population that represents the goals of this document. While the original Team takes on the task of supporting the endeavors, experiences, explorations, investigations, and instructional practices of each teacher team.

Insights gained through the experiences with this year's investigations have yielded results that will force us to look closer at how teachers are promoting higher order thinking skills through daily instruction. Specifically, what questions are being asked, how are children responding, and how is that dynamic developing analytical thinking. P.S. 152 recognizes that this practice is a valuable tool in bringing about methods change and therefore the base Data Inquiry Team will also be responsible for the low inference transcript organization and analysis planned for the year. Success in all of our endeavors will be found in the Teams' ability to continue to translate what was learned in moving these target population students into system-level change strategies to benefit all students to the point where academic intervention outside of the classroom becomes minimal (if any) ensuring that all learners are within the sphere of success.

The combinations of the findings of the Data Inquiry Team, Administrative qualitative and quantitative data collection and dialogue and subsequent discussions with the School Leadership Team led to a closer analysis of the instructional methods used to teach literacy. There was clearly an evident need for change in the instructional process specifically in literacy. After ongoing options and consideration of possible methods by which to enhance the methods of balanced literacy used school wide, the school community opted for adding Literacy by Design (Rigby) for the general and special education classes as an instructional vehicle by which to foster skills and strategies in literacy without losing the instructional strengths of balanced literacy as a pedagogical philosophy. Considering the findings and conclusions from the needs assessment it was also concluded that there was a need to adjust the use of the program of English Language Learners in self-contained and bilingual classes by providing instruction that targeted literacy from the language development perspective. Although the school community opted for On Our Way to English (Rigby), a setback resulted in the ability to teach all literacy with attention to literacy strategies. Therefore in analyzing the strengths of the Literacy by Design program, we have opted to use this same program in all classes with support and scaffolding strategies learned and used in the On Our Way to English. The materials for newcomers in On Our Way to English will also serve as additional support material for students in year 1 and 2.

As addressed in the needs assessment, writing is a weakness noted in the programs used to date. In an effort to return to teaching writing as a workshop process, we will add *Schoolwide Educational Solutions* Writing Fundamentals units of study.

Treasures (Macmillan/McGraw Hill) will continue to be used in Grades Pre K and 6. Continuing these programs to the literacy curriculum in the 2010 – 2011 school year, will ensure that students are exposed to a systemic program found deficient in the instruction being provided to date. Additionally the Data Inquiry Team findings had shown a specific weakness in the teaching of higher order thinking and vocabulary. These were strengths found in this program that would address the noted weaknesses. Finally, the lack of consistency in the teaching of literacy strategies found in the low *inference transcript* analysis and administrative walkthroughs was also a strength found in these programs and therefore by adding them to the balanced literacy methods in place, we will strengthen and stabilize the teaching across all classes and grades.

Goal setting for teachers is an initiative that has resulted partially from the data analysis work done with the Inquiry Team. Added to the recommendations indicated on the Quality Review, we have sought to create an environment of ownership, self-reflection, goal setting, and monitoring. This initiative allowed for teachers to meet and discuss the Teacher Professional Growth Continuum. As teachers reflected on their own practices, they placed themselves on the continuum and analyzed methods by which they could reach the next stage of the progression toward “excellence”. This resulted in teachers writing professional goals. As a next step, teachers will continue the process toward identifying an instructional piece that they can offer as a monitoring tool to show their progression toward that next level in the continuum. Using the Teacher Performance Review option (an alternative observation procedure year-long course of study for satisfactory, tenured teaching staff members, as per teacher’s collective bargaining agreement) or within administrative observations, teachers will demonstrate the progression toward the next level. The evidence of the teacher’s growth and progression should manifest itself in student outcome data.

Four periods have been scheduled into each week for our Professional Learning Community. This has been a valuable tool when *differentiating* training and attempting to provide sessions that are content relevant and specific to the needs of each pedagogue.

Barriers to Continuous Improvement

One of the barriers we face is significantly increasing the number of parents/guardians willing to take more active leadership roles within our school community. While we have tremendous parental support, as evidence by the number of visits for Parent/Teacher Conference afternoons and evenings, Magnet-Theme Grade Assemblies, Science Fair, Authors & Illustrators Expo, Celebration Days for S.E.M., Parent Association (P.A.) Meetings, parent chaperones for field trips, and Parent/Child After-School Partnership Workshops, it remains difficult to recruit stable parental volunteers for vital long-term leadership roles (P.T.A. Executive Board & School Leadership Team), as well as, short-term commitments for fundraising tasks, or nomination committees. Language and cultural barriers are factors affecting parental involvement. Although we have minimized these through the use of interpreters in meetings and events, many parents seem to lack the confidence to move beyond the role of recipient of information to one of engagement.

Maintaining high attendance rates continues to be a challenge given the transitions that occur with immigrant families throughout the year. In order to ensure that the children are receiving the necessary instruction, it is imperative that they are present each day. Situations that force parents to leave the country with their children and return after a few weeks of instruction have elapsed are detrimental to the progression required for the child to have a solid instructional base. This occurrence is one that we at P.S. 152 continue to address and struggle with.

Equipment is another barrier we face when moving the agenda of making our teachers more data savvy. ARIS provides a wealth of information for our staff. This data reporting systems can be unreliable when uploaded on Mac platforms. As an elementary public school, Apple Mac computers are the norm for instruction. Therefore an added cost has factored into our ability to provide a forum for teachers to get the data they need in order to make instructional decisions for their students.

Data tracking in the early childhood grades is another barrier we have encountered in attempting to make informed decisions that are data driven. While checklists, observations, running records and other forms of data gathering are useful tools. Charting these for data manipulation to look for trends and weaknesses, is tedious and time consuming. The New York City ECLAS-2 data reporting system is slow and requires multiple steps to reach a child's data. Items cannot be sorted or manipulated as needed to observe trends or other significant information making the task very time consuming. Now that it is available in ARIS, the manipulation and use has improved. Where we may be able to elucidate individual class profiles, school-wide tracking is difficult to achieve. Added to this is the subjective nature of this data, which can affect its validity and the decisions made based on the results obtained.

SECTION V: ANNUAL SCHOOL GOALS

SECTION V: ANNUAL SCHOOL GOALS

Goal #1:

By June 2011, students whose proficiency rating on the Spring 2010 New York State English Language Arts (ELA) test ranged between 2.50 and 4.50 will apply varied techniques and strategies to increase performance in literacy as evidenced by a 3% increase in the percentage of students with proficiency levels ranging from 3.00 – 4.50 on the Spring 2011 New York State ELA test and reported on the 2010 – 2011 Progress Report.

Description:

The School Leadership Team (SLT) noted in the needs assessment that the percentage of students at proficiency Levels 3 and 4 was 55.7% which is 33.5% of the way from the lowest (34.9%) and the highest (97.0%) relative to our peer index and 45.6% of the way relative to the City horizon. This data denotes a weakness that the SLT feels must be prioritized in order to strengthen the core of all learning. The Team also discussed the percentage of students performing at Levels 2 which included 33.1% of all students tested in 2010. The expectation is that purposeful strategizing particular to the needs and weaknesses of this group will enable content mastery for this group thus increasing the number of students reaching grade specific proficiency levels. This group is a targeted concern for the 2010 – 2011 school year. It is a priority for the 2010 – 2011 school year to significantly reduce the number of children performing at this level 2 with efforts aimed at getting them to gain mastery levels in writing and reflecting about text. The needs implicate an added analysis of the elements in our instructional program and curriculum in order to further understand what is impeding the progress of this group. If we are to succeed at reducing the educational gap the performance of our students at Level 3 and 4 has to increase and become more inclusive of the diversity of learners that are currently outside of the sphere of success.

Goal #2:

By June 2011, students whose proficiency rating on the Spring 2010 New York State Mathematics test ranged between 2.5 and 4.5 will engage in diverse, differentiated, and goals driven mathematics instruction that will provide them with techniques and strategies to augment performance in math as evidenced by an increase resulting in 70% of students whose performance range is between 3.00 and 4.50 as measured by the results of the Spring 2011 New York State Mathematics test and reported on the 2010 – 2011 Progress Report.

Description:

The SLT noted in the needs assessment that last year 92.5% of our students reached performance Level 3 or 4. In Spring 2010 the data changed drastically to show the percentage of students at proficiency Level 3 and 4 as 67.3%. This showed that the school is now 19.3% of the way from the lowest (59.5%) to the highest (100%) relative to the peer index, and 38.5% of the way relative to the City horizon. Therefore compared to our peer index, we are at the lowest level we have ever been as a school since such comparisons have been used. This negative transition is concerning. The expectation is that addressing it as one of the goals for the 2010 – 2011 school year will enable this negative trend to end. Our students are failing to make performance at or above Level 3 in consistent numbers across grades, therefore this goal will be approached from the perspective of instructional shifts and changes. With the majority of certain populations remaining at levels 1 and 2, closer analysis of the data shows that we will need to develop opportunities to ensure that English Language Learners and Special needs students are able to reach levels 3 and 4.

Goal #3:

By June 2011, English Language Learners (ELLs) will partake of diversified and targeted instruction that focuses on the literacy needs specific to second language learners and the mastery of strategies by

which to approach reading and writing skills resulting in a 3% increase in English Language Arts performance as measured by the Spring 2011 New York State English Language Arts test.

Description:

Discussions led the SLT to determine that although this was a goal we had set and met in the 2009 – 2010 school year the achievement gap of this sub population continued as a concern. It would not benefit the Team’s efforts to ride on the accolades of that accomplishment when this group still has ground to cover in matching the performance of their English-speaking peers. The ELA data continues to show deficiencies in literacy. In addition it was noted that the performance of ELLs across all grade levels shows high percentages of this group at performance Levels 1 and 2. Progress Report data also indicates partial credit gained as a results of our efforts to reduce the achievement gap for this group. In each of the grades in the Spring 2010 ELA, it was noted that ELLs continue to struggle with literacy. It was decided that this goal would be ongoing in the 2010 – 2011 school year.

Goal #4:

By June 2011, Early Childhood (Pre-K-2) students will partake in targeted and differentiated instruction in literacy resulting in a 5% increase in the percentage of students in this subgroup reaching grade level proficiency, Annual Yearly Progress (AYP) in English Language Arts (ELA) as measured by the Spring 2010-11 Rigby Reading Evaluation And Diagnostic System (READS) test and the 2010-2011 Early Childhood Literacy Assessment System – 2 (ECLAS-2)

Description:

An In-house quality review was conducted in the Spring of 2010. Findings led to generalizations in weaknesses noted that may be impacting on the development of students as they transition to upper elementary grades. Instructional concerns were tracked in literacy. Data resulting from the work of the Data Inquiry Team revealed a lack of targeted progressive growth in literacy. Similar lack of progress was noted when analyzing the ECLAS-2 data results.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, students whose proficiency rating on the Spring 2010 New York State English Language Arts (ELA) test ranged between 2.50 and 4.50 will apply varied techniques and strategies to increase performance in literacy as evidenced by a 3% increase in the percentage of students with proficiency levels ranging from 3.00 – 4.50 on the Spring 2011 New York State ELA test and reported on the 2010 – 2011 Progress Report.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Learning Community –Professional development will be given in the areas of accessing data from Interim assessments, measuring reading and writing using a developmental continuum, assessing using rubrics, targeting identified skills for differentiated instruction, setting instructional goals for students, differentiation of process and product to reach learners who are performing at or above grade level, and modifying instructional practices to teach critical thinking skills. Additional professional development will engage teachers in the inquiry process and prepare them for launching their own target population investigation using a group of students from their class that is representative of the groups highlighted in the goals of this document. Continued support with ongoing professional development on effectively using: <i>Rigby Literature by Design and Treasures</i> and how to set student goals using these programs. <i>Data Days</i> will allow for teachers to analyze student data and make instructional decisions by which to set, discuss, revisit, and adjust long and short term goals. Additional professional training sessions will be included in the understanding of the Rigby READS item analysis to identify student weaknesses in literacy and how to address these through differentiated lessons. Professional Development will be facilitated by Assistant Principals, Teacher mentor / coach, Inquiry Team Members, and the Data Specialist (Assistant Principal) through hands on activities and student outcomes tracking. Professional development training will also be included in the process development of writing for all learners. The units of study from School wide Educational Solutions will be included in the training for all teachers.</p> <p>Continuum of Teacher Development (Goal Setting) Teachers will engage in activities leading to establishing ELA learning goals for students in order to plan and adjust learning opportunities and promote academic achievement and personal growth. Teachers exchange information with families and support staff in order to continue academic progress. Teacher Performance Reviews will result from the goals teacher have set for their professional growth. The work toward the final product in this review will include data collection and activities used by the teacher to assist a target group of students. This will later serve as a “knowledge bank” for other teachers to access and use. The Inquiry Team will facilitate</p>

	<p>Teachers discussions on methods by which to analyze data to form instructional groups and meet student and teacher goals. <i>Low Inference Transcript</i> findings will be used to collect data specific to the instruction of learners at higher levels. Instructional techniques by which to foster higher order thinking skills beyond recall and recognition will be included in goals set by teachers. Teacher discussions will promote understanding of the instructional modifications needed to promote cognitive processes in the upper stratus: interpretation, exemplifying, classifying, inferring, summarizing, comparing, explaining, executing, implementing, organizing, critiquing, generating, producing, planning, differentiating, and attributing. The work at this level will lead to Inquiry investigations at the classroom level. This being one of the target goals for the school, it is expected that groups of teachers will gain additional insights on teaching students who are performing at or above grade level by engaging in an investigation of a target group of students from their class that are representative of this population. Teachers who share common target populations and content investigation (independent of grade level) will meet regularly to discuss strategies, instructional techniques, data results, and findings.</p> <p><u>Other Activities</u> Grouping specific to student performance, strengths, and abilities. Students will engage in differentiated activities specific to their instructional group once the whole group instruction has taken place. Teachers will adjust tasks to meet the needs of each group in their class therefore challenging at or above level performers. Students are tracked in accordance with their scale score for a period of instruction that builds upon the proficiency levels adding techniques to strategically move learners in Reading comprehension and/or writing development. Writing and vocabulary development will be strategically incorporated into each lesson. Writing Fundamentals will be the source for units on writing. Students will participate in a Saturday Academy. Sessions will engage learners at this level in challenging literacy activities. The School Enrichment Model (SEM) also adds a higher order derivative to our magnet theme by which to build high-end learning and develop the strengths and talents of all students. SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for the children based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression. Such activities allow for divergent thinking that improves children's ability to read and write at a higher level. Students in this subgroup will participate in an extended day program aimed at building on critical thinking literacy skills at the higher levels of Bloom's Taxonomy.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</i></p>	<p><i>Funding for Substitute Teachers for Professional Development and Data Days Title I</i> <i>Supervisors/Assistant Principals Conducting Professional Development C4E</i> <i>Academic Intervention Teachers Title IIA Supplemental</i> <i>Per Session Teachers Title I SWP</i> <i>Professional Learning Contract: Title I SWP</i></p>

<p>support the actions/strategies/ activities described in this action plan.</p>	<p><i>Data Specialist (Assistant Principal) Tax Levy</i> <i>Inquiry Team Tax Levy</i> <i>Books, Supplies, Materials Tax Levy / Title I</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Identification / Initial Indicator September – October 2010</u> Students whose proficiency rating ranged between 3.0 and 4.5 on the <i>Winter 2010 State ELA exam</i> will be identified. Initial predictors and needs assessment to be done through an analysis of the June 2010 item analysis of the <i>New York City Acuity ELA Spring Predictive Assessment</i>. A second needs assessment conducted in Fall 2010 with <i>Acuity NYC ELA Predictive</i> item analysis along with the <i>Rigby running record</i> serves to identify reading levels (starting level using equivalent to Fountas and Pinnell reading levels). Data results will serve for the development of student tiered placement for which teachers and students will develop long and short term goals for the initial 10 week instructional cycle.</p> <p><u>Mid point Check</u> running records level progression checked for half way growth (approximately half a year’s progression from starting level using Rigby’s <i>Literacy by Design</i> in February. <i>Initially-Targeted Assessment (ITA)</i> in ELA administered in February will be checked for skills growth pertinent to weaknesses noted in the Initial data. A <u>3%</u> increase in students performing at or above Tier 3 is expected. <i>TC Running records</i> will be analyzed to assess growth as follows: Grade 3 reading at <i>Level N/O</i>, Grade 4 reading at <i>Level Q/R</i>, Grade 5 reading at <i>Level U/V</i>, and Grade 6 reading at <i>Level W/X</i>. These levels correspond to a half-year’s growth in reading. Inquiry Team Target Population students (bottom 1/3 Level 3 in ELA) will serve as control group to inform future change focus. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle.</p> <p><u>End point Review and Reflections</u> Teachers will access the data results of the final predictive and <i>running records</i> administered in June 2011 will serve to assess the children’s 1-year growth as follows: Grade 3 readers at or above <i>Level P</i>, Grade 4 readers at or above <i>Level U</i>, Grade 5 readers at or above <i>Level W</i>, and Grade 6 readers at or above <i>Level X/Y</i>. The <i>2011 NYS ELA exam</i> results will be analyzed. A year’s growth will be assessed based on students at the 3.0 to 4.0 proficiency levels with positive gains at or above 0.1. The percentage of students with proficiency rating at or above 3.0 making a year’s growth will increase by 5%.</p>

Subject/Area (where relevant):	Mathematics
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<p>Annual Goal Goals should be SMART – Specific,</p>	<p><i>By June 2011, students whose proficiency rating on the Spring 2010 New York Sate Mathematics test ranged between 2.5 and 4.5 will engage in diverse, differentiated, and goals driven mathematics</i></p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>instruction that will provide them with techniques and strategies to augment performance in math as evidenced by an increase resulting in 70% of students whose performance range is between 3.00 and 4.50 as measured by the results of the Spring 2011 New York State Mathematics test and reported on the 2010 – 2011 Progress Report.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Professional Learning Community:</u> Teachers participate in professional training sessions on accessing data from Interim assessments, targeting identified skills for differentiated instruction, modifying instructional practices to teach analytical thinking skills. Teachers will set goals for their professional learning in the Standard of <i>the</i> Santa Cruz Teacher Development continuum based on the gathering and use of assessment to guide instruction and communicate student progress. Additional training on enhancing instruction to challenge learners through differentiated curriculum based (or project based) instruction will be provided. The Assistant Principals, the Teacher Mentor / Coach, Data Inquiry Team Members will facilitate Professional Development, and the Data Specialist (Assistant Principal) through hands on activities and student outcomes tracking.</p> <p><u>Continuum of Teacher Development (Goal Setting):</u> Teachers will engage in activities leading to establishing Mathematics learning goals for students in order to plan and adjust learning opportunities and promote academic achievement and personal growth. The data Inquiry Team will work with teachers in selecting target population students and guiding the investigative process to document efforts and assess progress resulting from tracked strategies and activities. Academic Intervention Services teachers will work in collaboration with the classroom teacher to set performance goals and plan for students based on data findings. As teachers instruct the children in their group on strategies to meet their needs, assessment will allow for a reflection on the effectiveness of the plan and adjustments that may be necessary along the way.</p> <p><u>Other Activities:</u> Math journaling with problem solving will be used to allow for children to strategize and plan for a solution, focus on the elements of the problem by eliminating distracters, and building on the student’s ability to look simultaneously at several pieces of information and sort these into groups to use when solving the mathematical inquiry. It is intended that the focus of problem solving and mathematical procedure at this level of performance consist of self-monitoring and self-reflection of the mental processes students are performing where they are able to verbalize the strategies they have used in performing math. Instruction is designed to help students justify their thinking and to have many opportunities to use math language to communicate ideas. Therefore, students have experiences that elicit curiosity and build confidence in investigating, problem solving and communication. We teach math as an integrated whole instead of isolated topics. Academic Intervention Services (AIS) will be provided for those students performing at this level with negative gains or other concerns identified in the data. Grouping students for skills specific instruction will be dependent upon data findings.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Academic Intervention Teachers (AIS) Title I</i> <i>Funding for Substitute Teachers Title I</i> <i>Supervisors/Assistant Principals Conducting Professional Development C4E</i> <i>Math Supervisor/ Assistant Principal Conducting Professional Development and AIS decisions Title I</i> <i>UFT Mentor Teacher C4E</i> <i>Data Specialist (Assistant Principal) Tax Levy</i> <i>Inquiry Team –Day & After school Tax Levy</i> <i>F-status Mathematics Coach C4E</i> <i>Per Diem Substitutes Title I / Tax Levy</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Identification / Initial Indicator September – October 2011</u> Students whose proficiency rating ranged between 3.0 and 4.0 on the <i>Spring 2010 State Mathematics exam</i> will be identified. Initial predictors and needs assessment to be done through an analysis of the June 2010 item analysis of the <i>New York City Acuity Mathematics Spring Predictive Assessment</i>. A second needs assessment conducted in Fall 2010 with <i>Acuity NYC Mathematics ITA</i> item analysis serve to identify skills deficiencies of this group.</p> <p><u>Mid point Check Initially-Targeted Assessment (ITA)</u> in Mathematics administered in March will be checked for skills growth. A 3% increase in students performing at or above Tier 2 is expected. A comparison of the <i>Fall results</i> and the March administration will serve to identify an expected gain of 2% in students performing at or above Tier 3. The progress of students will include a 2% increase in averages within and between all Tiers. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle.</p> <p><u>End point Review and Reflections</u> The <i>2011 NYS Mathematics exam</i> results will be analyzed with the expectation that 70% of students tested will be found to be performing at ranges between 3.00 and 4.50. Results that deviated from the original goal will be assessed for external variables, and then on an individual basis to identify factors that may have impeded the success of this goal.</p>

Subject/Area (where relevant):	English Language Arts
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2011, English Language Learners (ELLs) will partake of diversified and targeted instruction that focuses on the literacy needs specific to second language learners and the mastery of strategies by which to approach reading and writing skills resulting in a 3% increase in English Language Arts performance as measured by the Spring 2011 New York State English Language Arts test.</i></p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Professional Learning Community:</u> Teachers will participate training on gathering, generating, and using data to understand what Ells are able to do. Through professional sessions specific to the instructional department teachers will develop an objective and constantly updated understanding of the performance and progress of Ells. Teachers will specifically access and analyze data from ELA predictive assessments, measuring and correlating literacy assessment results with those found in the Ell predictive assessment. Teachers will learn how to identify weaknesses that are literacy versus language specific and study methods by which to modify instruction to maximize language development. Teachers will receive training in literacy instruction for Ells. Like all teachers, the teachers of Ells will set goals for their professional learning in the Standard of <i>Assessing Student Learning</i> (Santa Cruz Teacher Development) based on the gathering and use of assessment to guide instruction and communicate student progress. Professional Development will be facilitated by the Assistant Principals, Teacher’s Inquiry Team Members, and the Data Specialist (Assistant Principal), the ESL Coordinator through hands on activities.</p> <p><u>Continuum of Teacher Development (Goal Setting and Instruction)</u> Teachers will engage in activities leading to establishing measurable learning goals for Ells that will guide their ability to track progress and make adjustments based on the results. Teachers exchange information with families and support staff in order to continue academic progress. Teacher Performance Reviews will result from the goals teacher have set for their professional growth through their interactions with the children. Teachers will be facilitated in discussions with the Inquiry Team, data specialist (Assistant Principal) on methods by which to analyze data to plan and make instructional decisions to meet student and teacher goals. The Data Team having launched a second Target Population study based on trends found in language progression of Advanced level Ells, will share findings, experiences, and instructional design with Ell teachers. Instructional Teams of Ell Teachers will reflect upon the <i>English as a Second Language</i> standards and instructional methods in planning lessons to focus on literacy skills needs identified in the Predictive Assessments. These sessions will also lead to the sharing of ideas and best practices. Teachers will be trained to follow a prescriptive problem- solving model based on the data that allows for: defining the problem, planning instruction (intervention), implementing the plan (delivering targeted instruction individual, small group, or whole group), and evaluating student progress. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle. A total of three Teacher Inquiry Networks (TINs) will focus on developing a better understanding of the strategies that impact second language development in each modalities as these apply to the learners of P.S. 152Q.</p>

	<p>Other Activities: English Language Learners in grades 3 – 6 will partake of small group instruction in a supplementary extended day program from November 2010 to May 2010. Certified English as a Second Language teachers will teach language and literacy strategies to address to needs found in the assessment data. The 37.5 minutes of additional support to take place Monday through Thursday will focus on English Language Learners in addition to at risk English proficient students. Teacher to student ratio will allow for small concentrated support to be provided in each session. Vocabulary development through the use of word walls and meaningful writing activities will be a part of each modeled lesson. Shared reading and read aloud will provide for further language instruction aimed at building literacy skills. School-wide attendance incentives will continue to focus on this sub group specifically give data findings that indicate that gaps in attendance can be seen amongst Ells who engage in periods of prolonged absences linked to visits to the extended family living in the country of origin. Rewards, recognitions, and certificates will be used in an attempt to deter absenteeism which results in students missing out on the continuity required for mastery of concepts and literacy and language progression. In addition outreach consisting of the parent orientations provided by the Parent Coordinator and the school Administration will be deployed to build an understanding of the importance of regular, uninterrupted attendance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Funding for Substitute Teachers Title I</i> <i>Supervisors/Assistant Principals Conducting Professional Development C4E / Tax Levy / Title I</i> <i>Data Specialist (Assistant Principal) Tax Levy</i> <i>Inquiry Team Day and After school (Per session) Tax Levy</i> <i>Teachers Regular Grades per session Tax Levy</i> <i>Teachers of English as a Second Language per session Title III</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identification / Initial Indicator September – October 2010 <i>Winter 2010 State ELA exam.</i> Initial predictors and needs assessment to be done through an analysis of the June 2008 item analysis of the <i>New York City Acuity ELA Spring Predictive Assessment</i>. Additionally a language strand analysis will be conducted using the <i>NYC English Language Learners Predictive</i> administered in Fall 2010. An additional needs assessment will be conducted in Wnter 2011 using <i>Acuity NYC ELA Predictive</i> item analysis. These assessments and exam will be used to identify a stating point for the mid year check and end of the year analysis of expected growth and progress.</p> <p>Mid point Check Initially-Targeted Assessment (ITA) in ELA administered in February will be checked for skills growth pertinent to weaknesses noted in the initial data. A 1.5 – 2 percent increase in Ells performing at Tier 3 on the ITA is expected. In addition, a when comparing student performance in Reading and Writing <i>ELL Predictive</i> administered in the Fall and the assessment administered March, it is expected that student performance in these modalities would have increased by 1.5% - 2%. The results obtained by the subgroup of Ells on the March <i>Acuity ELA Predictive</i> will also be analyzed for a similar growth in performance. Inquiry Extended Team Target Population ELL Grade 3 and 4 students will serve as control group. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify</p>

	<p>student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle.</p> <p>End point Review and Reflections Analysis of data results on the <i>New York City Acuity ELA Spring Predictive Assessment</i>, the <i>Spring 2011 ELL Predictive</i>, and ITA ELA to compare and make conclusions on progress. English Language Learners’ results will be analyzed and compared to prior results for the following: an expected 5% increase in students who made positive gains at or above 0.1. on the <i>Spring 2011 NYS ELA</i>; a 3% increase in students moving from Tier 2/3 to Tier 3/4 on the <i>Acuity ELA Predictive</i>; a 3% increase in students performing at Tier 3 on the final <i>ELA ITA</i>.</p>
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Subject/Area (where relevant):	English Language Arts
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, Early Childhood (Pre-K-2) students will partake in targeted and differentiated instruction in literacy resulting in a 5% increase in the percentage of students in this subgroup reaching grade level proficiency, Annual Yearly Progress (AYP) in English Language Arts (ELA) as measured by the Spring 2010-11 Rigby Reading Evaluation And Diagnostic System (READS) test and the 2010-2011 Early Childhood Literacy Assessment System – 2 (ECLAS-2)</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Learning Community The educators will participate in professional development sessions that will enable them to gather data via skills aligned targeted assessments in reading and writing. Teachers will be trained in data analysis, identifying and prioritize student needs, and developing long and short term plans in the format of periodic goals and granular teaching targets assessed via rubrics / tests, revisiting and revising plans as needed, and tracking student developmental progress. Teachers will continue to be trained through the use of the Santa Cruz standard in order to improve instructional methodology. Professional Learning Communities will be focused on setting instructional goals based on New York State grade level Standards and school wide Literacy curriculum which includes Rigby’s <i>Literacy By Design</i> and the <i>Wilson’s FUNdations</i> Phonics program. Further Professional Development will be provided to increase the teacher’s implementation of all instructional ad assessment components of the programs that are part of the Literacy curriculum. Teams of educators will focus on the development of curriculum maps and facilitate Professional Learning Communities during which all teachers will learn how to use the Curriculum Map as a pacing guide and a tool to create class and student/ group SMART goals. Inquiry work training will allow teachers in this group to discuss and develop strategies to address reading and writing at this level. Training will also be provided to support teachers in the planning and implementation of Writing Fundamentals addressing writing in a holistic and developmental process.</p>

Continuum of Teacher Development (Goal Setting)

Teachers will engage in activities leading to the establishment of ELA learning goals for all Early Childhood students in order to plan and adjust learning opportunities and promote academic achievement and personal growth. Pedagogues will share information regarding reading behaviors, skills, phonemic awareness, sight words, and reading levels with parents/guardians through the articulation of SMART goals, and reading Response Folders/Notebooks. The Data Inquiry Team and Teacher Inquiry Networks (TINs) will facilitate teacher discussions on methods by which to analyze data and to form instruction groups based on READs data and ECLAS-2 results. Teachers will also build upon the school's curriculum map, which integrates all areas of the curriculum by adding critical thinking skills to the specific units of study. Pedagogues who share the common populations will meet to discuss strategies, instructional techniques and data results.

The 2010-2011 Continuum of development of pedagogues will be based on a decision- making empowerment, engagement level. Through their participation in Inquiry Networks, teachers will formulate and implement corrective courses of action developing improvement strategies while analyzing the data to monitor and refine their efforts eventually leading to systemic changes. Format of ongoing work will include meeting (at least) twice per month to:

- Analyze targeted student data
- Evaluate the conditions of learning including classroom instruction and curriculum as well as pacing calendars and other instructional pieces
- Define instructional strategies and set goal
- Define an action plan –implementation phase
- Monitor student progress via commonly defined and developed assessments
- Revisit and revise

Other Activities

Grades K-2 will have a designated Grade –wide Literacy Block in order to provide instruction in Literacy, which includes Reading, Writing, and Word Study. Teachers will sustain and support learners through ongoing tiered differentiated instruction. Grade specific targets, curriculum maps, sight vocabulary lists, phonemic awareness and phonics benchmarks will be monitored throughout the year. Data from initial indicators will be shared with teachers and targets will be set and published in an initial grade meeting. Teachers will use the data to set individual student benchmarks for SMART goals.

There will be a school-wide systematic collection of Rigby running records at least three times during the school year, which includes and is not limited to, October, February, and May to document progress. The *FUNdation* unit assessments results will also be collected according to the pacing calendar determined by

	<p>grade's the curriculum map and monitored for progress in reaching targeted benchmark goals. Teams of teachers will create grade specific Sight Words lists, which will be assessed three times a year. Where targets are not reached teachers will develop a plan of action for interventions leading to assist students in reaching goals. Based upon the students' performance on all Literacy assessments, teachers will plan differentiated, SMART goals, activities and projects. Teachers will also create specific grade wide rubrics that reflect the goals of each unit of study as indicated on the school's curriculum map. Teachers will share the Sight Word Lists, grade specific reading skills and Unit goals with the parents in order to increase the home - school connection.</p> <p>There is a need to increase the use of e-books for ELLs and special needs students who require supported ongoing language prompting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Funding for Substitute Teachers Title I / C4E</i> <i>Supervisors/Assistant Principals Conducting Professional Development C4E / Tax Levy / Title I</i> <i>Data Specialist (Assistant Principal) Tax Levy</i> <i>Inquiry Team Day and After school (Per session) Tax Levy</i> <i>Teachers Regular Grades per session Tax Levy</i> <i>Books and Materials: NYSTL textbooks, NYSTL software</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Identification/ Indicator September-October-2010</u> Initial predictors / indicators will be documented in each of the literacy strands using an analysis of the data provided by the following:</p> <ul style="list-style-type: none"> • June 2010 Rigby READs Assessments for grades 1 and 2. • Spring 2010 ECLAS-2 for grades 1 and 2 and the Fall 2010 ECLAS-2 for Kindergarten • Fall 2010 Rigby running records identify independent and instructional reading levels • An in-house, school-wide, grade specific Sight Word list assessment • Final 2011 Rigby <i>Literacy By Design</i> or <i>On Our Way to English</i> Unit Assessments • Fall 2010 Unit 1 Wilson <i>FUNdations</i> test <p><u>Mid-Point Check</u> <i>Will consists of February benchmarks as follows:</i></p> <ul style="list-style-type: none"> -The progression of independent reading levels through Rigby running records: <ul style="list-style-type: none"> -Kindergarten: Level A/B; -First Grade: Level D/E -Second Grade: Level J/K. -In-House Early childhood sight vocabulary assessment will show: <ul style="list-style-type: none"> -Mastery of 40 – 50 percent of the grade specific sight words for students on the average proficiency spectrum.

- Mastery of 30 – 45 percent of the grade specific words for students on the below proficiency spectrum (accounting for deficiency make-up needed to reach grade level proficiency by the June cut-off).
- Mastery of 51 – 70 percent of the grade specific words for students on the above proficiency spectrum.
- Unit Assessments of the Wilson *FUNdations* Phonics program:
 - 80 – 100 percent mastery on units 1 – 4 grade 1 and 2.
 - 80 – 100 percent mastery on units 1 and 2 grade K.

Additional data to document student progress toward meeting progress will be gathered using student SMART goal folder benchmarks. Writing pieces will be gathered and analyzed using common grade specific rubrics.

Endpoint Review and Reflections

Will consists of June benchmark analysis as follows:

The progression of independent reading levels through Rigby running records:

- Kindergarten: Level B/C;**
- First Grade: Level G/H**
- Second Grade: Level L/M.**

- In-House Early childhood sight vocabulary assessment will show:
 - Mastery of 85 - 100 percent of the grade specific sight words for students on the average proficiency spectrum.
 - Mastery of 75 – 100 percent of the grade specific words for students on the below proficiency spectrum.
 - Mastery of 100 percent of the grade specific words and 10 – 25 percent mastery of the next grade level specific words for students on the above proficiency spectrum.
- Unit Assessments of the Wilson *FUNdations* Phonics program:
 - 80 – 100 percent mastery on units 5 – 10 grade 1 and 2.
 - 80 – 100 percent mastery on units 3 and 6 grade K.

Each of the strands of the Spring 2011 ECLAS-2 will be analyzed and compared to the Indicators set in the Fall 2010. Progress in meeting the goal will consist in the percentage of students reaching level specific cut-offs consisting in Level 2 for Kindergarten, Level 4 for Grade 1 and Level 6 for Grade 2 in each of the assessed strands. The data resulting from a comparison of the pre / post Rigby READS will be analyzed for Annual Yearly Progress (AYP) and grade specific progression. Data comparison consisting of the students meeting AYP in September 2010 and those reaching the mark in June 2011 will be considered in measuring the success of this goal. Individual outcomes will be used to measure student progress and growth.

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	36	28	N/A	N/A	0	0	0	0
1	46	38	N/A	N/A	0	0	0	0
2	39	42	N/A	N/A	0	0	1	0
3	38	21	N/A	N/A	3	1	1	0
4	67	46	8	4	4	0	1	1
5	50	34	17	6	8	0	1	0
6	14	15	4	11	3	1	0	0
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.).
<p>ELA:</p> <p style="text-align: center;"><i>Reading Push-In / Pull-out Program</i></p>	<ul style="list-style-type: none"> • Tier I (Initial) intervention is done by the classroom teacher for at-risk students in all grades K through 6. • Students who were found to be performing at Level 1 and 2 (State English Language Arts Spring 2010), and students who are holdovers or were identified as possible holdover in the previous school year participate in a pull-out program that is skills specific. Students’ needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week. • Students performing at Level 3 and 4 with negative gains, and students found to be at-risk of not meeting State standards for promotion due to low performance and assessment data results, participate in a Push-in model program provided during the school day. Reading teachers work with these students in small differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher. • All teachers providing academic intervention services maintain ongoing assessment to note progress and other areas where intervention is necessary. At risk students and promotion in doubt students in grades K – 2 participate in intervention consisting of small group instruction in the classroom guided by their needs and short term goals set by the classroom teacher. Support at this level in ELA includes phonemic awareness and phonics skills building using <i>Wilson Foundations double dose</i>. • Day services at the Tier II level (pull-out) are provided by certified Reading teachers. • Extended day AIS is provided from November to May for 1-hour and 50 minute sessions three days per week. Targeting students are those performing at or below level 2; and at or below level 3 who experienced negative gains on the State ELA (Spring 2010). Teachers work with small groups of students to further develop skills reflected in the data as weaknesses. • A Saturday Academy provides students performing at Level 1 and 2 (State ELA 2010) with targeted instruction specific to needs identified in interim assessment item analysis. In addition the Saturday Enrichment Academy provides students performing at levels 3 and 4 with support enabling them to sustain progress and achieve further growth or recover negative gains. This program runs from February to May for a total of 14 3-hour and 45-minute sessions.

<p>Mathematics:</p> <p style="text-align: center;"><i>Mathematics Push-In / Pull-out Program</i></p> <p style="text-align: center;"><i>Mathematics Push-In / Pull-out Program</i> (Continued from previous page)</p>	<ul style="list-style-type: none"> • Students who were found to be performing at Level 1 and 2 (State Mathematics Spring 2010), and students who are holdovers or were identified as possible holdover in the previous school year, participate in a pull-out program that is skills specific. Students’ needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week. • Students performing at Level 3 and 4 with negative gains, and students found to be at-risk of not meeting State standards for promotion due to low performance and assessment data results, participate in a Push-in model program provided during the school day. Math teachers work with these students in small differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher. • Extended day AIS is provided from January to May for 1 hour and 50 minute sessions three days per week. Targeting students performing at levels 3 and 4 who experienced negative gains on the State Math Assessment (Spring 2010) and those performing at or below Level 2. Teachers work with small groups of students to further develop skills reflected in the data as weaknesses. • A Saturday AIS program provides students performing at Level 1 and 2 with targeted instruction specific to needs identified in interim assessment item analysis. In addition the Saturday Enrichment Academy provides students performing at levels 3 and 4 with support enabling them to sustain progress and achieve further growth or recover negative gains. This program runs from January to the end of April. • All teachers providing academic intervention services maintain ongoing assessment to note progress and other areas where intervention is necessary. • Title I Math personnel use differentiated methodology, strategies, techniques and materials that provide children with varied opportunities to manipulate skills and reach mastery in skills specific cycles in a pull-out • Students in Grades K – 2 who are considered to be at risk of not meeting promotional standards, those who were held back, and those found to be performing below grade level, participate in small group academic intervention in mathematics provided by the classroom teacher. The teacher tracks progress by administering a pre mid and post assessment. Cycles of intervention range from 8 to 10 weeks and include a long and short term goal. The teacher meets with students for support work once or twice per week to provide small group lessons in which the children engage in practicing strategies to address deficiencies in each of the mathematical strands in accordance with the needs of the child as described in the short term goal.
<p>Science:</p> <p style="text-align: center;"><i>Science AIS Program</i></p>	<ul style="list-style-type: none"> • Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills. • Tier I intervention is done by the classroom teacher for at-risk students • Tier II intervention includes students in Grades 4 -5 identified as performing at a level 1 through the State Science test. These students receive small group instruction for 45 minutes during the school day once per

	<p>week.</p> <ul style="list-style-type: none"> • Built into the extended day AIS program is an additional component for Science skills and vocabulary instruction to support those students who are taking the Grade 4 Science test in 2011. This part of the program will take place from mid-March to May for 2-hour sessions three days per week. • Intervention is provided by the Science cluster teachers.
<p>Social Studies:</p> <p><i>Social Studies AIS Program</i></p>	<ul style="list-style-type: none"> • Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills. • Tier I intervention is done by the classroom teacher for at-risk students • Tier II students identified as performing at a level 1 through the Grade 5 State Social Studies test and students found to be at high risk of not meeting content performance standards in Grade 5, receive small group instruction for 45 minutes during the school day once per week.
<p>At-risk Services:</p> <p><i>Guidance Counselor</i></p>	<ul style="list-style-type: none"> • Outreach program in support of students with prolonged attendance. • Small group support and self-esteem building sessions with students who did not meet promotion criteria in the previous school year. • Push In program to support student in collaboration with the classroom teacher at the classroom level with strategies and techniques to handle varied social emotional issues impacting daily performance in school. • In classroom support to prepare students for transition to middle school. • Small group support for at risk students who are not meeting expectations or making necessary progress as measured by ongoing assessments and teacher judgment.
<p>At-risk Services:</p> <p><i>School Psychologist</i></p>	<ul style="list-style-type: none"> • Push in program for students in least restrictive environment. Observation and recommendation for additional intervention or teacher assistance. • Behavior management plan follow-up and recommendations. Ongoing dialog with teachers on behavior plan management and adjustment.
<p>At-risk Services:</p> <p><i>Social Worker</i></p>	<ul style="list-style-type: none"> • Independent sessions with students with behavior management concerns that are affecting academic progress. • When needed push-in support for students with social emotional concerns in order to support the classroom teacher with additional intervention suggestions. • Outreach to parents to secure information pertinent to social-emotional development of the student in order to reach a full understanding of the child and develop a full intervention method by which to meet his/her needs.
<p><i>Health-related Services</i></p>	<ul style="list-style-type: none"> • Oversee services related to health concerns that affect student academic progress. • Provide support provided by paraprofessional when health concern impedes student progress at the social emotional and academic level. • The paraprofessional provides ongoing engagement and social-emotional support under the guidance of the classroom teacher and other support personnel. • The school nurse works with the student, family, and classroom teacher to ensure that health the health condition of the student does not impede academic and emotional progress.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: 152 BEDS Code: _____

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	\$58,332.00	Per session for extended day and Saturday Academy programs: <ul style="list-style-type: none"> • <u>9</u> Teachers x 1 hour 50 minutes for 60 sessions (3 days per week –Tuesday to Thursday) from November 2009 to May 2010. <u>3</u> Teachers x 3 hours 45 minutes for 15 sessions (Saturdays) from January 2010 to May 2010. <i>(12 Teachers = \$48,655)</i> • 1 Supervisor x 2 hours for 62 sessions (3 days per week –Tuesday to Thursday) from November 2009 to June 2010; 1 Supervisor x 4 hours 30 minutes for 15 sessions (1 days per week –Saturday) from January 2010 to June 2010 <i>(1 Supervisor Afterschool + Saturday = \$8,435)</i> • 1 secretary x 1 hour 30 minutes per week from November 2009 to June 2010 <i>(1 Secretary = \$1,242)</i>
Purchased services - High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials - Must be supplemental.	\$6,857.00	<ul style="list-style-type: none"> • <u>Getting Ready for NYSESLAT</u>(7 sets x \$495.00 = \$3,465.00)_

- Additional curricula, instructional materials. Must be clearly listed.		<ul style="list-style-type: none"> • <i>Empire State NYSESLAT</i> Continental Press (250 x \$7.00 each = \$1,750.00) Folders, charts, consumables supplies for the student portfolios (\$1,642.00)
Educational Software (Object Code 199)		
Travel		
Other: <i>Employee Benefits</i>	\$10,991.00	<ul style="list-style-type: none"> • 12 Teachers\$9,168 • 1 Supervisor\$1,589 • 1 secretary.....\$234
TOTAL		

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.

*Translation needs were assessed based on the percentage of recent immigrants registering students at P.S. 152Q, during the 2009 – 2010 school year. The Home Language Identification Survey was a source of information used to identify the language spoken at home. We specifically looked at Part 1, item 5, "What language is spoken in the child's home or residence **most of the time**"; Part 3 under Parent Identification: "In what language would you like to receive written information from the school?"; and "In what language would you prefer to communicate orally with school staff?". The number of requests for interpreters during Parent Teacher Conferences in November and March, and requests for translated versions of the Home Language Identification Survey, Parent Program Choice letters and other forms pertaining to English Language Learners served as additional sources of data.*

Other factors considered in the need for translation included:

- Individualized Education Plan (IEP) Team records
- Percentages of participation in meetings, workshops, and other school events
- Data on the number of non-English languages indicated on the School Report Card and Standardized assessment data results.

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.

Items previously delineated were quantified and classified according to the language of preference for a general result that indicates that the language spoken in the homes of approximately 42% of our school community is Spanish. Punjabi and Bengali make up 28% each while Urdu and Arabic and Hindi requests consisted of approximately 8% each. Lastly, Chinese totaled approximately 3%.

Major findings indicated that there is a need to further the communication between the home and the school. Greater involvement can only be achieved through clear, precise, accurate and timely deliverance of information. Parents need to have a clear understanding of the City and State standards and other requirements that impact on their child(ren). Understanding the specific details of these requirements is impeded if the language is not understood so if we are to actively inform and engage parents, there is a need to do so in their language of cognition.

Standardized test data continues to show that the children who come from homes in which the language spoken is other than English, score lower than the children whose native language is English. Disaggregated data shows that the lowest percentage in these results is amongst children where the language spoke at home is Spanish. This data indicates a need to further supply these families with orientation, support materials, and other means of translated assistance in the home language –Spanish.

Parents have access to information through a recently created handbook that details the results of our findings. PTA meetings are another forum for sharing information. Parents are informed of the benefits of active participation and their ability to request translation and interpretation when needed in order to ascertain that the information is clear and comprehensible.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation of all in-house letters, flyers, invitation, leaflets and other information sent home in English will be made available to parents identified through the “Home Language Identification Survey” Part 2 and other sources. Spanish translations will be completed on site by the bilingual Spanish personnel. Translation to other languages will be rendered through the use of the translation Unit of the Department of Education. Items pressing and time sensitive (needed before two weeks) will be translated by approved private vendors available to the school.

Forms from the Department of education that already include translated versions will be downloaded, copied, and distributed in the languages previously identified.

Written translations of the following will also be included as these are produced in the school:

- *Parent handbook*
- *School wide calendar of events*
- *Invitations to workshops, performances, School Enrichment Model celebrations and other events*
- *Workshop handouts*
- *Standardized test practice orientation materials*
- *Information on the NYSESLAT*
- *Data finds (standardized test results) including data trends*
- *Curriculum requirements and promotional standards requirements*

Timely provision of translated documents will be made possible by creating a Translation / Interpretation team that will consist of a supervisor, the parent coordinator, and 3-5 additional staff members whose responsibility it will be to ensure that documentation is evaluated, processed, and translated as needed. This team will meet on a monthly basis to preview upcoming calendar events that may require home communication and plan

for the translation of each of these. Decisions will be made as to the need for in house translation, private vendor translation or whether to seek the services of the Department of Education Translation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided at meetings, Parent Teacher Conferences, and workshops. Invitations to these events will include a section for the parent to indicate the need for an interpreter and the language spoken by the parent. Spanish speaking oral interpreters will include school bilingual school staff and the Parent Coordinator. Outside vendors will be contracted to provide the services in Bengali, Urdu, Arabic, Chinese, and Punjabi.

Parents requesting interpreters for one to one conferences with teachers, administration, guidance, and other school staff will be scheduled in advance of each meeting in order to secure services as needed. The Translation / Interpretation team will plan for and schedule Interpreters for each school event as needed throughout the school year.

Oral interpretation will make it possible for parents to receive accurate messages during conferences, meetings, workshops, and other school events. Oral services will assist parents in making informed decisions about the academic, emotional, and developmental growth of their child(ren).

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>.

- *Upon the identification of the home language, a determination will be made by the Translation / Interpretation Team whether it is one of the covered languages. Information will be logged in the child's emergency card, ATS, and the Teams ongoing database.*
- *The parent will receive written notification of the translation / interpretation services available to them in the school.*
- *Postings near the main entrance to the school (in the multiple languages of the school community –Spanish, Bengali, Urdu, Hindi, Punjabi, Arabic, and Chinese) will include information to parents on the room where parents can obtain a copy of the written notification and the Chancellor's Regulation A663 on translations.*
- *The school's safety plan will include details on the procedures to ensure that parents who need language assistance, have access to the school's administrative offices.*

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:	\$823,600.00	\$29,854.00	\$853,454.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,236.00	300.00	8,536.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	41,180.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	82,360.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

* 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**.

The Gwendoline N. Alleyne School, P.S. 152Q.

TITLE I
PARENT INVOLVMENT POLICY
2010 - 2011

General Expectations:

The Gwendoline N. Alleyne School, P.S. 152Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parent involvement policy meets the requirements of section 1118(b) of the ESEA, and includes as a component a school parent compact.
- The school will incorporate this parent involvement policy into the school improvement plan.
- In carrying out the Title I, Part A parent involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative format upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parent of children served in Title I, Part AIS programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs activities and procedures in accordance with this definition:
 - Parent involvement means the *participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that*
 - *Parents play an integral role in assisting their child's learning*
 - *Parents are encouraged to be actively involved in their child's education at school*
 - *Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, as those described in section 1118 of ESEA.*
 - The school will inform parents and parental organizations of the purpose and existence of the Parent Information and Resource Center in the State.

Description of How P.S. 152Q will Implement Parent Involvement Policy Components:

1. P.S. 152Q. will take the following actions to involve parents in the joint development of its school parent involvement plan under section 1112 of the ESEA:
 - a. Securing parent representation on the School Leadership Team.
 - b. Call meetings in which parents are able to provide feedback and discuss items pertaining to section 1112 of the ESEA
 - c. Ensure that interpreters are available to parents whose language is other than English
 - d. Ensure that meetings are conducted at varied times
 - e. Facilitate copies of the Parent Involvement Policy in the language of the parent's choice and request written input and feedback

2. P.S. 152Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Ensure that there is an active participation of parents on the School Leadership Team
 - b. Request that parents participate in subcommittees of the school and the In-house quality review in the Spring after having been trained in the process.
 - c. Request input I open discussions during PTA meetings and other forums.
 - d. Ensure that parents are informed of the academic relevant to the school (translated versions, timely distribution of information).
 - e. Invite parents to open house (education week) and request feedback.
 - f. Share data pertaining to the school through the Progress Report.
 - g. Provide workshops on the significance and understanding data results and their impact on the school.
 - h. Promote Learning Leaders and their active participation on the school.
3. P.S. 152Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - a. Ensure that the school community is aware of the benefits of parental involvement.
 - b. Prepare the staff on methods of increasing home – school communication.
 - c. Frequent communication with PTA members, Parent Coordinator, and Parent representatives on the School Leadership Team to update and gather suggestions for parent involvement activities that meet the needs of the community.
 - d. Seek the support of community based organizations that can contribute training that can serve to improve the home-school bond
 - e. Secure a means of communication through the Parent Coordinator where parents are able to request information on their child’s progress and how to support their child.
 - f. Provide a website with links to facilitate instruction.
 - g. Send home newsletters and parent handbook (in the language of choice) detailing ways to provide academic support.
4. P.S. 152Q will coordinate and integrate Title I parental involvement strategies with parent involvement strategies under the following other programs: Public and Private Preschools, Title III Language Instructional programs by:
 - a. Providing workshops pertaining to the relevance of home-school partnerships
 - b. Use the Arts as a means of modeling the significance of working together
 - c. Providing parents with information of the benefits of the Title III program before registering their child. Explain the goals of the additional support to help English Language Learners (ELLs) attain proficiency, while meeting Sate Academic achievement standards.
 - d. Providing information in the language of the parent’s choice
 - e. Providing open house for the parents of students entering Kindergarten from Preschool.
5. P.S. 152Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parent in parent involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy skills, or are of any racial or ethnic minority background). The school

will use the findings of the evaluation about its parental involvement policies and activities to design strategies for more effective parental involvement, and to revise, if necessary.

- a. The PTA president, serving on behalf of the School Leadership Team, will inform parents in PTA meetings of annual evaluations. Copies of the Policy will be distributed for discussions.
 - b. The Parent Coordinator will serve to facilitate the process and feedback.
 - c. Surveys will be distributed to request suggestions on improving the document and the process of parent involvement.
 - d. Interpreters will be available for meetings as needed.
 - e. Translated versions of the policy will be available to parents requesting the information in their native language.
6. P.S. 152Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve students academic achievement, through the following activities specifically describe below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 - i. The State's academic content standards
 - ii. The State's students academic achievement standards
 - iii. The State's and local assessments including Predictive assessments, the requirements of Part A, how to monitor their child's progress, how to work with educators (workshops, conferences, Adult ESL classes, technology to access information and data).
 - b. The school will provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by
 - i. Reporting data on academic performance as soon as these become available.
 - ii. Ensuring that communication with the family is conducted in the language of choice
 - iii. Providing literacy programs that bond families around reading and using the public library
 - iv. Providing a lending library in multiple languages available through the Parent Coordinator.
 - v. Providing information about essential components of reading and content instruction to enable parents to support the instructional practices used by the teacher.
 - vi. Training parents in the use of the World Wide Web to enable them to access information on, and for their child.
 - vii. Providing workshops on assessment, understanding State standards, and how to use the home environment to promote further learning.
 - viii. Outreaching to parents of Ells and students who at risk of not meeting standards detailing services including: *reasons for identification, description of services available in the school, levels of proficiency, methods of instruction, how programs can help the student*, and other information.
 - c. P.S. 152Q will, with the assistance of its parents, educate its teachers, pupil personnel services, principal, and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and unity of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - i. Training the staff on effective communication strategies that can serve to increase school – home communication.

- ii. Training teachers and other staff on the research and benefits of increased parent involvement.
 - iii. Sustaining initiatives where parents can serve as partners (LEARNING LEADERS)
 - iv. Creating opportunities for parents and teachers to work on projects, showcase events (School-wide Enrichment Model, Authors and Illustrators Expo week, Read Aloud day, Parent teacher conferences, luncheons, conferences, Arts performances and Exhibits).
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- i. Providing meaningful training for parents where these items are discussed.
 - ii. Providing such training with interpreters present to make items comprehensible.
 - iii. Supplementing the parent room with lending material to educate parents on choices available to their children and other topics of interest.
 - iv. Providing a source of information through the parent Coordinator to maintain communication lines open.
- e. The school will take the following actions to ensure that information related to the school and parent –programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents understand:
- i. The translation / interpretation subcommittee will ensure that flyers, letters, forms, newsletters, calendar of events, parent handbook, and other pertinent material is translated and available in the languages identified in the Home Language Identification Survey.
 - ii. The subcommittee will gather information from each classroom in order to track the languages of choice of the parents of participating children.
 - iii. When translated versions are not available, an interpreter will be used to explain materials and make contact in the home language.

Discretionary School Parent Involvement Policy Components:

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

- Involving parents in the development of training for teachers, administrators, and other educators to improve the effectiveness of that training.
- Paying reasonable and necessary expenses associated with parental involvement activities including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- Arranging school meetings at a variety of times in order to maximize parental involvement and participation in their child's education.

- Adopting and implementing model approaches to improving parental involvement.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parent involvement activities under section 1118 as parents may request.

ADOPTION:

This School Parent Involvement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs as evidenced by _____ . This policy was adopted by the Gwendoline N. Alleyne School, P.S. 152Q. on September 8, 2010 and will be in effect for the period of 181 days. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 9, 2010.

The Gwendoline N. Alleyne School, P.S. 152Q

**SCHOOL - PARENT COMPACT
2010 - 2011**

The Gwendoline N. Alleyne School, P.S. 152Q., and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESAE), agree that this compact outlines how that parents, the entire school staff, and the students will share the responsibility for improved students academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s highest standards. The school-parent compact is in effect during school year 2010 – 2011.

School Parent Compact Provisions

School Responsibilities

The Gwendoline N. Alleyne School, P.S. 152Q. will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - a. Providing instruction that is standards driven and based on the needs of the learners by assessing children on an ongoing basis and using the data derived for the assessment to formulate goals and plan instruction.
 - b. Reviewing plans of instruction on an ongoing basis and change these as the needs of the children change.
 - c. Providing Academic Intervention Services for students at risk of not meeting State Standards in English Language Arts or content areas.

- d. Provide English as a Second Language through content and literacy as per Part 154 and supplemental services through Title III to ensure that English Language Learners are able to reach English Language proficiency while gaining necessary content knowledge to allow them to continue to grow academically.
 - e. Providing high quality materials, books, supplies, programs that are research based.
 - f. Revisiting school safety issues to ensure that the environment is safe and secure for learners.
 - g. Conducting a needs assessment to ensure that resources are being used to reach all areas of needs.
 - h. Providing a staff that is experienced, professionally trained, and licensed in the area in which they are teaching.
 - i. Continuing to foster and build better home-school communication and partnership.
 - j. Uplifting the curriculum through the School Enrichment Model activities in various tiers or student participation that area interest based, curriculum compacted, challenging, and themes based.
 - k. Formulate curriculum that is rigorous.
 - l. Providing extended day programs to assist children who have negative gains in ELA and/or Mathematics, are found to be at risk of not meeting performance standards, and/or promotional standards.
 - m. Providing an Arts program that allows children to express themselves through a medium other than written or oral.
 - n. Implementing a homework policy aimed at maximizing instruction and furthering student learning at home.
 - o. Implementing discipline and safety policies to ensure the wellbeing of all students.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held in the Fall (November) and Spring (March) semesters.
3. Provide parents with frequent reports on their children’s progress. Specifically the school will provide reports as follows:
- a. Report cards –distributed after each marking period in November, March, and June.
 - b. Grow report with Math and ELA results.
 - c. Acuity Predictive and ITAs (Math and ELA)
 - d. Standardized test scores, ELA, Math, Science (Grade 4), and Social Studies (Grade 5).
 - e. For children with Individualized Education Plans, page 6 with progress toward meeting Annual Goals and objectives.
 - f. Results from the NYSESLAT for ELLs with information on continuance and choice.
 - g. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - h. Face to face consultation with appointments requested.
 - i. During PTC in the Fall and the Spring.
 - j. During “Back to School” evening and “Mid Semester Open School Day”.
4. Provide parents opportunities to volunteer and participate in their child’s school, and to observe classroom activities as follows:
- a. During “Back to School” evening.
 - b. During open school week.
 - c. Volunteers through Learning Leaders.
 - d. Through special requests from the administration.
 - e. In preparation for performances and special events.
 - f. For field trips as chaperones

5. Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School-wide Program plan in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participating in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parent involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting, all parents of children participating in Title I, Part A programs and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
9. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of the parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in ELA, Math, Science, Social Studies.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the terms in section 200.56 of the Title I regulation.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance.
2. Making sure that homework is completed in keeping with the school's homework policy.
3. Monitoring the amount of television my child watches.
4. Monitoring what my child reads.
5. Monitoring the content of what my child watches on television for appropriateness.
6. Volunteering in my child's school.
7. Attending school events.
8. Attending Parent-Teacher conferences, "Back to School" evening, workshops, and other events.
9. Reading and discussing with my child:
 - a. Discipline Code
 - b. Uniform Policy

c. Homework Policy

10. Participating, as appropriate, in decisions relating to my child’s education.
11. Promoting positive use of my child’s extracurricular time.
12. Sustaining activities to promote learning at home.
13. Staying informed about my child’s education and communicating with the school by promptly reading all notices and school newsletters either received via my child or by mail and responding, as appropriate.
14. Serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s Leadership Team, the Title I Policy Advisory Committee, the State’s Committee of Practitioners or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (Grades 4 – 6)

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

- Do homework every day and ask for assistance when needed.
- Respect school rules and regulations.
- Read at least 20 minutes each day.
- Give to my parent or the adult responsible for my care and welfare, all notices and information received by me from my school each day.
- Accept the guidance, support, and instruction provided by my teacher(s) each day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT (GRADE 4 – 6)

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The P.S. 152 School Leadership Team uses a variety of methods to review student performance and achievement. In addition several techniques are used to evaluate the school's programs. An internal *quality review* is conducted by the Team to gain insights on all of the instructional components and programs of the school. The members of the Team follow a comprehensive set of standards of practice to determine how well the school is performing, how thorough the implementation of the Comprehensive Education Plan has been, and where revision is required. State Test scores, Interim assessments, and other pertinent data is discussed as goals and objectives of this document are revisited, discussed, revised, and updated. Data specific documents such as the Progress Report, Quality Review, and Environment Survey are analyzed and discussed in Team meetings. These documents provide the essential improvement forum by which the goals of this plan are developed. Parent data is obtained from signing sheets, workshop attendance records, and surveys. The needs assessment included a review of the following measures, indicators, and data results:

- Early Childhood Literacy Assessment System - 2 (ECLAS-2)
- State assessment results (ARIS, ATS Reports and NYstart as main sources of the data)
- NYSESLAT and Language Assessment Battery –Revised (LAB-R)
- Progress Report
- Quality Review (Including in-house)
- Predictive Assessments and ITAs (ELA, ELL, and Math –Acuity)
- Classroom Performance
- ATS Reports (Both qualitative and quantitative)
- Student work-folders and Literacy/Mathematics, Content portfolios
- Teacher developed tests
- Parent Choice Surveys
- Surveys / Questionnaires
- Interviews / Discussions
- Administrative and Teacher Observations

- School Profile Reports
- Attendance rates and other attendance data (ATS)
- Teacher referrals
- Student Support Staff Logs
- Suspension/Incident Rates
- Records of activities / programs
- Records of services provided
- Records of professional development
- Language Allocation Policy
- Title III Plan

Noted throughout this plan are the results of the data derived from multiple sources. In each section Needs Assessment is highlighted.

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

Stated throughout this plan are the strategies to follow in order to meet the needs of at-risk learners. The main objective of the Schoolwide Title I Program is to continue to support students who have low achievement through Push-in/Pull-out programs that are based on and specific to their needs. Needs assessment therefore is ongoing and continuous. We also look to support learners in a way where they do not become stagnant in a program even after they have progressed. Children need to be afforded opportunities to move on and feel that they have successfully accomplished a goal. For this reason programs will service children following 8 to 10 week cycles that change according to how the learners transition and master skills. Facilitators therefore vary and the student is made to feel that he/she is moving on given his/her accomplishments. Each intervention is designed to meet State and City standards and requirements.

Revision of the plans for intervention will be conducted weekly during the Academic Intervention Team meetings. This setting composed of AIS providers, the Principal, and Assistant Principal that oversees Title I Academic Intervention, the School Counselor, the IEP Teacher, the ESL Coordinator, the SETTS teacher, and other related services providers works to oversee children's progress (or lack of) and make recommendations for changes as these may be needed to support students.

It is also a focus of our plan to sustain grade reduction in the upper grades where Early Grade Reduction funds are not available. By reducing the student to teacher ration in grades where content becomes increasingly difficult for students who are reading to gain knowledge and preparing for advanced requirements in Intermediate school, we are ensuring that students who may still be struggling with basic skills spend more time with an adult that can support and guide their learning.

An extended day program will serve to support learners who have scored at or below level 2 in the New York State ELA and Math. This program will take place from November to May from 3:10 PM to 5:00 PM three day per week. Instruction will be provided in small groups based on needs assessment.

Challenging and enriching the instruction of our learners has been made possible with the implementation of the School Enrichment Model. Motivated by the philosophy of Giftedness developed by Renzulli, P.S. 152 offers Enrichment Clusters. Clusters of Grade 4, 5, and 6 students participated in creative project based inquiry developed on the guise of children's interests beyond curriculum. Clusters were interest-based groups of 8 – 12 students engaged by a teacher who served as facilitator. Clusters took on a role and function that was unique and purely developed by the students' ideas for furthering a concept, thought, trend, practice, and movement. Project based learning and curriculum compacting also exposes learners to instruction aimed at raising the level of thinking and exploring levels of gifted behaviors. All aspects of this model will continue in the 2010 – 2011 school year in order to ensure that the curriculum is enriched and accelerated.

Each student in P.S. 152 is exposed to a differentiated , needs centered, standards based curriculum. Data analysis is integral to the work that takes place in noting weaknesses and developing goals to move students to the next developmental level in 8 to 10 week intervals. By sustaining and supporting learners at their specific developmental level, we seek to make the curriculum accessible to all learners thus ensuring that they experience a sense of success at all tasks and learning opportunities they face daily.

The work of the Data Inquiry Team has isolated a series of trends in the performance data of various groups and continues to work on exploring options that will bring about system level changes that allow for all learners to be within the sphere of success.

3. Instruction by highly qualified staff.

Teachers who are highly qualified for their respective assignments, support our students in their learning. The latest data available on the School report Card shows that 100% of the teachers are fully licensed and permanently assigned to the school. This average is much higher than other similar schools and City schools. Teachers assigned to provide Academic Intervention and English as a Second Language are amongst the most experienced in the school. Additional data indicates that P.S. 152 has high levels of teachers that *have more than two years* in the school. When compared to other schools our percentages are much higher (see Data in the School profile in Section III of this document).

Professional development ensures that teachers are trained in the most updated and effective methods and techniques. A prepared teacher knows what to teach, how to teach, and has command of the subject matter being taught (Cohen & Hill, 1998). At P.S. 152, we understand the critical importance of establishing a common focus for guiding professional development that will maintain our teachers prepared to

impart the highest level of standard based instruction. Professional development provided enables teachers to shift their focus on teaching through extensive self-reflective opportunities. Teachers are able to customize instruction to meet the individual needs of students. Professional training also prepares our staff to increase their ability to assess students' reading/math needs and design and deliver prescriptive instruction through modeling, shared experiences, guided and interactive practice, and collaborative and individual workshop sessions. Intervisitation where teachers can observe literacy/math lessons and later convene to discuss and reflect on their observations is also a part of the training received by our staff that enables them to impart highly qualified instruction that engages and reaches all learners.

An F-status Math and ESL coach provided ongoing support for the whole staff with a special focus on teachers who have been teaching less than 5 years. Literacy staff developers from Teacher's College work closely with teachers in specialized interest based study groups that highlight the specific areas of growth identified by participating teachers. In addition the UFT mentor continues to work with new teachers and teachers in year two of their careers. Experienced "Buddy" teachers assigned to new teachers also provide ongoing support.

Supervisory observations and walkthroughs serve to identify pedagogical weaknesses. Teachers work jointly with the supervisory staff, coaches, and seasoned teachers to progress.

Teachers develop professional goals based on the Continuum of Teacher Development (2004 New Teacher Center at the University of California, Santa Cruz). Based on their goals teachers strive to achieve high levels of pedagogical performance that clearly benefits the learners in their classes.

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.

The success of the restructuring requires a consciously trained and prepared staff. Schoolwide Programs has allowed us to provide Literacy trainers that can work directly with teachers in the classrooms as they implement techniques and strategies learned during professional development. Teachers are trained in the use of specialized instructional strategies for meeting the needs of special populations (including English Language Learners) in the mainstream classroom. Monthly grade conferences will continue to focus on situations specific to Reading, Writing, and/or Math. Common preparation periods will allow teachers to work discuss Literacy/Math units as they pertain to the grade. Assessment results obtained from the Acuity (Interim Assessments), ECLAS-2, and conferencing will be discussed and strategic plans developed. Classroom support will be provided by the Math/Literacy Coach, and grade supervisors as teachers implement new units in Literacy and Mathematics.

In the 2010 – 2011 school year the Professional Learning Community established in the 2009 – 2010 school year will continue providing a block consisting of four periods per week to further support teachers in their ongoing growth. Following the recommendations identified through the in house Quality Review and in an effort to engage teachers in a community of learning that is mindful of their professionalism and skill, the Santa Cruz Professional Standards will continue to serve as the premise by which training is developed. As needs are identified through walkthroughs, assessment data, observations, and teacher goal interests and requests, topics for Professional Development will be

developed. An in depth analysis of this continuum will allow teachers to develop professional goals to drive their own professional growth. When teachers develop a better understanding of their own strengths, students benefit. In addition teachers participate in half-day data retreat days in which they meet as a grade to discuss data and develop and revise goals.

Coaches, Reading Teachers, the mentor / coach, and the school Supervisor will continue to prepare teachers in the use of strategy lessons that guide the literacy development of at-risk students. Through extensive self-reflective training teachers will continue to gain knowledge of reading/math and reading/math instruction. The eminent goal is to prepare teachers that can customize instruction to the individual needs of their students. Professional development that helps teachers increase their ability to assess students' reading/math needs and design and deliver prescriptive instruction through modeling, shared experiences, guided and interactive practice, and collaborative and individual workshop sessions. Intervisitation where teachers can observe literacy/math lessons and later convene to discuss and reflect on their observations will be promoted. Professional development that supports and prepares teachers in the implementation of strategies and program models specific to restructuring under SWP (collaborative, team teaching, etc...). Paraprofessionals attend workshops with the teachers they are assigned to work with. Their growth is ongoing through teacher support throughout the instructional program.

The administration has multiple opportunities throughout the year to sustain their own growth and gain knowledge on guiding teachers in their endeavors to improve the instruction of all students. The Principal is mentored by an experience retired Principal through Leadership Academy. The learning continues in his participation in multiple workshops, Principal group studies at Teacher's College, the CSA Conference, UFT Conference, and other activities throughout the year. The Assistant Principals participate in **Advanced Leadership Seminars** as well as attend various workshops and training sessions throughout the year. The focus of all sessions are aimed at sustaining the instructional endeavor and seeking best practices that will continue to build the instructional capacity of all pedagogues in their work with all students

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

Although P.S. 152 is not a high need school, we seek to attract the highest qualified professionals to join our staff. Research shows that teachers will be drawn by levels of success, empowerment, and a climate that makes them feel part of the organization (Scott, 1998). To achieve this goal, P.S. 152 will continue to create partnerships among teachers. New teachers will be assigned a senior staff member teaching in the same program, grade level, and/or content area. This "buddy teacher" will serve as a mentor and facilitator to guide and support the new teacher. The Math and Literacy Coaches and Grade Supervisor will provide additional assistance to new staff by modeling lessons, participating in discussions after intervisitation, and providing training based on observed needs. Maintaining standards of excellence for our staff will serve to attract teachers who have similar ideals.

The administration will visit hiring fairs with the goal of interviewing teachers who are interested in joining our staff. Teachers with the potential to match the vision of P.S. 152, will be invited for subsequent interviews on site by the administration, and a subcommittee of the Leadership Team. They are also invited to tour the building and visit classes in so the candidate is able to observe the possibility of a match

between their teaching interest and the culture of P.S. 152Q. Teachers are then invited back to teach a demonstration lesson in the presence of the administration and some members of the Leadership Team.

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

One of the challenges at P.S. 152 partially due to the mobile immigrant neighborhood we service, is increasing the numbers of parents/guardians able to serve in active leadership roles within our school community. While we have tremendous parental support, as evidence by the number of visits for Parent/Teacher Conference afternoons and evenings, Magnet-Theme Grade Assemblies, Science Fair, Authors & Illustrators Expo, Celebration Days for S.E.M., PTA Meetings, parent chaperones for field trips, and Parent/Child After-School Partnership Workshops, one of our challenges has been in recruiting consistent parent volunteers for vital long-term leadership roles (P.T.A. Executive Board & School Leadership Team), as well as, short-term commitments for fundraising tasks, nomination committees, etc. Since the Quality Review of 2006 – 2007, we have made significant strides in the long-term leadership role area. This school year, after and extensive recruitment campaign, we have and continue to have a stable parent membership on the School Leadership Team. All executive board officers of the Parent Teacher Association are occupied by the same members from September to the present. We continue to seek out ways in which to improve on short-term parent leadership and involvement on a school-wide level.

The work of the Parent Coordinator is key to the development of relationships between the community and the school. Workshops and other activities planned for parents have increased throughout the years given the efforts of the Parent Coordinator. This professional maintains active communication with parents each morning as she greets those who walk their children to school each day. This has assisted in raising the level of comfort for parents.

The Parent Coordinator works with school staff under the guidance and supervision of the school Principal to develop a parent involvement program that is varied, interesting, and effective. Open house, parent workshops, Parent Association meetings, and “Back to School” are scheduled considering parent’s available time. Parents receive a monthly calendar of events and activities each month in order for them to plan beforehand for upcoming school events. Additionally, newsletters include suggestions for augmenting involvement and volunteering for activities in the school. Teachers receive professional development regarding effective communication techniques and methods and the importance of regular two-way communication between the school and the family.

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.

Experienced teachers, resource and extended services personnel as needed, will support transition from pre-school programs to our Schoolwide program early childhood. P.S. 152 has trained the Pre Kindergarten teachers on the Kindergarten instructional programs. These teachers attend professional development sessions and grade conferences with the Kindergarten teachers in order to continue to grow in their understanding of the curriculum. The goal of this practice is for teachers at this level to comprehend what is expected developmentally of the

children at the Kindergarten level in order to include those socialization and instructional techniques that will facilitate transition in the beginning of the following new school year.

Moving to kindergarten will usually mean that a child will enter a new setting. However, if both programs are developmentally appropriate, children will be more likely to find similar activities that will allow them to begin their kindergarten experiences confident that they have the ability to accomplish certain tasks. Knowing what is expected adds to the children's self-confidence, encourages their attempts to try new activities, and facilitates continuity in their development.

Pre K teachers make sure children have important skills such as the ability to retell a simple story and to recognize the letters in their names when they enter kindergarten. They focus on skills such as tracing the shapes of letters and numbers on paper, following simple instructions, recognizing the title of a book, and matching rhyming sounds.

Those children who come to P.S. 152 after attending preschool at other sites are given transitional experiences with the assistance of the Kindergarten teacher. The Kindergarten teacher ensures that the environment is welcoming and inclusive of the child's world (pictures associated to names on the word wall, cubbies with the children's picture and name, tables grouped for socialization, etc...)

The Kindergarten teachers work at making the new environment familiar so that the children look forward to the new experience with a sense of excitement and anticipation rather than feeling threatened and fearful of what lies ahead. Transition activities for young children are like those that prepare them for anything new and can include discussions, stories, games, dramatic play, and field trips.

In addition the following are transitioning practices followed with pre-schoolers coming to our school:

- Before the children commence Kindergarten, we hold an open house for parents to visit the school with their child.
- In September, we hold a back-to-school evening so that parents can visit the classroom, take part in sample activities, and participate in a discussion of the expectations for the Kindergarten.
- The Administration offers an orientation for the parents on the first day of Kindergarten availing parents of all of the information pertinent to the practices specific to the grade. Plan to phase in groups of children during the first week of school in order to provide more individual attention to each child.
- We encourage parents to become volunteers by participating in preparation programs that will allow them to work in classrooms assisting in varied aspects.
- We provide a parent orientation package including: the child's new schedule, transportation procedures, required school forms, food service, and other program information.
- We send notes to parents prior to school opening, which encourage parent involvement and offer suggestions for helping children feel at home more quickly during the first few days of school.

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

All discussion of data begins in the School Leadership Team meetings. Because each school constituent is represented in the Team, the results of all discussions are later shared with teachers and other staff. Team members share the interpretation and results of all documents with their respective constituent during common preparation periods and grade conferences. Conferences are conducted amongst concerned groups to discuss findings further and develop plans of action for intervention. Subcommittees of the School Leadership Team conduct further research and report on alternatives for action. These are proposed to the School Leadership Team for further consideration.

The Data Inquiry Team has spearheaded several in depth studies of the data results found in various sources. Through target group studies, the Team has quantified findings that have been shared with teachers. Systemic change has taken place where weaknesses have been noted. The work in the 2008 – 2009 school year continued with the addition of a second and third Data Team headed by members for the core Team formed in the 2007 – 2008 school year. The new teams are focusing on two additional trends identified last year by the core Team while the original Team now in their third year, has isolated another concern found amongst Level 3 and 4 children with negative gains in English language Arts. The work of this Team has been instrumental in gaining valuable information for teachers in order to expand their knowledge of assessment data so that the decisions they continue to make are conducive to prolonged change for the ongoing improvement of instruction. The 2009 – 2010 school year added the valuable work of the Teacher Inquiry Networks spreading Inquiry work across all teachers. Multi-level teams worked on student deficiencies found in the data and addressed in the Comprehensive Education Plan Goals and Action Plan. A share session of data took place during professional development. Their findings will lead to further investigation in the 2010 – 2011 school year.

The empowerment of teachers will continue as they become more familiar with the data and the sources of information available to them. Interim assessment data sources (Acuity) and in planning for the information that will be accessible to teachers in the Achievement Reporting and Innovation System (ARIS), professional development sessions have been planned to facilitate teacher's interpretation of the data. In addition, we propose to set aside additional work sessions during the school day for teachers to meet to discuss data findings and develop methods and strategies by which to address weakness found in these results (pending funding availability).

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.

The initial identification of students experiencing difficulty mastering standards, begins with assessment analysis in grades 4 through 6. Identifying students in Grades K through 3 results for analysis of ECLAS-2, Literacy assessments including running records and Rigby READs, as well as Rigby Literacy by Design unit tests. Students are assigned to an intervention teacher according to the content(s) in which he/she is struggling.

Intervention for children who are struggling begins with at the classroom level with Tier I level assistance in one-to-one sessions of support at the child's individual performance level. Ongoing assessment provides the teacher with feedback as to the next steps in the process. If an

additional level of intervention is required, the child's needs are brought to the Academic Intervention Team. Decisions are made at this level for a Tier II participation at the classroom level provided by Academic Intervention teachers using a Push-in model. This will include ongoing evaluation of student's needs in cycles that will not exceed 10 weeks. Periodic assessments are used to identify the specific skill(s) the student is struggling with in order for the intervention to be specific to that skill. After the weeks of the intervention, students are reassessed and the teacher works with the student on a new cycle or begins working on a newly identifies skill. In targeting specific needs and varying intervention, it is expected that the student will receive support that is more specific and less time is wasted on working on items that the child already has mastered.

Student progress is evaluated on an ongoing basis through conferences in the classroom, observations, assessment, and tests. Intervention begins with the classroom teacher who differentiates norm lessons in small groups that are developed based on common needs. Tier II intervention includes the pull-out specialist in Reading, Math, Science, Social Studies. This program operates in cycles and cases are revisited and discussed to decide the need for further support or possible next steps. Tier III is the result of a prolonged study of a child's lack of progress even after each of the first two measures being put in place. At this time the IEP Team brings cases before the Pupil Personnel Team for additional at-risk support or possible referral for evaluation.

The Academic Intervention Team will continue to meets on a weekly basis to discuss the intervention plan of these at risk students. The forum will be used to discuss the changes in intervention plans and the progress of students while deciding on the teachers who will be providing specific instruction. Intervention is based on the needs of students and programs are analyzed on an ongoing basis for effectiveness.

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

The unification of funding and programs will allow flexibility in our efforts to provide quality standards driven instruction for all learners. We will continue to afford all learners equal opportunities and access to high quality programs. It is essential to the success of at-risk students that required guidance, support, and strategic modeling is regularly provided. The School Counselor provides support to students who are at risk due to issues ranging from self-esteem, to attendance.

Where possible programs of violence prevention and safety are brought to the school for student assemblies or classroom visits. Additionally, the Project ARTS programs are instrumental in building systems of respect and self-esteem.

The Health and Physical Education program provide a curriculum in which students learn about nutrition and healthy choices.

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

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	✓			\$823,606.00	✓	Goal #2 Action Plan Appendix 1: Academic Intervention Programs Part B Description of Academic Intervention Programs.; Findings and Implications in each of the sections of the Needs Assessment. (Pages 61 – 62 of this CEP)
Title I, Part A (ARRA)	Federal	✓			29,854.00	✓	Goal #2 Action Plan Appendix 1: Academic

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

							Intervention Programs Part B Description of Academic Intervention Programs; Findings and Implications in each of the sections of the Needs Assessment. (Pages 61 – 62 of this CEP)
Title II, Part A Supplemental	Federal	√			506,984.00	√	Goal #1 – 3 Action Plans (Pages 58 – 60 of this document)
Title III, Part A	Federal	√			79,200.00	√	Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011 Appendix 2: <u>Section II. Title III, Part A LEP Program Narrative</u> (embedded in this document)
Title IV	Federal	N/A	N/A	N/A	N/A		N/A
IDEA	Federal	√			288,445.00		Goal 5 Action Plan; Needs Assessment Findings and Implications sections (Pages 65 - 68 of the CEP)
Tax Levy	Local	√			7,498,770.00	√	Goals 1 – 5 Action Plans; Findings and Implications in each section of the Needs Assessment (Pages 58 – 60 of the CEP)

***ALL AMOUNTS CONTRIBUTED ARE BASED ON ALLOCATIONS AS OF JUNE 2010 FOR SY 2010-2011**

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

N/A

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

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

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

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

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

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

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: _____

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.)

Currently, P.S. 152 has two children in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.
- Services will be provided under the overall plan described below. Since the children of homeless families may require much more than a simple plan of services, there will be measures in place for support that include the following:

At the Administrative Level

- Ongoing communication with the school staff on the importance of providing a safe and helpful environment to students who are highly mobile and homeless.
- Communication with parents on the safety and soundness of the school environment.
- Maintain a cordial, welcoming, and “soothing” tone when communicating with the parent in order to make them feel at ease and comfortable.
- Ensure transportation to allow students/parents to attend school events (possible funding use if needed as a stipend for the parent).
- Encourage parents to volunteer at school and participate in school events. Use the collaborative efforts of the Parent Coordinator, PTA, and parent volunteers to engage the parent in participating at the school.

- Ensure the availability of interpreters as needed by the parent and support when communicating with outside agencies.
- Support the parent in making contacts with City agencies.

Pupil Personnel Secretary

- Train staff doing registration on how to identify and recognize specific signs a family/student may be homeless. Tactfully inquire about living situations.
- After enrolling the student personnel secretary should make the administration aware of the living situation of the family in order to privately meet for a conference and to offer support.
- Reach out to the Student in Temporary Housing (STH) liaison for additional direction and support for student and the parent.
- Provide the parent with resources.
- Maintain a cordial and supportive attitude throughout the registration process. Welcome the parents questions and put them at ease.

School Nurse and Health School Aide

- If available verify immunization records and check for other health issues.
- Identify students with mental/psychological concerns. Refer student to appropriate professionals.
- Follow-up with healthcare concerns and direct the parent to locale City Health facilities.
- Refer the family or youth to community resources that provide health benefits such as dental care, Medicaid, physical, Supplemental Security Insurances (SSI), Women-Infant-Children (WIC), and other community health programs.

Teacher

- Will be trained on how to identify the possibility that a student may be homeless.
- Be familiar with the common characteristics of students who are homeless.
- Identify areas of academic strengths and limitations for students and communicate with parents about their child's school performance. Provide materials as needed (funding may be used to purchase aides and materials for the child if needed)
- Connect students and parents with tutoring, mentoring, and extended day programs if needed.
- Adjust assignments to allow homeless and highly mobile students to complete them at school. Provide access in the school day to resources, computers, library, media center, and other facilities that may be needed for the child to complete assignments on site.
- Keep school supplies, snacks, clothes and other basic necessities on hand for students who may need them. Find quiet ways to distribute these resources (items to be purchased with set aside funds).
- Reinforce the positive aspects of the student's academic and social skills while strengthening areas in need of improvement.
- Provide a buddy system while in school with a student who has the qualities and personality to provide leadership, understanding, and guidance.
- Provide extra encouragement and attention to the student without singling him/her out explicitly.

School Counselor, Social Worker, Other Service Providers and the Parent Coordinator

- Will introduce themselves to the child and the parent and avail themselves for the support when needed.
- The Guidance counselor along with the Parent Coordinator will link the parent to advocacy agencies and support the parent in communicating with these agencies.
- Guidance and other support personnel will monitor the child's academic progress, offer support services, and assure students access to all programs and extracurricular activities.
- Staff will offer support for the social/emotional (safety, security, and belonging) needs of students and refer the family/student to community agencies for psychological/mental health support if required.
- Check-in frequently with highly mobile and homeless students to gauge their adjustment to their new surroundings.
- Assist families in identifying community services and resources.
- Consult with teachers, administrators, and parents about academic performance and behavior. Help and develop and plans with the teacher to support the student with any social emotional issues.
- Participate in crisis intervention teams for referrals, e.g., abuse, neglect, and suicide risk.
- Coordinate with the court, child welfare, if needed to support highly mobile and homeless student's success in school.

A committee consisting of all of the stakeholders in listed above will meet regularly to discuss the academic, social, and emotional progress of students who are highly mobile and homeless. This committee will serve as an outgrowth of the Pupil Personnel Committee and its members will also discuss activities to increase parental involvement, ways to build community partnerships, and other ideas to increase student and family stability.

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:	Q152 - P.S. 152 Gwendoline N. Alleyne School					
District:	30	DBN:	30Q152	School		343000010152

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	v	10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	62	72		95.0	95.5	96.0
Kindergarten	221	202	192				
Grade 1	197	232	204	Student Stability - % of Enrollment:			
Grade 2	182	192	229	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	190	172	206		92.6	94.6	92.8
Grade 4	185	198	171				
Grade 5	188	187	192	Poverty Rate - % of Enrollment:			
Grade 6	62	52	48	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.8	86.5	86.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	2	34
Grade 12	0	0	0				
Ungraded	1	8	8	Recent Immigrants - Total Number:			
Total	1298	1305	1322	(As of October 31)	2007-08	2008-09	2009-10
					8	9	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	17	9	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	54	54	46	Superintendent Suspensions	0	0	1
Number all others	19	24	38				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	76	74	TBD	Number of Teachers	83	86	84
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	13	8
# receiving ESL services only	393	397	TBD				
# ELLs with IEPs	6	55	TBD	Number of Educational Paraprofessionals	8	7	12

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	92.8	90.7	100.0
				% more than 2 years teaching in this school	77.1	72.1	84.5
				% more than 5 years teaching anywhere	59.0	59.3	78.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	93.0	95.2
American Indian or Alaska Native	0.2	0.2	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.1	0.8	0.8				
Hispanic or Latino	44.9	44.3	44.4				
Asian or Native Hawaiian/Other Pacific	46.8	51.2	51.0				
White	7.0	3.6	3.6				
Male	51.0	52.0	52.6				
Female	49.0	48.0	47.4				

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
Improvement Year 1				Comprehensive
Improvement Year 2				
Corrective Action (CA) – Year				
Corrective Action (CA) – Year				
Restructuring Year 1				
Restructuring Year 2				
Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	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:	61.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2.02	District 30	School Number 152	School Name Gwendoline Alleyne
Principal Vincent J. Vitolo		Assistant Principal Enid Maldonado	
Coach Liza Dimitriades		Coach	
Teacher/Subject Area Joanne Battinelli / Reading		Guidance Counselor P. O'Moore	
Teacher/Subject Area LeeAnn Snyder		Parent Amandeep Dhiman	
Teacher/Subject Area Nazini Sardarian / ESL		Parent Coordinator Wanda Gonzalez	
Related Service Provider Mariann Gallagher		Other Lisa Black / A.P.	
Network Leader Nancy DiMaggio		Other Elizabeth Economakos / A.P.	

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	24	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1322	Total Number of ELLs	485	ELLs as Share of Total Student Population (%)	36.69%
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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.

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS), administered by an English as a Second Language (ESL) Coordinator or School Administrator in English or the parent's language of choice. The ESL Coordinator certified by New York State as a teacher of English to Speakers of Other Languages (TESOL) and the City of New York as teacher of English as a Second Language and Common Branches (N-6) speaks English and as a second language -Armenian. Additional personnel consisting of two administrators may also engage the parent in interview and administer the HLIS. The senior administrator (Assistant Principal) is English and Spanish dominant and holds New York State certification as teacher and supervisor of Bilingual Education programs (elementary) and certificate from the City of New York as a teacher of Common Branches N-6 with a Bilingual –Spanish extension and is certified as a Supervisor of Bilingual Education programs. The second administrator who engages in this screening process is certified by the State of New York in TESOL, the City of New York to teach and supervise English as a Second Language and teach Common Branches N-6. This second administrator is monolingual. In circumstances in which the language of the parent's preference is not spoken by the interviewers, the services of the translation unit of the Department of Education may be used. Additionally, parent volunteers who speak the languages of the community may serve as resources during this process. The administering personnel will interview the parent in English or the parent's language of choice (through interpreters when needed). If the HLIS indicates that the child uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R) to determine English proficiency within ten days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is also given the Spanish LAB to determine language dominance.). Once identified, students are serviced in accordance with CR Part 154. English Language Learners are assessed each spring using the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency is achieved in all modalities of the assessment –Speaking, Listening, Reading, Writing.

The following procedures are followed to ensure that parents are provided with necessary program documents and letters:

- Parents are invited to attend orientations given at several points as groups of students are admitted throughout the year. The ESL Coordinator, Parent Coordinator, and the Assistant Principal that supervises ESL and Bilingual Programs are available to discuss the methods and purpose of each program. Translator / Interpreters are available during the meeting to provide support for parents in the interpretation of key information.
- There is an opportunity during the meeting for parents to ask questions in their language of preference. Parents also have the option to contact the Parent Coordinator should additional concerns result during the year.
- Written forms of the information provided in the meeting is available in the parent's home language.
- Parent Surveys, Entitlement letters, and Parent Selection forms are distributed during orientation meetings. Follow up copies are backpacked and sent home with the children as needed. Classroom teachers follow-up with the children if these are not returned. The Parent Coordinator, ESL Coordinator, or Supervising Assistant Principal will make follow-up phone / e-mail contact with parents as needed.

The process of parent choice begins at registration. In order for parents to make informed choices the necessary information is made available to them in the language they are more comfortable with. The structures we have in place to ensure that the goal of informing parent is met includes:

- Copies of the letters and documents to parents providing them with information on the Transitional Bilingual (TBA), and freestanding English as a Second Language (ESL) programs' goals and methods are made available in the language spoken by the parent.
- The parent is given the option to visit classes where these programs are in place.
- Based on parent choice and selection once parents have been given an orientation on the programs available, the child is placed in an English as a Second Language (ESL) or Transitional Bilingual Education (TBE).
- If the parent selects a program for the child, that is not available in the school, the parent is asked to meet with the Parent Coordinator and the ESL Coordinator to discuss their options at an alternate site that may offer the program they have selected.
- The parents with Home Language Spanish who have selected ESL as a program choice are interviewed to ensure that they would prefer to opt out of a TBE program. If needed parents are asked to visit a TBE setting before making a decision for their child.

After reviewing the Parent Surveys and the Parent Continuation letters for the past few years, we continue to note a consistent trend. Analysis of the 2009 parent choice documents reveal that 38.9% percent of the parents opted for the Transitional Bilingual Education (TBE) program while 59.1 percent opted for freestanding English as a Second Language (ESL) with 2% opting for Dual Language. In 2008, 18.4% of the documents reflected a parent choice for the Transitional Bilingual Education program, while 81.6% of the remaining letters and surveys denoted a choice for the freestanding English as a Second Language model. In 2007, 24.8% of the parent choice documents reflected a choice for Transitional Bilingual Education, while 74% opted for freestanding ESL and 1.2% requesting Dual Language. The data for 2006 and 2005 yielded the following: 38.2% and 33.6% TBE selection and 60.8% and 66.4% ESL respectively. Further analysis of the Parent Surveys and Parent Continuation letters also reflect a tendency for parents to opt for the Transitional Bilingual Education program in the early childhood grades (Kindergarten to Grade 2). The choice for freestanding ESL

increases significantly (from approximately 60% to 94.6%) once the children reach grade 3 while the choice for TBA dramatically decreases (from approximately 38% to 3.8%) in this grade. Dual Language program options remain low amongst the parents of P.S. 152. We continue to offer the programs that are aligned with the choices made by parents in the Parent Continuation letters and Parent Surveys.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	0	0	0	0							3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0							0
Freestanding ESL														
Self-Contained	2	2	2	2	2	1	0							11
Push-In	2	2	2	2	2	1	1							12
Total	5	5	5	4	4	2	1	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	485	Newcomers (ELLs receiving service 0-3 years)	345	Special Education	31
SIFE	4	ELLs receiving service 4-6 years	133	Long-Term (completed 6 years)	7

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	61	0	0	0	0	4	0	0	0	61
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	284	3	20	133	1	15	7	0	0	424
Total	345	3	20	133	1	19	7	0	0	485

Number of ELLs in a TBE program who are in alternate placement: 15

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	18	19	24											61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	18	19	24	0	61									

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	33	34	18	47	36	28	9							205
Chinese	5	2	3	3	3	2	1							19
Russian	0	0	0	0	0	0	0							0
Bengali	0	37	14	19	13	6	5							94
Urdu	4	5	5	8	0	5	0							27
Arabic	1	2	0	1	1	0	0							5
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	6	7	8	6	2	3	0							32
Polish	0	0	0	0	2	0	0							2
Albanian	0	3	0	0	0	0	0							3
Other	1	9	9	5	6	4	3							37
TOTAL	50	99	57	89	63	48	18	0	0	0	0	0	0	424

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Instructional Delivery:

The English as a Second Language program at P.S. 152 includes two models: self contained and Push-in. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction as per CR part 154 regulations. Self-contained ESL classes are heterogeneously grouped independent of proficiency level. Self-contained classes are included in each grade Kindergarten through Grade 5.

The Push-in model involves Ells in general education (English only) classes. When possible the students in this program model are at the Advanced proficiency level. This group of learners receives 180 minutes of ESL and 180 minutes of English Language Arts weekly provided in most classes by their classroom teachers who is certified in Common Branches and ESL. In those classes where the classroom teacher lacks the certification, an ESL certified teacher will push-in and follow a collaborative instructional model to work with the children in Literacy. Students at the Intermediate levels of proficiency who may be in a general education class due to an excess in the self-contained class receive 360 minutes of ESL instruction per week as per CR Part 154 regulations. The reduced ratio of teachers to students provides for small grouping and individualized attention. Through guided and strategy lessons, interactive experiences, collaborative sessions, and individual conferences, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self-contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State performance Standards, the New York City Department of Education Language Allocation Policy Guidelines, and CR Part 154.

The Transitional Bilingual Education (TBE) Program classes in P.S. 152 include all proficiency levels –Beginner, Intermediate, Advanced. A Bilingual certified teacher provides instruction that consists of all content and literacy. Units of instruction are inclusive and include ESL instruction for all ELLs as required under CR Part 154 -360 minutes per week for those children at the Beginner and Intermediate level; 180 minutes of ESL and 180 minutes of ELA for those children at the Advanced level. Additionally 45 minutes of Native Language Arts instruction is provided by the bilingual teacher daily.

Content Instruction in the self contained ESL classroom is taught by the teacher that is dual certified in ESL and common branches. Varied levels of proficiency and ability are addressed through differentiated instructional methods. The New York City Scope and Sequence for Science and Social Studies dictate the topics of instruction while teachers use scaffolding techniques with content vocabulary reinforcement to build language skills. Mathematics instruction is taught using Everyday Mathematics. Lessons are differentiated for process for ELLs are used to support learners at each level. Science instruction includes lessons that guide students in becoming active users of knowledge who can manage their learning effectively with the goal of preparing for an ever-changing scientific society. Essentially, in order to assist those children who are not reaching the State Designated Level (SDL), further instruction will include hands on experimentation and investigation with manipulation of variables in an inquiry based approach with the goal of mastering the scientific process. Exposure to content specific vocabulary in context will be ongoing in order to improve comprehension in science. Careful scaffolding of skills and development of vocabulary for Ells will be a part of content based ESL instruction. English language learners struggled with content specific language and vocabulary. Noted are deficiencies in comprehension of content that is not supported by pictorials. These may be derivations of meaning

that is content or text specific. Vocabulary knowledge correlates strongly with the comprehension of the content. When that vocabulary is specialized in nature and content specific, comprehension is compromised. Other collected data indicates the need to construct background knowledge and vocabulary that can facilitate content text comprehension. The Inquiry based instruction in the ESL self-contained and TBA classes will be provided by a certified Bilingual teacher with experience in working with English language learners at all levels of proficiency with the goal of using ESL methods to teach the content. The interpretation of documents and content specific Social Studies text denote a need to build background schemata with exposure to nonfiction literature and other forms of real text for ELLs. A review of student performance in Social Studies continues to reveal a need to provide specific instructional assistance to ELLs throughout their instructional program. Balanced Literacy instruction is not taught in isolation. The Rigby Literacy By Design program used school wide to teach reading is based on content specific text. Students build literacy and content language with each lesson. This cohesive method of instruction affords learners multiple opportunities to manipulate and practice content language while developing literacy skills.

P.S. 152 will continue to follow the New York State Core Curriculum for Social Studies. Content instruction will be provided in the native language for English language learners in self-contained Bilingual Spanish settings. The LAP plan will include exposing learners to a project-based, investigative model that supports the learning principle of academic rigor including students actively using knowledge to develop, construct, and apply grade appropriate curriculum-based projects supported by the School Enrichment Model, the library/media center specialist and the classroom teacher.

Content Instruction in the TBE classes is taught in the native language when topics are first introduced. Students transition concepts with the support of ESL classes that highlight content vocabulary. Content area instruction in Math, Science, and Social Studies will be provided in both English and the native language with an emphasis on content specific vocabulary and interpretative and inquiry skills. Level appropriate instructional materials in English and the native language are used to support content area instruction. Cluster content teachers providing content instruction will align their program with the goals and objectives of the bilingual program. Teachers use non-fiction literature during Shared reading, Guided reading, and individual reading workshop in order to build content specific language and vocabulary. Teachers include a writing segment to the math lesson each day to be done in the native language or English. Teachers will continue to build upon children's ability to write in guided and independent sessions. Through conferences, tiered small group lessons, and ongoing strategy lessons and support sessions, students will increase their ability to write about content for varied purposes in the native language and in English.

Planning for the English Language Learners of P.S. 152

SIFE

The students in this category are working at a disadvantage to their peers. Lacking foundations in their native language, these students need to learn the basics in order to create a foundation for their learning.

The goal is to provide children with differentiated lessons that highlight the strengths to support the weaknesses of the ELLs in this group. With this goal in mind, this population of students will receive the following support

- Participate in the Title III Extended day program in a class that does not exceed 15 students.
- An ESL teacher will pull-out one 40 minute period per week to provide lessons English instruction that as specific to day to day language.
- Teachers will provide individual support in guided lessons with a group of peers reading at the same level using high interest text..
- Teachers will teach writing through interactive lessons.
- Teachers will build on students' language skills through storytelling and opportunities for students to share story orally.
- Increased use of literature that is culturally relevant.
- Teachers will preview their lessons with careful consideration of the SIFE students' needs in order to comprehend the content being presented.
- Academic language will be taught explicitly by highlighting and interpreting vocabulary beforehand. Whenever possible concepts will be presented in the native language through the support of bilingual teachers, paraprofessionals, parent volunteers, or peers.
- Balanced literacy will provide for reading and writing instruction at the students' ability level. Lessons will emphasize vocabulary acquisition and use. Small group tier specific goal driven sessions will immerse learners in developmentally appropriate ongoing lessons.

Newcomers (ELLs less than 3 years)

This data for this group of learners is monitored closely. The instructional focus at this level includes active engagement with multiple opportunities afforded for learners to use language productively. Instructional experiences are differentiated to make content comprehensible in order to build confidence. Teachers track student progress on a spectrum dictated by short-term goals that are carefully monitored. Small group instruction is ongoing in all content and literacy instruction where students work at a developmentally appropriate level building on their language and academic strengths.

Newcomers in their first year receive intensive language building instruction in a small group daily. A “Newcomer Kit” consisting of basic language activities and vocabulary are included in daily lessons to scaffold for the deeper work the student will engage in later in the year. Students at this level partake whole group lessons that are based on State standards, content scope and sequence, and curriculum for the grade. Differentiated techniques, practice, and tiered activities allow for the children at this level to work on content specific themes and topics while doing so at a level that is developmentally appropriate.

Additional support is provided for this group of students in the following:

- All ELLs are held to NYS learning standards
- Participation in Title III extended day program
- An instructional program that uses materials in alignment with the Citywide curriculum.
- Ongoing assessment is provided to ensure that student achievement is periodically measured.
- Teachers confer with students to continue to build on what they know.
- Fifteen to twenty minutes per day are used for guided reading and building vocabulary.
- Read aloud is used to expose children to experiences with the second language.
- High frequency vocabulary is taught and exhibited throughout on the Word Wall.
- Reading and Writing lessons are taught every day in English (TBA in the Native language).
- Culturally relevant level appropriate text is available for the children to read.
- Dual language books are included in the classroom library.
- Language development is intensive through experiences, lessons, and exchanges with partners.
- Content lessons are previewed and vocabulary is explained prior to engaging in the lesson.
- Teachers take into consideration students’ prior knowledge and experience with language introducing a lesson.
- Classroom libraries are level and age appropriate and contain varied genre, fiction, and nonfiction.

English Language Learners (4 – 6 years)

The identification of students in this subgroup emanates from a careful analysis of the years the student has been in the New York City Public School system, without interruption, and receiving services in a program for English Language Learners. The students were previously screened and the date of entry into the New York City School system checked to verify the years of ESL/Bilingual services the child has received. Some students in this category have also been identified as having received more than 3 requests for extension of services on the A-11.

In seeking to meet the needs of this group careful analysis of the academic records is followed in order to obtain a clear image of the needs of the students. This process includes:

- Analysis of NYSESLAT testing history to look for trends in progress (or lack of).
- Modalities are analyzed through the years of testing to pinpoint areas of specific need.
- Scores obtained by from Citywide, State and other assessments are reviewed for trends.
- Attendance records are reviewed to look for gaps in instruction.
- A tracking system that matches data from year to year to note progression (or lack of)
- Parents are interviewed to gain an image of home study and academic practices.
- Teacher assessments, conferences, writing samples are assessed for trends and weaknesses.
- Intervention logs and participation in each Tier is discussed in order to seek alternative plans of action that may require a recommendation to the TAcademic Intervention Team.

This group of students participates in our Title III Saturday or Extended day Academic Intervention program. In the regular school day, they are serviced in Reading and Math by an Academic Intervention (Title I) teacher or a teacher certified to teach English as a Second Language. They are part of the 37.5-minute tutorial in groups where the ratio ranges from 2-8 students to 1 teacher. Their needs are assessed regularly and discussed with the Academic Intervention Team in order to make revisions of their intervention plans.

Long Term ELLs

Students in this category are comprised of a small group at our school, however, many concerns arise when we approach the varied needs of these students. It has been determined that students in this category have reached the social language goals and in some cases, the content language skills are mastered at a comprehension level, however, literacy is the weakness keeping them from reaching proficiency. The guidance counselor works with these students as support personnel to engage students in activities of group dialogue aimed at building interactive language and confidence. Given the age of this group, lower reading levels consisting of low interest text is not useful. Therefore, we look to other resources for text to engage these learners in literacy experiences that are meaningful.

The Pupil Personnel Support Committee (PPSC), composed of the Guidance Counselor, Assistant Principal, School Psychologist, Social

Worker, Educational Evaluator, Special Education IEP Teacher, Resource Room Teacher, Speech and other related services professionals, meet twice a month to plan for children in need of extra support. Long term Ells may be addressed in these meetings. The main goal of the PPSC is to provide educational preventive services to students who are exhibiting academic and/or social-emotional difficulties by developing an intervention plan that provides classroom-based direct services. The members of this team are involved in defining the areas of concern, exploring and outlining possible interventions, developing an intervention plan, reviewing the progress of the plan, deciding whether to continue interventions, modifying the plan, or refer the student to the IEP Team for formal Psychoeducational Evaluation and other services. As a result support staff are deployed to serve students who require curriculum modifications and accommodations. This process will continue to ensure that the long term Ells are provided with varied opportunities to develop within the least restrictive environment. The student support services will be provided as follows.

- Continued redeployment of support staff to serve students in this group who require curriculum modifications and accommodations.
- The Pupil Personnel Support Committee, composed of the Principal, Guidance Counselor, Assistant Principal, School Psychologist, Social Worker, Special education Teacher, Resource Room Teacher, Speech and other related services teachers meet o review progress and revise support plan as needed.
- Clearly defined areas of concern will help to solidify the plan for each student.
- Provide an Academic Intervention program that supports children by addressing the needs identified through ongoing assessment, observations, and conferences in small group intervention. This program will require the expertise of a push-in teacher who has knowledge of English as Second Language methodologies.
- Decide whether to continue intervention, modify the plan, or refer the student to the IEP Team for formal psychoeducational Evaluation and other services.
- The guidance counselors will serves as the Case Manager to disseminate the School Committee Intervention Plan to the classroom teacher.
- Professional development is provided for all teachers on the intervention requests and the referral process, intervention strategies, implementing the SCIP and monitoring and reporting on the outcome.
- Continue to note the progression of students in receiving special services as they achieve identified goals.
- Continue to provide high quality intervention; as well as mandated services as identified on the IEP for at-risk and/or special needs long term Ells.

English Language Learners with Special Needs

P.S. 152 provides for the instruction of special needs ELLs in two settings an alternate placement 12:1 self-contained setting where the Spanish speaking paraprofessional working under the planning and direct guidance of the Special Education teacher supports content learning in the native language. This multilevel class currently serves Grade 4 and Grade 5 Ells with special needs. The second group of Special needs ELLs can be found in the Integrated Co-teaching classes in Grades K – 5. ESL is provided by the Special Education teacher who has dual certification in Special Education and ESL. In the classes where this is not an option (Grade 3), a Push-in ESL teacher provides services for this group of children. The ESL teacher works collaboratively with the Special Education and general education teacher to review the goals of each student as indicated on their Individualized Education Plan (IEP). Each teacher has a copy of the children's IEPs as per Chapter 408 and uses these to plan instruction that will support the goals set for the child.

As is the case of all levels of instruction in P.S. 152, special needs classes work on content and level specific curriculum. Differentiation is specific to the students needs and modalities. Structures in these classes are specific to allow an ease and flow for the students. It continues to be a goal of P.S. 152 to develop and maintain a model in which the Push-in ESL teacher works using a Collaborative Co-Teaching model during the periods in which the second person is in the classroom. Professional development is ongoing to strengthen this model.

The environment in which special need Ells receive instruction is constantly revised to ensure that it is a resource for their learning and not impeding the development in their modalities. The use of Foundations (Wilson) has added structure and support with phonemic awareness and phonics learning. Classroom libraries are level appropriate and collections that are appealing and culturally relevant are available for the children to read independently. The push-in teacher provides lessons that are shared, guided, and interactive in support of the teaching point addressed by the Special Education teacher.

Careful analysis of the children's needs and discussions with the IEP team will help teachers identify any possible discrepancy in the children's plan that may be impeding their progress (language development as opposed to a disability related issue).

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

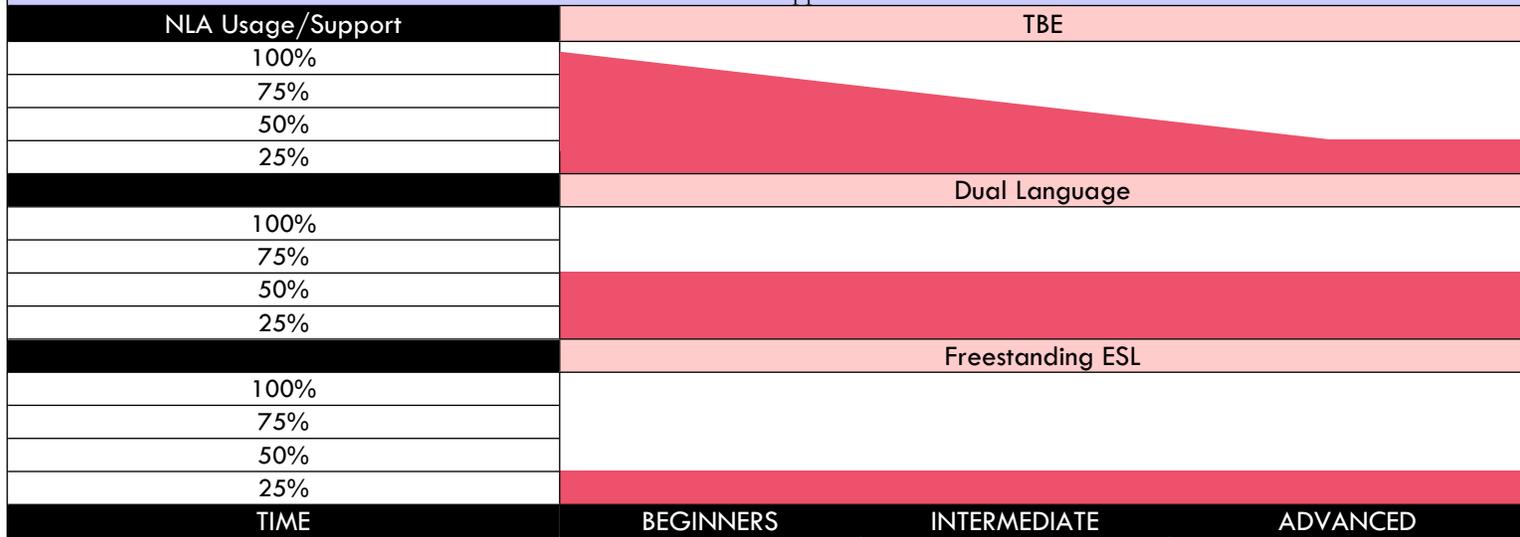
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Targeted Intervention Program for ELA, Math, Other Content Areas

Intervention services are offered in ELA and Mathematics to ELLs who were at risk of not meeting promotional standards, were retained in the grade, and/or scored at or below Level 2 in ELA and/or Math.

ELA

- Tier I intervention is done by the classroom teacher for at-risk students in English. This intervention consists of small group, needs based, goal driven support in 8 to 10 week cycles. During this time the classroom teacher teaches literacy and/or content strategies to support mastery of skills. Pre, mid, and post assessments serve as benchmarks toward mastery by identifying markers of progress and mastery of the designated goal.
- ELLs who were found to be performing at Level 1 and 2 (State ELA Spring 2010), and students who are holdovers or were identified as possible holdover in the previous school year participate in a Pull-out program that is skills specific. The students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week.
- ELLs found to be at-risk of not meeting State standards for promotion due to low performance and assessment data results, participate in a Push-in model program provided during the school day. Reading teachers work with these students in small, differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher.
- Long term ELLs, ELLs with a second or third extension of services, and ELLs (4 – 6 year) who have remained at the same proficiency level for a second year are identified for intervention services in and afterschool Title I and/or Title III program. Students in these categories receive additional support during the extended day 37.5 minutes sessions each daily from Monday through Thursday.
- A Saturday Academy provides ELLs performing at Level 1 and 2 (State ELA 2009) with targeted instruction specific to needs identified in interim assessment item analysis. This program runs from February to May for a total of 14 3-hour and 45-minute sessions.
- The goal of all interventions programs is to provide differentiated instruction in a small group setting where the reduced student to teacher ratio allows for multiple opportunities for interaction amongst students. Active engagement and dialogue around content being learned allows students to build academic language and achieve higher levels of understanding of concepts taught.
- Curriculum is challenging and level appropriate. The methods by which the standards based instruction is delivered is varied, differentiated, and goal driven to enable a match between what is being taught and the student's ability to comprehend.

Mathematics

- ELLs who were found to be performing at Level 1 and 2 (State Mathematics Spring 2010), and students who are holdovers or were identified as possible holdover in the previous school year, participate in a pull-out program that is skills specific. Students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week.
- Extended day intervention is provided from January to May for 2-hour sessions three days per week. Targeting students performing at levels 3 and 4 who experienced negative gains on the State Math Assessment (Spring 2010). Teachers work with small groups of students to further develop skills reflected in the data as weaknesses.
- A Saturday program provides students performing at Level 1 and 2 with targeted instruction specific to needs identified in interim assessment item analysis. This program runs from November to the end of February for a total of 14 three-hour and 45-minute sessions of

which two hours are dedicated to mathematics skills building.

- All teachers providing academic intervention services maintain ongoing assessment to note progress and other areas where intervention is necessary. Goals are set for each cycle of intervention. These are monitored for progress at three points during the cycle to note student progress. The final benchmark assessment will yield next step decisions for the student.
- Title I Math personnel use differentiated methodology, strategies, techniques and materials that provide children with varied opportunities to manipulate skills and reach mastery in skills specific cycles.
- ELLs are identified for Math intervention based on performance and at risk status not language proficiency. Language is considered when teaching and instructional adjustments are made to support the content vocabulary and concept learning. Therefore participants may be of all proficiency levels and years of service.

Science / Social Studies

- Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.
- Tier II intervention includes students in Grades 4 -5 identified as performing at a level 1 through the State Science test. These students receive small group instruction for 45- minutes during the school day once per week.
- Built into the extended day AIS program is an additional component for Science skills and vocabulary instruction to support those students who are taking the Grade 4 Science test in 2011. This part of the program will take place from mid-March to May for 2-hour sessions three days per week.

Transitional Support

English Language Learners who have reach proficiency in the second language are afforded testing accommodations consistent with the New York State memorandum dated October 2008 that indicates that former limited English proficient/English language learners (LEP/ELLs), are afforded such conditions for up to two years after they achieve proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). These accommodations are afforded for the purpose of all testing that is timed and allows for the additional "half" time to be added to the time allotted for the test. The children are provided with an environment that teaches them how to use the additional time advantageous to maximize results.

In addition, students who have reached proficiency continue to receive the following support:

- Participation in extended 37.5-minute program daily from Monday to Thursday.
- Participate in afterschool and Saturday Academy programs.
- Academic Intervention Services as needed.

Program Change / "What's New?":

In the 2010 -2011 school year, all English Language Learners will work on improving Reading, Writing, Listening, and Speaking skills through strategies and techniques that engage these modalities in a Balanced Literacy based Rigby's Literacy By Design program used in all grades. In addition, we will launch Fundamental in Writing which support students through touchtone text as they develop writing that follows the process in each of its developmental stages. The ultimate goal of the writing workshop is to "change how writers compose by helping them employ more sophisticated composing processes" (Graham, 2006; see also Graham & Harris, 1996). The writing workshop process approach is advocated across grade levels in order to induce more sustained and thoughtful writing behavior. The development of more effective writing pedagogies is attained in a writing workshop by carefully structuring the workshop environment as a pleasant, supportive, and collaborative space. It is designed so that writing assignments serve a real purpose; it is a place where students share their work with each other; where choice and ownership are emphasized; and it is an environment in which a predictable classroom routine is established where students are encouraged to plan, revise, and edit their papers (Graham, 2006). The process approach to writing is recognized in educational theory and practice. What is most prevalent in writing process research is how it has not only altered how writing is taught but the age and language ability at which writing instruction is introduced.

P.S. 152 continues to engage readers at the Beginner level of language proficiency in the freestanding ESL classes in literacy using Rigby's On Our Way to English. However, for students at the Intermediate and Advanced levels we have chosen to modify the literacy program. Although Rigby's On Our Way to English is a worthy program, the rigor was not as expected. The challenge for students to be readers was not rigorous and therefore, the school made a move for all students to follow best practices in Balance Literacy supported with Rigby's Literacy by Design used in general education classes while maintaining the language based program as a supplement for newcomers and ELLs in year one.

In addition given the dual certification of most of the teachers working with ELLs at P.S. 152, the Pull-out / Push-in program is now only limited to two groups (Special Education classes). This allows for students to spend more time in the classroom with teachers who have the techniques

and training to support language development throughout the day as opposed to limiting the instruction to specific periods in a day.

Program Access

English Language Learners have access to all programs available in the school. Curriculum and instruction is varied in order to consider their language goals but, the content, scope and sequence, curriculum, and standards are specific to the grade they are in. Access to the grade specific curriculum is ensured through differentiated instructional techniques that take into consideration their language needs. As previously stated, ELLs participate in all academic intervention programs as needed. They are invited to participate in afterschool and Saturday programs (described in a previous section).

Instructional Materials

Instructional materials are provided to each class independent of the language level of the class. Teachers follow the New York City Scope and Sequence to map out topics and units. ESL and Bilingual Teachers develop their lessons in accordance with this starting point and adjust instruction to meet the language needs of the students.

Reading: Grades K – 5 Literacy by Design (Rigby) for Reading supported by leveled libraries for independent reading (also available in Spanish for the TBE classes). Supplemental materials –On Our Way to English libraries and Newcomer kits. Grade 6 Treasures (McGraw Hill)

Writing: Grades K – 6 Units of Study –Writing Fundamentals (Schoolwide Incorporated).

Phonics: (Primary) Foundations (Wilson)

Mathematics: Grades K – 6 Everyday Mathematics citywide curriculum and pacing. Also available in Spanish in TBE classes or as a reference for ESL classes

Science: Grades K – 5 Science (Harcourt) with manipulative stations and materials for hands on experiments and experiences. Grade 6 Science (Glencoe).

Social Studies: Grades K – 5 Social Studies (Houghton Mifflin), Grade 6 Eastern Hemisphere (Holt).

Extended Day (37.5 minutes) –Primary –Sing, Spell, Read, & Write (Modern Curriculum Press).

Intervention ELA: Intervention by Design (Rigby)

Intervention Math: Math Navigator (America's Choice)

E-books and software programs such as E-Pathways and Scholastics' Fast Math serve as supplemental materials used selectively and in accordance with the students' tiered goal plan.

Native Language Support:

NLA is an integral instructional component of each TBE class. Supplemental literacy is available in the NL for these students. In addition where possible materials available in multiple languages are purchased for ELLs in general education and self-contained ESL classes. Dual language dictionaries are also purchased for students that are dominant in a language other than English.

Required Services:

All services and resources correspond to the age and grade of the ELL. In some instances in which an ELL has been retained in the grade this may vary but these are exceptions. Concepts, books, materials, curriculum is not simplified for students. Rigor requires that we support the student to rise to the anticipated curricular level, not the contrary. The only material that a student uses that may be at a level below the anticipated grade is their independent reading text from the classroom library. The reason for this is that reading is taught using a developmental leveled system and if the child is not reading on grade level, he is building stamina and skills to read on level and can only do so at their independent level.

Support for Newly enrolled ELLs

Newcomers are defined as English language learners who are newly enrolled in the school. Upon arrival parents in this group are given the opportunity to meet with the Parent Coordinator and the ESL Coordinator for an orientation. The parent is provided with a parent handbook, a school calendar, and other pertinent information in the native language (if available). If the child is entering school on or before October, parents are invited to attend Back to School evening where the teacher discusses curriculum and expectations for the school year.

Interpreters are available during the evening to provide support as needed.

Students are welcomed to their new class by the ESL Coordinator. Set-up packages are available with activities for the child to begin the integration process. Activities highlight the individual student through pictorials and give the child a recount of the school and the class. Teachers provide the students with a partner to support and guide the student through daily routines. Whenever possible, the partner speaks the native language of the newcomer. If a partner who speaks the same language is not available in the class, one is provided from another class for a few minutes each day for a period not to exceed 10 weeks. Each class is equipped with a “Newcomer Kit” that provides for instruction on vocabulary that is essential for school. During literacy, teachers will use these books and materials to support new learners in small group lessons.

Extracurricular

Through Project Arts funding, the students of P.S. 152 have worked with Art residents in the interdisciplinary study of the Arts aimed at increasing literacy. Experiences provided through the Enrichment Model and Project Arts were combined to produce artistic performances as a celebration of all forms of learning (visual, expressive, spatial, movement, etc...).

School wide Enrichment Model

This school year marked the inception of our School Enrichment Model (SEM). Motivated by the philosophy of Giftedness developed by Renzulli, P.S. 152 introduced Enrichment Clusters during the 2005 – 2006 school year. Clusters of Grade 4, 5, and 6 students participated in creative project based inquiry developed on the guise of children’s interests beyond curriculum. Clusters were interest-based groups of 8 – 12 students engaged by a teacher who served as facilitator. Clusters took on a role and function that was unique and purely developed by the students’ ideas for furthering a concept, thought, trend, practice, a movement. Project based learning and curriculum compacting will expose learners to instruction aimed at raising the level of thinking and exploring levels of gifted behaviors. English Language Learners participate in SEM as do all students.

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)?

N/A

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.

The professional development goals for P.S. 152 for the 2010 – 2011 school year include two levels. In tier one pertinent personnel will work with the staff to fortify their knowledge base in literacy, mathematics, and other content areas. The second tier is dedicated to the planning of units, gathering and sharing of resources and materials spearheaded by the grade leaders and/or lab site teachers who have attended City or Regional training sessions. During the second Tier, ESL teachers work together and in collaboration with general education teachers whose class they Pushed-in to. This latter level is to be ongoing and supported by the Literacy and Math Coaches to ensure that the teachers receive the assistance needed to make the learned techniques a permanent part of the instructional repertoire. Intervisitation and discussion is an added way to continue to fortify our staff.

Preparing teachers to work with Ells is ongoing. The ESL instructional staff is provided with ongoing professional development to enable them to maintain and increase their skills. Additionally as the year goes on study groups are formed based on the specific areas of literacy the teachers choose to explore further. The ESL instructional staff is also provided with ongoing support to increase their content area expertise in Mathematics, Science, and Social Studies. Each teacher is a part of a Teacher Inquiry Network to further develop their expertise on instructional methods and strategies that can support learners.

Extensive professional development during the Professional Learning Community block consisting of 4 periods of 50 minutes each per week will include literacy development training. Training on Differentiating of instruction to meet the language needs of students is achieved through a thorough analysis of the data specific to language proficiency, literacy, and ongoing data collection is a priority for the 2010 – 2011 school year, as well as, perfecting questioning to challenge learners at their progressive levels. This training is ongoing throughout the school year. Goal setting sessions of three 50 minute periods each once a month are also part of the professional development provided for the teachers of Ells to develop long and short term goals with benchmark assessments for a period of 8 to 10 weeks in all content. Supervisors with experience in ESL instruction guide teachers through this process and oversee the development of tiered plans aimed at scaffolding and differentiating instruction. As groups of children meet their benchmarks, new goals are developed or previous ones are revised in order to continue the growth process. Through this procedure, differentiation is ongoing in each lesson and not haphazard or by chance. Each group meeting and lesson is strategically planned along the map of the goals developed with and for the students. Based on our needs assessment and the NYSESLAT and LAB-R assessment the Title III Professional Development program also focus' on workshops that lead to the overall improvement of ESL and content instruction through differentiated needs based instruction. The teachers providing instruction in the program will partake of monthly data analysis and goal setting session. During this time they will discuss data results and analyze each item for strengths and weaknesses connected to each of the language strands. This will enable them to make decisions as to the next instructional steps to follow on the instructional continuum.

Additional sessions in professional development for Title III will include:

- Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.
- Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what the learn.
- Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution.
- How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

Noted in literature is the fact that transition to middle school is marked by several changes in educational expectations and practices. While at P.S. 152, the children are taught in self-contained classrooms with a familiar set of peers and one or two teachers. Once students reach middle schools, however, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new settings, structures, and expectations. All of this comes at a time when they are also experiencing a host of changes associated with the transition from childhood to adolescence in addition to the language development transitions they are experiencing while reaching proficiency. They are beginning to mature physically, and to think of themselves as individuals outside of their families. Socially they look to their peers for acceptance while avoiding exposure and embarrassment in all relationships. Research shows that this complicated period of transition can lead to a decline in academic achievement, performance motivation, and self-perceptions. Teachers are trained to identify the needs of the children who are making transition and how to support them in that transition.

Knowledge of the transitional needs has led us to formulate a plan by which to approach students in Grades 5 and 6 so that they are able to feel successful in school, have opportunities for self-expression and decision-making, and feel cared for and respected as a individuals. The concerns most often expressed by students about to enter middle school focus on the routine of the new school: finding their way around and getting to class on time and mixing with older students since they are going from being the oldest in the school to now being the youngest again. They also worry about keeping up with homework and projects. Grade 5 and 6 teachers with the support of guidance and intervention personnel work will Ells to provide orientation activities that demystify new routines well before the first day at middle school. The parent coordinator reaches out to parents in order to help them become more knowledgeable about young adolescents' developmental needs and concerns, and encouraging ongoing parental involvement in their children's education. A strong home and school connection serve to create a seamless web of support for children in transition. The school Guidance Counselor will oversee the transition work to be done with this group of students. In conjunction with the Parent Coordinator, the Guidance Counselor will provide support for parents as they make middle school choices and other decisions for their children entering this new instructional level.

Teachers and other key staff discuss issues of anxieties accompanying a move to a new school setting, and the recognition that becoming comfortable in a new school setting is an ongoing process that they must work on each day. They work together in the planning and implementing strategies that will directly address students' concerns and ease the transition to middle school and provide children with a foundation for success in school and life. Specifically,

- Making sure the student and parent is aware of the language program choices at the new site and make suggestions pertinent to the child's level of language development so that the parent is able to work with his/her child to make informed decisions on programs to further support language growth.
- Creating an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school begins long before graduation through classroom conversation and discussion.
- Teachers experienced in teaching the transitioning grades address students' social, developmental, and academic needs.
- Articulation with the receiving middle school included information on the students' progress, interests, strengths, and weaknesses for future placement decisions and follow-up.
- Guidance is available to address transition concerns and assure students of the availability of ongoing support.
- Teachers provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.

The topics for Professional development are decided based on the needs identified in data found in sources such as the Quality Review, Progress Report, School Data Survey, Supervisory walkthroughs or linked to mandates and the action plan delineated in the Comprehensive Education Plan. Teachers are given training based on observed or expressed needs, as well as, the needs of the program.

Mandated hours of professional development in strategies for teaching English Language Learners is provided by the Assistant Principals and the English as a Second Language Coordinator (all State certified in TESOL). Scheduling structures have allowed for the addition of three 45-minute period blocks per week dedicated exclusively to professional development. Eight of these sessions in the year will address English as a Second Language teaching strategies. In addition data day sessions consisting of two 45-minute period blocks will be conducted during the year for all teachers. In these sessions training will include analysis of language acquisition and assessment data and strategies for addressing weaknesses and strengths in the findings. Teachers and instructional paraprofessionals will attend an additional four 45-minute period sessions of training on second language acquisition strategies. As teachers complete the mandated hours (7.5 hours for general education teachers and 10 hours for special education teachers and paraprofessionals) certificates will be added to their files. As new teachers join the staff, the group begins with an initial ESL strategies 45-minute training the first week of school. Subsequent training is done during Professional development blocks in cohorts as new teachers until the mandated hours are completed. The ESL coordinator will track hours, maintain signing sheets, and agendas specific to these sessions for future reference. Goal setting is an additional aspect of the training of all staff at P.S. 152 in the 2010 – 2011 school year.

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?

Involvement and Commitment of parents begins with feeling a sense of comfort the building. With the assistance of the Parent Coordinator, events are planned throughout the school year to engage parents and peak their interest.

Parent / family sessions will be held on a monthly basis to update the parents on the requirements, goals, and standards of the school, City, and State. The parent / family is also given the opportunity to receive the information during “Welcome Back to School” afternoon and evening and during Parent – Teacher conferences. Parents also receive a monthly calendar of events to keep them informed of upcoming events within the school and the Region. The Parent Coordinator in conjunction with the ESL Coordinator and the supervising Assistant Principal, provides parents with training in activities that can support their children as they learn a second language. Additional workshops are provided as children prepare for assessment, Science Fair, and other requirements. Parents are given information on immigrant support agencies, health agencies and facilities, and other organizations that can help support the soundness and wellness of the home environment. English as a Second Language classes are also provided for parents with tips on supporting their children as they learn to read and write in the second language.

Parent leadership is sought through Learning Leaders and the School Leadership Team. English as a Second language classes for adults are taught throughout the year for parents who are interested.

This is the essence of parent involvement--recognizing that the adults responsible for raising children are an essential ingredient in building excellent schools and in determining what excellence actually looks like. Such a level of participation requires going beyond the traditional practices of how families connect to their children's schools. We seek to make parents collaborators and decision makers.

We want to create an environment in which parents ask fundamental questions such as the following:

What is my child learning and why?

What are the school's expectations and goals for all of the students?

Are children being challenged at their performance levels?

What is the school doing well and how can we help in getting them to do things better?

How can we promote and support a school culture in which we help each other and encourage each other to advocate for our children, to make sure that treatment at school is equitable?

We plan our trainings and teacher workshops based on our experience that our parents of ELLs are less likely to be involved in their children's education. In many cases our parents do not have the knowledge or ability to support the learning of their children. Our immigrant parents do not possess a mastery of the language to comprehend the highly demanding content their children are learning in English, therefore we provide English as a Second Language and alternate support workshops to prepare them in assisting their child in the native language. We promote:

-Reading together at home (native language and/or English). Reading in particular improves greatly when parents and children read together at home.

-Building school interest through the Arts. Parents are willing to come to the school for an event if they feel the activity is not intimidating due to their English Language limitations therefore classes conduct multiple performances in the year for the parent to come in and participate.

-Interpreters allow for better communication and interaction. Approximately 33.6% of the parents of P.S. 152's community is Spanish speaking of which 21.2% is their dominant language. The administration is equipped with staff including one of the supervisors who are dominant in the language and posse the ability to interpret for parents as needed in workshops and other events thus making parents feel welcome and able to participate in these. For other languages represented in the school we rely on staff members and organizations who provide the services for events as needed.

-Time constraints are barriers to parental involvement. Lack of time is the top reason parents give for not participating more in their children's education. At P.S. 152 we manage time by building sessions into the school day and providing child care for younger children if needed.

A school-parent compact demonstrates a commitment by schools and parents to improve students' academic performance. P.S. 152 shares with parents the responsibilities for improving academic achievement. We develop with parents a school-parent compact to articulate how we will help children to meet the state academic standards. We commit to providing a high-quality curriculum and instruction in a supportive and effective learning environment. Parents' responsibilities include supporting their children's learning by monitoring attendance, homework completion, and use of extracurricular time, volunteering in classrooms, and participating as appropriate in decisions pertaining to their children's education. Parents are consulted as to the training they will need to get this goal accomplished. Based on this interaction, we commit to training and workshops required to engage parents and support their learning. Title I funds are used to provide for these events.

Schools take an active role in building capacity for parental involvement. P.S. 152Q educates teachers and other school personnel about reaching out to and work with parents as equal partners. We offer materials and training to help parents work with their children, including literacy and technology. Schools also assist parents in understanding the state academic standards, monitoring a child's progress, and working with teachers to improve achievement.

Tips for Being an Involved Parent

The following are some suggestions we give to parents in getting or becoming more involved:

- Read with your children and talk with them about the books and stories you read
- Help your children work on homework assignments
- Organize and monitor a child's time
- Tutor a child with materials and instructions provided by teachers (or found on the internet)
- Attend and actively support school activities
- Volunteer in classrooms, on fieldtrips, or for special events
- Attend parent-teacher meetings
- Talk with your child about school on a daily basis
- Be an advocate for your child to make sure that the child's needs are being met
- If a problem arises, address it quickly by requesting a meeting with the teacher
- Advise the teacher of any issues at home that may affect the child's school performance
- Encourage your child on successes and support them on poor performances
- Participate in PTA or other parent organizations, school advisory councils, or committees
- Consider involving grandparents, who may be retired and have more time, in their grandchildren's education

The Parent Teacher Association (PTA) and the school partner with organizations such as LEAP, Marquis Studios, Learning Leaders, and Arts Horizon to support workshops and events for parents.

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)		56	13	7	4	7	4							91
Intermediate(I)		31	18	45	12	15	2							123

Advanced (A)		10	46	31	45	23	7							162
Total	0	97	77	83	61	45	13	0	0	0	0	0	0	376

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		6	4	0	1	1	1						
	I		23	11	2	2	4	3						
	A		40	55	39	16	15	6						
	P		24	5	39	41	25	3						
READING/ WRITING	B		52	12	5	4	6	4						
	I		32	14	44	10	16	2						
	A		3	17	31	45	23	7						
	P		6	32	0	1	0	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	37	15	6	77
4	13	29	8	0	50
5	21	20	8	1	50
6	1	4	1	0	6
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	37	0	28	0	7	0	79
4	2	0	33	2	14	1	7	0	59
5	16	0	23	2	14	1	3	0	59
6	2	0	2	0	2	1	1	0	8
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	2	0	2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	7	1	14	2	6	0	35
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	20	0	6	2	14	2	6	0	50
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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)	9	0	0	0				

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.

Early Childhood

An analysis of the Spring 2010 Early Childhood Literacy Assessment System-2 (ECLAS-2) results for English Language Learners indicate the following:

Grade K**PHONEMIC AWARENESS**

Final Consonant 25.2% below expected level

Blending 50.4% below expected level

Segmenting 68.4% below expected level

PHONICS

Spelling 60.2% below expected level

Decoding 67.3% below expected level

READING AND ORAL EXPRESSION

Sight Words 47.6% below expected level

Emergent Reading 27.2% below expected level

Oral Expression 26.8% below expected level

LISTENING / WRITING

Listening Comprehension 32% below expected level

Writing Development 13.6% expected level

Analysis of Results found in the data: The deficiencies of major concern include Blending, Segmenting in the Phonemic Awareness strand and; both Spelling and Decoding in the Phonics strand given that these are grade level specific this indicator shows that less than half of the Ells in grade k are equipped with the skills necessary to master grade 1 literacy.

In the Reading and Oral Expression strand mastery of sight words is of the most concern. With only 52 percent of the children in this subgroup who can ready the sight words at the necessary level, students are at a disadvantage when reading books a level beyond pictorials. This group is not prepared for the initial graphophonics work that takes place in Grade 1.

In the Listening / Writing strand Listening Comprehension mastery is a concern.

Grade 1**PHONICS**

Spelling 48% below expected level

Decoding 22% below expected level

READING AND ORAL EXPRESSION

Vocabulary 49.3% below expected level

Sight Words 4.9% below expected level; 25.5% above the expected level

Reading Accuracy 19% below expected level

Reading Comprehension 23.3% below expected level

LISTENING / WRITING

Listening Comprehension 52% below expected level

Writing Development 20.5% expected level

Analysis of Results found in the data: In the Phonics strand a weakness of concern is found in Spelling where 52% of the ELLs tested did not reach the expected levels. This data correlates to the results obtained on the NYSESLAT in Reading / Writing where almost 57.7% of the ELLs tested at a Beginner level. Vocabulary in the Reading and Oral Expression strand is also a concern and again a link can be found to language proficiency and the children's ability to comprehend language beyond visually prompted recall or words. The Listening / Writing strand is an overall concern, however, if developmentally the students tested are at the initial stages of language development, higher and more challenging language endeavors will take longer to master. Listening Comprehension and Writing Expression are cognitively demanding skills that require a level of sophistication with language. Students performing at the Intermediate and Advanced levels of language proficiency have developmentally reached those plateaus while those (52%) at the Beginner level are limited in their ability to use English to express written ideas and understand grade specific text read to them.

Grade 2

PHONICS

Spelling 73.4% below expected level

Decoding 3.6% below expected level

READING AND ORAL EXPRESSION

Vocabulary 65.8% below expected level

Sight Words 7.1% below expected level

Reading Comprehension 23.3% below expected level

LISTENING / WRITING

Listening Comprehension 43.4% below expected level

Writing Expression 39.5% below expected level

Writing Development 40.8% expected level

Analysis of Results found in the data: The results of this group of ELLs is of most concern. Given that only 16.9% of this group tested at a Beginner Level in the 2010 NYSESLAT, the correlation between what is viewed in this data and the language proficiency does not match. The findings indicate that the 95.6% of the learners can decode at the expected grade level, but they cannot use that ability when spelling. Their vocabulary, a subskill of Reading and Oral Expression, is concerning with only 32.2 percent of the group tested mastering the recognition of words in text at grade level. The results obtained in Reading Comprehension correlated to language proficiency when you look at the data at the student level. Those children at the Beginner levels in Reading / Writing comprise 34.7% of the ELLs in the grade and of this group 23.3% are comprehending what they read below the expected level (ECLAS-2 data). When analyzing the Listening / Writing strand mastery is low in each subskill.

Implications for the Instructional Program:

Based on our analysis of the data, and relevant findings, the following are implications for our English Language Learners in grades K - 3:

- Adapt a literacy program that: Providing oral language experiences throughout the primary grades, stressing phonemic awareness and phonics in a structured continuum from grade to grade, promotes opportunities for students to read familiar text to develop and practice fluency, fosters and develops background knowledge and vocabulary to support reading comprehension, and embeds writing instruction with a focus on syntax and grammar.
- Return to the work in Writing that immerses the children in literature and the study of the writing as a craft. This balanced and holistic method to look at writing will increase the opportunity for the children to write each day. In addition the focus in writing will include the children "sharing the pen" and writing for a purpose with writing process being followed strategically to build language, vocabulary, exposure to sight words, and spelling.
- Continued use of classroom leveled libraries established in all early childhood classes.
- Continue to use Wilson Foundations as the primary phonics instruction program in all grades K through 3. Structuring this program via a curriculum plan and daily schedule will allow for careful monitoring of the process and cohesiveness in the teaching.
- Provide opportunities for teachers to plan collaboratively, align instructional assessment, and canvass and evaluate students' work to focus instruction on what the students need to meet State and City standards.
- Teachers will use results from theme assessment, ECLAS-2, conferencing notes, running records, and other assessment to identify strengths and weaknesses and set instructional goals for students. This will enable teachers to individualize instruction based on needs and group students for differentiated instruction that may be guided or shared. Strategy lessons will be built into the workshop to address subgroup needs as these may arise from conferencing and/or observations.
- Introduce a literacy program in self-contained and bilingual classes that approaches the teaching of literacy from a language acquisition perspective. The native language experience is key to building comprehension in literacy.
- Children will be engaged in a literature based environment that promotes interdisciplinary study augmented by exploration, self-monitoring, active student engagement, and ongoing use of strategies in Literacy, Mathematics, Social Studies, and Science centers.
- Intensive, high-quality, continuous professional development will be provided during the Professional Learning Community periods in the following areas:
 - Wilson Foundations
 - Setting Instructional goals
 - Differentiated Instruction planning and delivering

NYSESLAT & LAB-R

Performance at each proficiency level was noted as follows:

There is a total of 91 Ells at the Beginner proficiency level: 61.5% of them are in our current Grade 1; 14% in Grade 2; 7.7% are in Grade 3; 4.4% are in Grade 4; 7.7 in Grade 5; and 4.4% in Grade 6. There are 123 students who tested at the Intermediate proficiency level: 25.2 are currently in Grade 1; 14.6% are in Grade 2; 36.6% are in Grade 3; 9.8% are in Grade 5; and 1.6% are in Grade 6. There are 162 students who tested at the Advanced proficiency level: 6.2% are in Grade 1; 28.4% are in Grade 2; 19.1% are in Grade 3; 27.8% are in Grade 4; 14.2% are in Grade 5; and 4.3% are in Grade 6.

In Grade K (current Grade 1) 57.7% of the ELLs tested at the Beginner level of language proficiency. In each of the other grades the percentage of Ells at the Beginner level was much less (16.8 in current Grade 2; 4.8% in Grade 3; 6.6% in Grade 4; 15.6% in Grade 5, and 30.7% in Grade 6).

NYSESLAT Comparison data between results obtained in the 2008 - 2009 school year and the 2009– 2010 school year indicate the following:

Grades K – 1

Listening / Speaking

- A 1% increase (from 3% to 4%) in students performing at the Beginner level.
- A 5% decrease (from 25% to 20%) in students at the Intermediate level.
- A 2% increase (from 47% to 49%) in students performing at the Advanced level.
- A 3% increase (from 24% to 27%) in students reaching the Proficiency level.

Reading / Writing

- A 12% increase (from 22% to 34%) in students performing at the Beginner level.
- An 8% decrease (from 33% to 25%) in students at the Intermediate level.
- A 13% decrease (from 23% to 10%) in students performing at the Advanced level.
- An 8% increase (from 23% to 31%) in students reaching the Proficiency level.

Grades 2 – 4

Listening / Speaking

- A 2% decrease (from 3% to 1%) in students performing at the Beginner level.
- A 1% decrease (from 4% to 3%) in students at the Intermediate level.
- A 10% decrease (from 40% to 30%) in students performing at the Advanced level.
- An 11% increase (from 54% to 65%) in students reaching the Proficiency level.

Reading / Writing

- A 2% decrease (from 8% to 6%) in students performing at the Beginner level.
- A 1% increase (from 28% to 29%) in students at the Intermediate level.
- No change (from 46% to 46%) in students performing at the Advanced level.
- A 2% increase (from 17% to 19%) in students reaching the Proficiency level.

Grades 5 – 6

Listening / Speaking

- A 5% increase (from 1% to 6%) in students performing at the Beginner level.
- An 11% increase (from 7% to 18%) in students at the Intermediate level.
- A 3% increase (from 31% to 34%) in students performing at the Advanced level.
- A 19% decrease (from 61% to 42%) in students reaching the Proficiency level.

Reading / Writing

- A 10% increase (from 6% to 16%) in students performing at the Beginner level.
- An 8% increase (from 11% to 19%) in students at the Intermediate level.
- A 20% increase (from 29% to 49%) in students performing at the Advanced level.
- A 39% decrease (from 54% to 15%) in students reaching the Proficiency level.

Analysis of this data shows that current Grade 1 ELLs at the Beginner level have reached Intermediate, Advanced, and even Proficient levels in Speaking / Listening (only 6.5% are at a Beginner level in this modality) while 56% are at a Beginner level in Reading / Writing. 43% of the Ells in this grade are at the Advanced level in Speaking Listening while only 3.2% are performing at that level in Reading Writing. Analysis of this data shows that current Grade 2 ELLs shows that 73.3% of the the students are performing at the Advanced level in Speaking / Listening and 6.7% reached Proficiency in this modality while 22.7% are at the Advanced level and 42.7% reached Proficiency in Reading / Writing.

Grade 3 performance shows the following: 48.1% are Advanced and 48.1% are Proficient in the Speaking / Listening; 54.3% are performing at an Intermediate and 38% are at the Advanced level in Reading / Writing.

Grade 4 performance shows the following: disparity between students reaching proficiency in Listening / Speaking (71%) and reaching the same level in Reading / Writing (1.6%).

Grade 5 performance shows similar results to those found in Grade 4. Here 55% of the current fifth graders ELLs reached proficiency in Speaking / Listening while 0.0% reached this level in Reading / Writing.

Grade 6 data shows equitable numbers across all proficiency levels with a small margin reaching proficiency in Listening / Speaking (23%). In general the data shows that deficiencies keeping current ELLs from reaching proficiency can be linked to the modality of Reading / Writing. This is true of all grades except the current grade 2 whose weakness is Speaking / Listening.

Instructional Decisions

Careful examination and evaluation of the results noted above lead us to several implications:

- A need to adopt a Literacy program that targets the language needs English Language Learners through all modalities but with a main focus on using the students' strengths in Listening / Speaking to address Reading / Writing. Traditional literacy programs have not proved successful in meeting the needs of ELLs. Adjustments to the programs only serve to remedy certain situations but not provide for the development of the ELL as a whole.
- A need to return to the process approach to writing. The writing workshop process approach will be advocated across grade levels in order to induce more genuine forms of writing on a daily basis. The workshop environment will be structured as a pleasant, supportive, and collaborative space. Students of varied language proficiency levels working with each other, where choice and ownership are important. Students are encouraged to plan, revise, and edit their work. Writing is an everyday experience and therefore natural.
- Build into the ESL and Bilingual programs instructional techniques that provide explicit instruction in skills through modeling and scaffolding in Literacy.
- A need to develop an Academic Intervention program for Long term English Language Learners that will serve to address specific needs in small groups using a Push-in model.
- Exposure to explicit teaching of vocabulary as it comes up in their text.
- A need to provide instruction that promotes second language development through natural and explicit exposure to writing that is meaningful, Standards based, and supported by the children's native language.
- A need to diversify instruction through the use of the stronger modalities and enhancing instruction through means that tailor to them, such as technology.
- Build a strategic plan to address the needs of Long term ELLs in a differentiated model.
- Continue strategy lessons that support learners in developing skills that they can apply when writing independently.
- Continue the use of Guided/Interactive writing during two Push-in ESL periods per week for Intermediate students and 1 Push-in period per week.
- Continue the use of Guided/Interactive writing in the self-contained ESL classes (4-5 fifteen-twenty minute periods per week)
- Continue Shared lessons in the native language in the Transitional Bilingual second grade.
- Continue shared and guided reading lessons in the self-contained ESL classes.
- Support ELLs who are able to /write independently with vocabulary, high frequency word review, and use of guided skills and strategies.
- Ongoing assessment and conferences will aid ELL and general education teachers in supporting students and building on students' strengths.
- Monitor student progress and gather data on an ongoing basis in order to redirect instruction and make instructional decisions.
- Establish goal setting with benchmark checkpoints with which to monitor children's growth and strategic progress.

Data Results Comparison by Program

Early Childhood Transitional Bilingual Education Program Free Standing ESL

Data for this group of students can be found in our Early Childhood grades K through 2. Therefore, the results viewed were linked to ECLAS-2 and our inhouse assessment program Rigby's Reading Evaluation and Diagnostic System (READS). The data results for ELLs in Bilingual Spanish self-contained classes is very similar to the results viewed for ELLs in Free-standing ESL. ECLAS-2 results show, Spelling, Vocabulary, and Writing Development as weaknesses amongst the groups in Grade 1 and 2. In Kindergarten the greatest weaknesses can be found in Blending and Segmenting.

The READS assessment showed student difficulties linked to letter recognition and vocabulary at all levels. Again these weaknesses are mirrored in the results obtained by ELLs in the freestanding ESL program.

Grades 3 – 6 Freestanding ESL Program

P.S. 152Q does not have a Transitional Bilingual Education program at this level given parent choice. A program was available for Special Education 12:1:1 self-contained was but, the program was altered this year.

The data available for this group continues to show that ELLs are performing at levels that are lower than that of their English dominant peers in ELA. Similarly in Math students are scoring below the groups that is English dominant. Of most concern in math is grade 5 where higher percentages of students are performing at Level 1 and 2 when compared to the other grades tested. Content assessments (Grade 4 Science and Grade 5 Social Studies) again shows ELLs reaching mastery levels 3 and 4 at lower percentages than the English speaking population. This is especially true of the Grade 5 Social Studies where students were found to be performing at level 1.

ELL Periodic Assessments are used to examine proficiency progress. Teachers consider the results in each modality to adjust student goals. Periodic Assessment data is relevant to students at the higher proficiency levels. In combination both of these assessments are useful since they can assist in pinpointing deficiencies as they pertain to language or literacy. It is essential to make the distinction in order to know how to address learners. It has been our experience that long term ELLs are not students in need of more language development instruction. Weaknesses are usually linked to literacy concerns that the student has yet to master. These struggles with literacy are keeping them from reaching full language mastery even though they are able to speak and comprehend the language they are not able to do so at the levels required to interpret print as needed.

Vocabulary continues to be a concern at all instructional levels K through 6. This is especially true of ELLs the data shows that our students can decode therefore they can “read” at levels much higher than what they comprehend. Vocabulary development is one of the greatest challenges to reading instruction for ELLs, because in order to read fluently and comprehend what is written, students need to use not just phonics, but context. It is possible for students to read completely phonetically and not comprehend what they have read because they do not have the vocabulary. Therefore, vocabulary needs to be taught explicitly and be a part of the daily curriculum in addition to learning to read. English Language Learners are at a disadvantage in developing vocabulary since children learn the majority of their vocabulary indirectly through conversations, mostly with adults; by listening to adults read to them, and by reading extensively on their own. For ELLs, whose parents and other adults in their lives are often not fluent in English it is extremely difficult for them to develop language in the same way as those children whose parents have the language ability to provide the needed exposure. It is therefore extremely important for our teachers to incorporate the ways that students learn vocabulary directly, including: explicitly teaching vocabulary words before students read a text, teaching how to use dictionaries, how to use prefixes and suffixes to decipher word meanings, and how to use context clues.

Predictive assessments are not always telling of the needs of ELLs. We recommend to our teachers of ELLs to capture data on a daily basis as the children engage in learning activities. We address Predictive assessments carefully with our teachers in professional development sessions. The data can provide a “false” sense of comfort showing student performance at levels much higher than what is reality, Therefore when analyzing the results we look at specific questions and elements of questioning versus performance.

The success of the Programs for ELLs at P.S. 152 is measured by our ability to move children progressively along the language level continuum. We analyze the data for students who have moved from one level to the next as they move from one grade to the next. Our programs have not been successful if students are given similar starting points and by the end of the school year their NYSESLAT result shows the same level of proficiency or a regression to a lower language level.

Additional Information

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

The free standing ESL Program at P.S. 152 is unique. In addition to the self-contained ESL classes, each grade houses one or two additional classes with ELLs. Most of these are comprised on one ICT class with ELLs and one general education class with ELLs. What makes our programs different is that we have redesigned the Push-In model to include a classroom teacher that is a certified ESL teacher in each of these classes. Therefore, the classroom teacher provides the mandated units of instruction while the children also reap the rewards of having an educator trained in ESL methodology throughout the instructional day therefore maximize opportunities for the children to engage in scaffolded, differentiated instruction that is language driven throughout their instructional day. At this time this model exists in ten out of the 12 general education and Integrated Co-teaching classes with ELLs. Of the remaining two that do not have this model a Push-In model is currently in place while the teachers complete the coursework and training to receive TESOL certification.

P.S. 152 has a clear understanding that in order to continue to meet the diverse needs of English Language Learners, we have to be willing to evolve and stay abreast of the latest methodologies in second language acquisition. Therefore for the last three years, we have engaged school staff in the exploration and inquiry-work aimed at looking closely at the data of ELLs and develop, replicate, or adapt strategies to address what is found in the student outcomes. This method of informed decision making and ongoing monitoring and dialogue around results brings us a step closer to what works for our community of ELLs. In the 2010 – 2011 school year three teacher teams have engaged in Inquiry work around NYSESLAT results that indicate proficiency discrepancies between ELLs in the respective modalities.

Additional Information

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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 <u>Related Services</u>		
	Other <u>Assistant Principal</u>		
	Other <u>Assistant Principal</u>		
	Other		