



**PS153Q
MASPETH ELEMENTARY SCHOOL**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 24Q153
ADDRESS: 60-02 60TH LANE
MASPETH, NY 11378
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS153Q **SCHOOL NAME:** Maspeth Elementary School

SCHOOL ADDRESS: 60-02 60th Lane, Maspeth, New York 11378

SCHOOL TELEPHONE: (718) 821-7850 **FAX:** (718) 386-7392

SCHOOL CONTACT PERSON: Susan Bauer **EMAIL ADDRESS:** SBauer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susan Bauer

PRINCIPAL: Susan Bauer

UFT CHAPTER LEADER: Diane Chiauzzi

PARENTS' ASSOCIATION PRESIDENT: Kerry Murtha

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 94N204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Madeline Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Susan Bauer	*Principal or Designee	
Diane Chiauzzi	*UFT Chapter Chairperson or Designee	
Kerry Murtha	*PA/PTA President or Designated Co-President	
Susan Yanez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Oonagh Turitto	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Gail Chuden	Member/Spec. Ed./AIS/IEP/ Cluster Teachers	
Josephine Saia	Member/Gr.3-6 Teachers	
Carmel McGill	Member/Pre-K-2 Teachers	
Jo Ann Berger	Member/Parents	
Alexis Corbisiero	Member/Parents	
Elisabeth Burzynski	Member/Parents	
Miriam Amaro	Member/Parents	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

The teachers, administrators, and staff at P.S. 153 pride themselves on providing a rigorous and well-rounded education to the students in their care. Located in Maspeth, Queens, the “Maspeth Elementary School” serves the academic and social needs of over 1400 students from the community and neighboring areas.

We are committed to meeting the needs of all our students. Differentiated instruction for our English Language Learners, Students with Special Needs, Gifted students, and all others from across the broad spectrum of student abilities, is a primary emphasis at our school. Self-contained special education classes, ICT classes, and five ELL teachers work with students both during the school day and extended day. Guidance and support services are provided to assist students who are experiencing issues that are impacting on their ability to achieve academically.

We are particularly proud of our extensive arts program which frequently includes classroom visits by artists, musicians, dancers, and actors. It’s not unusual to find classes attending performances at Lincoln Center, the Queens College Arts Center, or visiting the many art, science, and cultural museums in New York City. Our art, music, and movement clusters help round out students’ experiences. Our 3rd, 4th, and 5th grade students pursue their interests in art, animation, dance, photography, martial arts, music, etc., through our School-wide Enrichment Program.

Technology is also a priority in our school. A number of classrooms work daily on Smartboards. Students attend classes in our two computer labs, as well as receive instruction through the use of the laptop carts available to classroom and cluster teachers. Over the past several years, RESO A grants awarded to our school have helped add additional computers, Smartboards, and document cameras for student and staff use.

Our highly qualified staff is supported by a Literacy coach, as well as a Math coach. They attend professional development and study group workshops both on and off site. Staff members also participate in our literacy, math, and technology cadres, bringing their knowledge and experience back to share with their grade-level peers.

The parents and community of the Maspeth Elementary School are major contributors to our success. Our PTA works tirelessly to provide additional funding for performances and materials for students, as well as other enriching experiences such as the annual book fair, Family Math Night, and Santa’s Workshop. The Learning Leaders program, sponsored by the PTA, offers additional one-on-one academic assistance for struggling learners.

Students at our school are frequently awarded for their achievements. Our Senior Band competes in the annual Music in the Park competition in Dorney Park, PA and has won first prize 5 years in a row. We have had winners of local writing contests, Citywide art contests, Borough chess tournaments, and National winners of the Continental Math League. Our graduating sixth graders have been nominated to attend the Junior National Young Leaders Conference, and several students leave us to go on to study at Hunter College High School.

Finally, community service is highly valued at the Maspeth Elementary School. Students are encouraged to participate in a yearly “Penny Harvest” which awards money to be sent to a charity determined by the students themselves. In addition to individual class collections of toys and food for the homeless, fund-raising for St. Jude’s Children’s Hospital has become a yearly event. Students also render service to our school by participating in our Safety Patrol, Student Council, and Nutrition Committee.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

(AVAILABLE ON NYC DEPARTMENT OF EDUCATION WEBSITE)

SECTION IV: NEEDS ASSESSMENT

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

NCLB/SED Accountability Status

For the 2007-2008 school year we did not meet our AYP due to an error in the participation rate for our ELL students. Consequently, we were identified as a School in Need of Improvement (SINI). The process of recording the participation rate which caused this error has been addressed and we did meet our AYP for 2008-2009. As a result, we retain the SINI designation. PS 153 met our AYP for the 2009-2010 school year in all categories except for our Limited English Proficient students.

Student Performance Trends

Student Progress for **Mathematics** indicates the following:

- According to the **New York City Department of Education** data on the 2010 State Math Test, the level 3 and 4 students in our school decreased from 2009 to 2010. The number of ELL students performing at a level 3 or 4 in mathematics decreased by 31% from 2009. The General Education Students performing at a level 3 or 4 in mathematics decreased by 21% from 2009. The number of Special Education students scoring a level 3 or 4 decreased by 28% from 2009. In Grade 3 the number of students scoring 3 or 4 decreased 33% from 92% in 2009 to 59% in 2010. In Fourth grade the level 3 & 4 students decreased 22% from 92% in 2009 to 70% in 2010. The number of students scoring a 3 or 4 in grade 5 decreased 13% from 88% in 2009 to 75% in 2010. In grade 6 the number of students scoring 3 or 4 decreased 21% from 92% in 2009 to 71% in 2010. According to the same data the level of students at level 1 increased by 5%. There was an increase of 18% overall in students at level 2.

Student Progress for **English Language Arts** indicates the following:

- According to the **New York City Department of Education** data on the 2010 ELA Test, the level 3 and 4 students in our school decreased from 2009 to 2010. The number of ELL students performing at a level 3 or 4 in ELA decreased by 12% from 2009. The General Education Students performing at a level 3 or 4 in ELA decreased by 29% from 2009. The number of Special Education students scoring a level 3 or 4 decreased by 15% from 2009. In Grade 3 the number of students scoring 3 or 4 decreased 33% from 73% in 2009 to 40% in 2010. In Fourth grade the level 3 & 4 students decreased 19% from 73% in 2009 to 54% in 2010. The number of students scoring a 3 or 4 in grade 5 decreased 28% from 79% in 2009 to 51% in 2010. In grade 6 the number of students scoring 3 or 4 decreased 33% from 89% in 2009 to 56% in 2010. According to the same data the level of students at level 1 increased by 8%. There was an increase of 21% overall in students at level 2.

Summary of Data Analysis/Findings

Mathematics

Results of the **2010 New York State Mathematics Assessment** indicate that 30% of third graders scored below the target range in Number Sense and Operations Strand, 30% of fourth graders scored below the target range in the Geometry Strand, 18% of fifth graders scored below the target range in the Geometry Strand and 23% of sixth graders scored below the target range in the Algebra Strand.

- The **2009-2010 Progress Report** indicates that our Median Growth Percentile was 77% which is 62.3% of the way from the lowest (53.9%) to the highest (91.0%) score relative to our Peer Horizon and 72% of the way relative to the City Horizon. The Progress Report also points out that our Median Growth Percentile for our school's lowest third was 76.5% which is 71.1% of the way from the lowest (50.7%) to the highest (87.0%) score relative to our Peer Horizon and 68.7% relative to the City Horizon. 69.8% of our students were proficient (scoring a level of 3 or 4) on the 2010 State Math test. Our Median Student Proficiency was 3.43.

ELA

Results of the **2010 New York State ELA Assessment** indicate that our third grade students showed the greatest need for improvement in the area of Critical Analysis and Evaluation when measured against the ELA Learning Standards. The same results indicated that the greatest area of need for our fourth grade students was Information and Understanding. 30% of our sixth graders scored below the target range in both Information/Understanding and Literary Response and Expression.

- The **2009-2010 Progress Report** indicates that our Median Growth Percentile was 74% which is 62.1% of the way from the lowest (59.1%) to the highest (83.1%) score relative to our Peer Horizon and 67.0% of the way relative to the City Horizon. The Progress Report also points out that our Median Growth Percentile for our school's lowest third was 75% which is 49.7% of the way from the lowest (60.6%) to the highest (89.6%) score relative to our Peer Horizon and 54.0 relative to the City Horizon. 49.7% of our students were proficient (scoring a level 3 or 4) on the 2010 ELA test. Our Median Student Proficiency was 2.97.

Greatest Accomplishments

As indicated in our prior Quality Review, P.S. 153's leadership is a team of skilled educators who work together effectively, enabling the school to run smoothly and creating a supportive environment for learning. Teachers work collaboratively and tirelessly to continually improve their instruction to help students achieve and to make learning enjoyable. Parents and students appreciate the safe, welcoming environment of the school. Behavior and relationships are excellent, based on mutual trust and respect. It is due to the high degree of professionalism and the dedication of the entire school community that P.S. 153 can list the following accomplishments:

- Over the past several years we have successfully established a coherent set of pedagogical beliefs that are focused on the needs of individual students. Though due to budget cuts we have had to end our relationship with Columbia University Teachers College Reading and Writing Project, the collaboration between TC and our school has resulted in increased individual and small group instruction for our students. Our literacy coach works to address the needs of our new teachers and of our experienced teachers.
- We received extra credit on our 2009-2010 Progress Report issued by the New York City Department of Education for closing the achievement gap for the following sub categories of students: ELL's (+.75), Special Education Students (+0.75) and the Lowest Third Citywide (+1.5).

- Parent involvement in the school and students' academic achievement is consistently high. Learning Leaders assist classroom teachers as needed, our PTA is committed and provides support in all areas of school life, and parent participation in events like our Science Fair, Family Math Night, and parent workshops is strong. Beginning last year in compliance with Title I funding regulations, we established a Title I Parent Committee to approve and conduct parent events regarding the use of 5% of our Title I funds.
- In order to build capacity and distribute leadership, we have Math, Literacy, and Technology cadres of teachers. Our Math Cadre has worked to align our Every Day Math program to the new Common Core State Standards, our Literacy Cadre has created tasks and rubrics aligned to the Reading and Writing Units of Study and they are currently working on creating curriculum maps across the grades. Our Technology Cadre has developed strategies to incorporate available technology into their classroom instruction and has undergone valuable training opportunities and produced artifacts such as: a school standard for smart board orientation and training, the creation of web portals that organize content area, on-line resources and classroom technology troubleshooting.
- Our Academic Intervention Team has proved invaluable in preventing students from “falling through the cracks” by identifying and addressing their academic needs. Academic Intervention Services (AIS) are provided to students who require additional assistance in meeting the New York State standards in ELA. Guidance and support services are provided to assist students who are experiencing issues that are impacting their ability to achieve academically.
- We are continuing our work with Grades 3-6 on the Science Core Curriculum. We are now implementing the Core curriculum in Science in grades K, 1, and 2. Along with this new core curriculum our four science clusters have students keeping science inquiry notebooks. Our students also participate in the annual school-wide Science Fair.
- A Social Studies Fair is held annually to showcase the work of our students in this subject area.
- Developing awareness and appreciation of the arts for all students continues to be a fundamental goal of our school. This past year one full time art cluster and one 2-day music clusters provide formal art and music instruction. Beginning in the fourth grade, selected students are offered the opportunity to participate in band and chorus. Additional support for our arts initiative is provided to the students through Project Arts sponsored partnerships offered by cultural organizations such as Lincoln Center Institute, Chamber Music Society, Little Orchestra Society, Making Books Sing, J and R Dance, and Queens Theatre in the Park.
- The Beacon Program, which is a program for students of District 24 who have been identified as being academically gifted, is an important part of the P.S. 153 community. There is one Beacon class per grade, beginning in First Grade and ending in Sixth Grade. Students selected for the Beacon Program are offered a rigorous, enriched curriculum utilizing methodologies such as project-based learning, and where applicable, a compacted curriculum. It addresses the special learning needs of these children so that they meet their potential in a stimulating and enriched environment.
- Recognizing that every child has interests and talents that should be nurtured, we employ a School-wide Enrichment Model (SEM) for our third, fourth, and fifth grade students. Through an interest inventory, areas of student interest were determined. Student clusters were formed and meet once a week for ten week cycles to pursue and develop interests such as painting, animation, drama, photography, computers, and music. Students also have the opportunity to participate in chorus, the Continental Math League Competition, Student Council, Spelling Bee, The National Geographic Geography Bee, Safety Patrol, Peer Tutoring, and a host of other school activities.
- Our faculty is committed to our students. Faculty members routinely apply for and are awarded grants through DonorsChoose.org to purchase classroom resources such as books, iPods, and listening centers.
- We provide differentiated professional development for our teachers. New teachers are paired with a mentor. Mentors meet with the new teacher twice a week to model lessons, plan, and provide support. Every teacher has developed an individual professional development goal. Our coaches and administrators review these goals and plan professional development sessions accordingly. Teachers also participate in both on and off site professional development opportunities.

Aids to Continuous Improvement

A number of factors will provide significant aid to our continuous school improvement.

- We currently have 100% of our faculty involved in inquiry work. Inquiry teams look at student data, identify a problem of practice and implement instructional strategies to address the area of need. Each team shares the focus and results of their work with the entire faculty, which has allowed for much of the findings to be implemented across grades. Our goal is to further develop teacher proficiency as they engage in the inquiry process.
- Additional support for our ELL's is a school priority. In addition to servicing the needs of our ELL's during the school day with 5 full-time ELL teachers, we also offer the Saturday Intergenerational Program and additional support during small group instruction in extended day.
- Professional development continues to be a priority in our school. An additional non-attendance day has been requested and will be used to help teachers meet the professional development goals they have established for themselves. In addition, ongoing differentiated PD during the school day continues throughout the school year via common preparation periods, faculty conferences, grade conferences, etc.
- All teachers will be receiving professional development on the Common Core Mathematics Standards and their alignment to the Everyday Math and Impact Math programs, as well as PD on interpreting and using the data from the Instructionally Targeted Assessments, Predictive Assessments, Assessment Pro and State Assessments to help drive instruction and help set goals for students and provide focused instruction to meet these goals. In ELA teachers will also be instructed to use data from these assessments to develop student goals, examine previous year's tests and plan instruction. Additional professional development for ELL, AIS, Science and Special Education teachers is planned.
- To continue to build the involvement of parents in our school and their children's education, workshops are planned on how to access student's Predictive Assessment results and on preparing children for the ELA exam. Parent workshops on the new Common Core State Standards have been conducted. We also held workshops on the NYS Math Content Strand and on using Acuity assessment data retrieval, interpretation, and utilization. In addition, our parent coordinator and our guidance counselors have developed a series of workshops focused on parenting skills
- The inclusion of students with special needs in ICT classes on grades K, 1, 4, 5, and 6.
- Strong support for teachers and students by administrators, math and literacy coaches, AIS team, and knowledgeable and dedicated Cadres in Math, Literacy, and Technology. Our literacy cadre has already begun the process of aligning the written curriculum to the Common Core ELA standards in literacy, and teachers continue to supplement and differentiate the written curriculum to ensure that students receive well-rounded literacy instruction that meets their needs. Our technology cadre's goal is to serve as role models that will encourage the rest of our faculty to become more proficient in incorporating technology into their classroom instruction.
- RESO A Grant to provide teachers with more in class technology to plan and execute lessons according to the goals set for students.
- A committed and knowledgeable staff working to ensure that the needs of all students are met and the highest standards are achieved.

Barriers to Continuous Improvement

- One of our major barriers to continuous improvement involves funding for current and future initiatives. As a result of budget cuts programs in music and the arts are in jeopardy. Budget cuts for the 2010-2011 school year have curtailed the number of AIS providers and after school programs, which have always benefited our At- Risk Students. Currently, the number of AIS providers is insufficient to enable us to provide all our at-risk students with additional support and makes the delivery of differentiated small group instruction more challenging for our classroom teachers. Budget cuts are also restricting funds to purchase additional student materials as well as sending teachers to workshops off site. We will

continue to lobby elected officials for legislative grants, apply for other available grants, and increase our fundraising efforts.

- Due to both a lack of funds and a lack of space in the school it is impossible to reduce class size as we had in the past. As a result of our large primary and upper grade registers teachers find it difficult to meet with individual or small groups as frequently as necessary to deliver consistent focused differentiated instruction. Last year we were forced to have our pre-k classes share a room and each class capped at 15. This has resulted in the loss of 12 seats for our pre-k which has been credited with successfully preparing the pre-k students for Kindergarten. The lack of space also prevented us from accepting a Gifted and Talented (Beacon) Kindergarten class. We are currently working with the Office of Portfolio Development in an effort to re-zone our school to reduce the number of incoming students which will allow us to recapture much needed space.
- Providing time for Inquiry Teams to meet and for differentiated professional development for teachers during the school day continues to be a challenge. For the past two years we had scheduled an assembly period for each grade once per week. These periods were used to conduct professional development sessions/workshops and also provided coverage for our Inquiry Teams. Due to budget cuts this year, we had to reduce the number of assembly periods to twice per month. We are fortunate that our faculty approved a School Based Option (SBO) this year to allow a change to the UFT contract that allows us to now utilize one extended day session (37.5 minutes) per week to conduct the work of inquiry.

SECTION V: ANNUAL SCHOOL GOALS

After reviewing our Progress Report, Learning Environment Survey, Quality Review, Needs Assessments from faculty and parents, and other available data, we have identified the following priorities:

Annual Goal	Description
<p>Goal Number 1: By June 2011 teachers in grades K-6 will engage in inquiry work using multiple data sources as measured by 95% teacher use of ARIS. We will add a special education team and a Gifted and Talented team for the 2010-2011 academic year.</p>	<p>As a result of a review of the inquiry work during 2009-2010 it was determined that our inquiry work for 2010-2011 will focus on increasing and deepening teacher understanding and proficiency of the inquiry process as a vehicle to address student needs and to accelerate learning for all target populations.</p>
<p>Goal Number 2: By June 2011 there will be an increase from 10% to 15% in parent participation in PTA meetings, Parent-Teacher conferences, parent workshops and other school related activities as measured by parent sign in sheets. We strive to increase participation at PTA meetings from 40 to 44 attendees on average; Parent Teacher Conference participation from 1000 to 1100 attendees; Parent Workshops from 150 to 165 attendees and Parent Orientation from 570 to 627 attendees.</p>	<p>After reviewing with the School Leadership Team attendance data from PTA meetings and other school events for the 2009-2010 school year it was determined there is a need to increase parent participation for these meetings/events in the 2010-2011 academic year.</p>
<p>Goal Number 3: By June 2011 the ELL student group will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students advancing to the next proficiency level i.e., Beginning to Intermediate, Intermediate to Advanced, as determined by the NYSESLAT assessment.</p>	<p>Pending the review of the results of the 2010-11 NYSESLAT, we reviewed the 2008-09 NYSESLAT scores as well as the results of the reading levels as indicated on Assessment Pro for June 2010. The assessment pro data indicated a small increase in proficiency levels from 1.72% in September 2009 to 2.03% in June 2010. Therefore there remains a need to increase the knowledge and utilization of ESL instructional strategies by our general education teachers of ELLs.</p>
<p>Goal Number 4: By June 2011 teachers assigned to self-contained and integrated co-teaching classrooms servicing students with IEPs will increase their use of targeted differentiated small group instructional strategies by 5% as measured by walkthrough feedback forms.</p>	<p>After reviewing the preliminary tests results of the 2010 ELA, it was determined that there was minimal movement in the percentage of students with IEPs meeting promotional criteria. In consultation with faculty members, it was decided that there remains a need to increase the knowledge and utilization of differentiated small group instructional strategies by teachers of our self-contained and ICT classes.</p>
<p>Goal Number 5: By June 2011 the number of teachers incorporating the use of technology in their instructional practices will increase from 40% (37 teachers) to 50% (43 teachers)</p>	<p>After a review of a needs assessment conducted by the technology department and feedback from faculty members, it was determined there is a need and a willingness to increase the knowledge and proficiency of teachers in the use of available technology.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Inquiry Teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Number 1: By June 2011 teachers in grades K-6 will engage in inquiry work using multiple data sources as measured by 95% teacher use of ARIS. We will add a special education team and a Gifted and Talented team for the 2010-2011 academic year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Form a Special Education Inquiry Team and a Gifted and Talented Inquiry Team in addition to an Inquiry Team on each grade level • Increase the use of small group differentiated instruction by teachers based on assessment data • Observations and walkthroughs will be conducted with a focus on small group instruction • Schedule monthly meetings for teachers to reflect/discuss/plan instructional strategies/practices regarding target populations • Conduct professional development sessions focused on the Inquiry process. • Inquiry Teams will contribute to the CFI interface • Inquiry Teams will create a community in ARIS to share ideas and practices • Allocate per session funds to compensate teachers for before and after school workshops • Provide coverages for teachers where applicable • Data Specialist will provide training and support to teachers involved in the work of Inquiry Team • Reports on the work of each Inquiry Team will be shared with faculty during monthly faculty conferences and grade meetings, and via e-mail. • Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist, Teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Prep Period Coverages and Per Session Funds- Conceptual Consolidation of Funds (Tax Levy Funding, Children First Funding, Title I ARRA, Title III)</p> <p>Schedule Grade Assemblies to provide time for Inquiry Teams to meet during the school day.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The number of teachers involved in the work of inquiry teams will increase throughout the year as measured by the following:</p> <ul style="list-style-type: none"> • We will establish three intervals of periodic review-one for each phase of the inquiry process: Phase I- September –November, Phase II: November – April, Phase III: May-June to track progress towards this goal. We will use the CFI Interface documentation on each of the school’s Inquiry Teams to measure the number of participating teachers.

	<ul style="list-style-type: none">• Agendas and minutes from meetings of Inquiry Teams/Faculty Conferences/Grade Conferences/Professional Development Sessions• Formative and summative assessment data of target groups of students used to monitor and track progress towards stated goals.• Teacher lesson plans• Observations of classrooms• Schedule of inter-visitations• Budget Allocations• Data Specialist's Schedule and logs• ARIS
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SECTION VI: ACTION PLAN

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Number 2: By June 2011 there will be an increase from 10% to 15% in parent participation in PTA meetings, Parent-Teacher conferences, parent workshops and other school related activities as measured by parent sign in sheets. We strive to increase participation at PTA meetings from 40 to 44 attendees on average; Parent Teacher Conference participation from 1000 to 1100 attendees; Parent Workshops from 150 to 165 attendees and Parent Orientation from 570 to 627 attendees.</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>Parental participation and attendance at school meetings and events will increase.</p> <ul style="list-style-type: none"> • Student awards will be distributed at PTA meetings • Notices of all school meetings and events will be translated into Polish and Spanish • Use of K-12 Alerts messaging system to remind parents of meetings and events • Outreach by Parent Coordinator and other staff members to encourage parental involvement and attendance at meetings and events • Title I Parent Committee to fund and plan activities and events focused on supporting and increasing parental involvement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Conceptual Consolidation of Funds (Tax Levy Funding, Children First Funding, Title I ARRA, Title I ARRA Parent Set Aside, Title III)</p> <p>Translation Services (Spanish and Polish)</p> <p>Supplies (Paper, Ink, Refreshments, etc.)</p> <p>Responsible Staff Members- Principal, Assistant Principals, Teachers, Parent Coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Parental participation and attendance at school meetings and events will increase as evidenced by:</p> <ul style="list-style-type: none"> • Attendance sign in sheets at meetings and events • Copies of translated notices • Logs of K-12 Alert usage • Minutes of Title I Parent Committee meetings • Parent Coordinator's logs

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Number 3: By June 2011 the ELL student group will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students advancing to the next proficiency level i.e., Beginning to Intermediate, Intermediate to Advanced, as determined by the NYSESLAT assessment.</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>During the 2010-2011 school year general education teachers of ELLs will increase their knowledge and utilization of instructional strategies to differentiate instruction appropriate for English Language learners. This will be achieved by the following measures:</p> <ul style="list-style-type: none"> • ESL teachers will conduct professional development sessions for general education teachers of English Language Learners during grade conferences and before and after school study groups • Schedule congruence for ESL and general education teachers of ELLs to review available data (NYSESLAT, ARIS, etc.) and set learning targets for ELL students. • Arrange inter-visitations to showcase best practices • Observations and walkthroughs will be conducted with a focus on the use of differentiated instruction using ESL strategies • Monitoring of student progress through formal and informal assessments • General Education Teachers will attend off site professional development sessions/workshops pertaining to ESL instructional strategies • Network Support Specialist for ELLs will conduct professional development and coaching sessions for general education teachers of ELLs <p>Responsible Staff Members: Principal, Assistant Principals, Coaches, ESL and General Education Teachers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Conceptual Consolidation of Funds (Tax Levy Funding, Children First Funding, Title I ARRA, Title IIA, Title III)</p> <p>Per Diem, Per Session and Prep Coverage Registration Fees/Expenses Supplies/Resources</p>

Indicators of Interim Progress and/or Accomplishment

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

The number of students advancing to their next proficiency level as measured by the NYSESLAT assessment will increase by 5%. The following will be used to demonstrate our progress towards this goal:

- Interim assessments (Practice NYSESLAT) will be administered to ELL students in October and February.
- Walkthroughs conducted in December/March/June documenting an increase in the use of small group differentiated instruction using ESL strategies by individual teachers of ELL students
- Agendas and minutes/notes from professional development sessions
- Agendas and Logs from ELL Network Support Specialist
- Congruence Schedule
- Inter-visitation schedule
- Teacher lesson plans
- Formal and informal observations reports will document small group differentiated instruction and the use of ELL strategies
- Formative and summative assessment data for students
- Budget allocations

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Number 4: By June 2011 teachers assigned to self-contained and integrated co-teaching classrooms servicing students with IEPs will increase their use of targeted differentiated small group instructional strategies by 5% as measured by walkthrough feedback forms.</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>During the 2010-2011 school year teachers assigned to self contained and ICT classrooms servicing students with IEPs will increase their knowledge and utilization of small group instructional strategies to differentiate instruction for their students. This will be achieved by the following measures:</p> <ul style="list-style-type: none"> • Professional Development sessions both on and off site focusing on the use of assessment data to drive individual and small group instruction and to teach and share strategies to adapt and differentiate instruction • Professional development sessions for paraprofessionals • Math and Literacy coaches will conduct coaching sessions for Special Education teachers • Arrange inter-visitations to showcase best practices • Conduct observations and walkthroughs focusing on small group differentiated instruction in self contained and CTT classrooms • Monitoring progress of students through formal and informal assessments via reading levels, predictive assessments and math trimester assessments • Utilize the services of the Network Support Specialist for Special Education to conduct professional development and coaching sessions for teachers of Self-contained and CTT classes. • Dependent on our status on the release of the latest New York State Report Card if we have not met our AYP we will utilize the services of the Special Education School Improvement Specialist to work with administrators and teachers on the Quality Improvement Process with a focus on small group differentiated instructional strategies via weekly meetings and classroom visits/coaching sessions. <p>Responsible Staff Members: Principal, Ass't Principals, Coaches, IEP and AIS Teachers, Special Education Teachers, Network Specialist for Special Education, Special Education School Improvement Specialist</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Conceptual Consolidation of Funds (Tax Levy Funding, Children First Funding, IDEA, Title I ARRA, Title II, Title III)</p> <p>Per Diem, Per Session and Prep Coverage Registration Fees/Expenses AIS Teacher IEP Teacher</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>The use of small group differentiated instructional strategies for Students with Disabilities by teachers of self-contained and CTT classes will increase by 5% throughout the year as determined by the level of expertise of each individual teacher and as measured by the following:</p> <ul style="list-style-type: none"> • Walkthrough feedback forms documenting the results of walkthroughs conducted in November/February/June reflecting an increase in the use of small group differentiated instruction • Agendas and minutes/notes from professional development sessions • Agendas and Logs from Special Education Network Support Specialist • Agendas and minutes from meetings with Special Education School Improvement Specialist • Inter-visitation schedule • Teacher lesson plans • Formal and informal observations reports • Formative and summative assessment data for students • Budget allocations
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SECTION VI: ACTION PLAN

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Number 5: By June 2011 the number of teachers incorporating the use of technology in their instructional practices will increase from 40% (37 teachers) to 50% (43 teachers)</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>The number of teachers incorporating the use of technology in their instructional practices will increase from 40% (37 teachers) to 50% (43 teachers) by June 2011. This will be achieved by the following measures:</p> <ul style="list-style-type: none"> • The technology cadre of teachers will continue to work and collaborate to increase their knowledge of technology and to exchange practices and ideas • Technology cadre teachers will open their classrooms for inter-visitations and demonstrations to showcase their incorporation of technology in their instruction • Professional development sessions on the use of ARIS, Assessment Pro, NYSTART, etc., to drive assessment based instruction • Periodic walkthroughs focused on the instructional use of technology during instruction • Allocation of funds in Galaxy for equipment and per session • Dedicate funds from RESO A grant for the purchase of additional technology • Technology teachers will work with teachers to support the acquisition of skills necessary to incorporate technology into their instruction. • Offer opportunities for teachers to attend both on-site and off-site professional development sessions • Dependent on available funding, program computer clusters' schedules to include technology support to be utilized for training/coaching and/or troubleshooting • Administrative items will be communicated to all faculty members via Outlook e-mail accounts • Program Open Access periods for classes to visit the library to conduct research and participate in video conferences. <p>Responsible Staff Members: Principal, Assistant Principals, Technology Clusters, Classroom Teachers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Conceptual Consolidation of Funds (Tax Levy Funding, Children First Funding, Title I ARRA, Title III), RESO A Grant, NYSTL Funds</p> <p>Per Diem, Per Session and Prep Coverage Registration Fees/Expenses Technology Clusters Purchase of additional Technology</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>The number of teachers incorporating the use of technology in their instructional practices will increase from 40% (37 teachers) to 50% (43 teachers) as determined by the following:</p> <ul style="list-style-type: none"> • Walkthrough feedback forms documenting the results of walkthroughs conducted in February and in June reflecting an increase in the number of teachers incorporating technology into their instructional practices • Agendas and minutes of technology cadre meetings • Evidence of funding for per session and purchase of equipment • RESO A funding/purchases • Agendas and notes from professional development sessions attended by teachers • Teacher lesson plans indicating the use of technology for instructional purposes • Evaluation sheets from teachers who participated in inter-visitations and professional development sessions • Computer clusters' schedules • Observation and walkthrough reports • Budget allocations • Library Open Access Schedule <p>Use of ARIS and other on line DOE assessment tools</p>
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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 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 Counselors	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS/ 37.5 Extended Day	# of Students Receiving AIS/ 37.5 Extended Day	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
Pre-K	N/A	N/A	N/A	N/A	0	0	0	1
K	0	0	N/A	N/A	0	0	0	5
1	25 /43	0 /43	N/A	N/A	3	0	1	5
2	12 /38	0 /38	N/A	N/A	1	0	0	7
3	20 /27	0 /27	N/A	N/A	1	0	0	7
4	39 /104	0 /72	0	0	2	0	1	10
5	26 /89	0 /60	0	0	6	0	0	5
6	23 /73	0 /43	0	0	4	0	0	2
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><i>AIS in ELA targets all at risk students:</i></p> <ul style="list-style-type: none"> • Tier I Intervention will be scheduled for one, 45 minute period per week of differentiated instruction in all ELA classes. The effectiveness of Tier I Intervention will be determined through frequent Teachers College inventory, content and skills based data analysis and input from the Inquiry Team findings. Students who are not benefiting from Tier I Intervention will be recommended for Tier II Intervention. • Tier II Intervention will be scheduled for three to four, 45 minute periods per week where a specific differentiated instruction plan will be tailored to target students’ individual academic needs. This is an additional supplemental instruction to the general curriculum. Tier II Intervention includes: Great Leaps is a one to one peer tutoring for First Grade students; 25 minutes, 3 times a week during the school day. • During the 2010-2011 school year, Wilson Reading System, a research-based program designed for students Experiencing difficulty with written language in the areas of decoding and spelling, continues to be implemented in our school. Currently, 31 students in Grades K-6 are being serviced for three to four 45-50 minute periods per week. This program originally developed for students who are dyslexic, has been expanded to target the needs of students who still have gaps in their decoding and spelling abilities. • Using a Guided Reading approach for small group instruction, students will expand their abilities to process texts with understanding and fluency. The students in the group are at a similar stage in reading strategies and needs in order to introduce challenging text. <p><i>AIS for English Language Learners:</i></p> <ul style="list-style-type: none"> • Tier I Intervention will be scheduled for one, 45 minute period per week of differentiated instruction during the ESL period. Through frequent Teachers College inventory, content and skills based assessment including Inquiry Team findings, the effectiveness of Tier I Intervention for ELLs will be determined. • Tier II Intervention will take place where ELLs will be pulled out for two or three, 45 minute periods per week so that AIS providers can provide differentiated instructional plan that targets the unique needs of English Language Learners. <p><i>37.5 Minutes Extended Day:</i></p> <ul style="list-style-type: none"> • Text Talk is a read-aloud program being used for 1st to 4th grade in the 37.5 minutes to enhance children’s language and literacy development, using a library of trade books. The quality of the talk between the teacher and the children about the story is one of the most valuable aspects of a read-aloud. For children to master sophisticated vocabulary words, they need repeated exposure in a variety of settings which is one of the key strategies in Text Talk. Also, questions posed are open-ended to increase language production and build meaning. The program was purchased as a direct result of the findings of last year’s Inquiry Team whose focus group was found to be deficient in vocabulary development. • The 2010-2011 school year will mark the fifth anniversary Wilson’s Foundations Reading Program has been adapted in Grades K-1 in our school. This research-based reading program incorporates five essential

	<p>components of reading instruction: phonemic awareness, phonics, vocabulary development, reading fluency and comprehension. Students use sky writing to learn letter formation and challenging trick or irregular words. Students also use motor memory and tactile learning when they blend and spell words.</p> <ul style="list-style-type: none"> • New York Ready Practice and Instruction for ELA to focus and practice the New York State Core performance indicators, as well as the grade specific performance indicators. Reading a variety of genres, students will develop a mastery of listening to selections, answering multiple choice questions and responding to short response items.
Mathematics:	<p><i>AIS in Math targets all at risk students:</i></p> <ul style="list-style-type: none"> • Tier I Intervention is incorporated into the daily math block. Students are taught whole group, and then small group instruction follows depending on the groups needs. On Fridays students receive one, 45 minute period of differentiated instruction during the remediation, enrichment, games day. The effectiveness of Tier I intervention is ascertained through informal and formal assessment. Student observation, unit tests, and the trimester assessment are used to determine success with this intervention. Students who are not benefiting from Tier 1 Intervention will be recommended for Tier II Intervention. <p><i>37.5 Minutes Extended Day:</i></p> <ul style="list-style-type: none"> • Tier II Intervention is scheduled for all 37.5 students. Focused and direct instruction in mathematics is given to all students in the 37.5 minutes after-school program. Individual needs are met during these small group or one-on-one sessions. The effectiveness of this intervention is determined through informal and formal assessments including; New York State Mathematics Test results, unit tests, Trimester Assessments, and student observation. • Tier II Intervention in the form of inquiry groups will take place for students scoring a level 1 or 2 on the New York State Mathematics Assessment. Students in this focus group will develop their number sense and performance with operations through will planned, targeted, data driven instruction with a focus on the process strand. The effectiveness of their intervention is determined in the progress from the baseline to the final assessment.
Science:	<ul style="list-style-type: none"> • Tier I Intervention will be scheduled during the State mandated periods of Science instruction through differentiated instruction in small group and/or one-to-one. • Tier II Intervention will be scheduled for 1.5 hours, two times per week, after school for at-risk students in grade 4, 5 and 6. English Language Learners will receive instruction in content and skills in preparation for the state assessment.
Social Studies:	<ul style="list-style-type: none"> • Tier I Intervention will be scheduled during the State mandated periods of Science instruction through differentiated instruction in small group and/or one-to-one. • Tier II Intervention will be scheduled for 1.5 hours, two times per week, after school for at-risk students in grade 4, 5 and 6. English Language Learners will receive instruction in content and skills in preparation for the state assessment.
At-risk Services Provided by the Guidance Counselors:	<p>Guidance Counselors provide a six week cycle of counseling for the duration of ½ hour per session. Students facing crisis are eligible to receive counseling services. Students are seen in small groups or one to one depending on their needs. Guidance Counselors provide mandated counseling to students according to their IEP.</p>
At-risk Services Provided by the School Psychologist:	<p>The School Psychologist is available for crisis intervention on an as needed basis during the school day. This may amount up to 5 students a month.</p>

At-risk Services Provided by the Social Worker:	The Social Worker provides tangential academic intervention. This consists of counseling on a short or longer-term basis to help the child deal with school issues, as well as counseling students 1 – 4 times on a crisis basis. Certain behavioral and emotional issues require referral to outside agencies for ongoing treatment. The social worker also provides information and referral about various needs such as health insurance, public assistance, SSI and parenting assistance.
At-risk Health-related Services:	Health related services are offered with 62 students receiving as needed asthma medications, Benadryl and Epi Pen allergy medications, Ritalin, and seizure medication.

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

NCLB/SED requirement for all schools

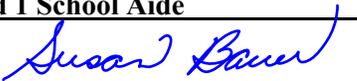
Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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.

Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010
Form TIII-A (1) (a)

Region: 4 CSD: 24 School Building: P.S. 153
Grade Level(s): K-6 Number of Students to be Served: 50 LEP
Number of Teachers: 4 Other Staff: 1 Supervisor and 1 School Aide
Name of Principal: Susan Bauer Principals’ Signature: 

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

School Description

Public School 153Q is an elementary school which is part of District 24 in Region 4, located in the Maspeth section of Queens, New York. The total student enrollment at P.S. 153Q is approximately 1416 students encompassing Pre-Kindergarten through Grade 6. Of those students, 189 have been identified as English language Learners (ELL), which is 13% of the total student enrollment.

Presently there are four half-day Universal Pre-Kindergarten classes consisting of 60 students. The 61 additional classes include 8 monolingual Kindergartens, 10 First Grades, 7 Second Grades, 8 Third Grades, 9 Fourth Grades, 7 Fifth Grades, and 6 Sixth Grades. Included in the 61 classes are 6 Special Education classes with a 12: 1:1 ratio of student to teacher to paraprofessional. Two of the four Special Education classes are bilingual Special Education. The average class size of students in Grades Kindergarten through Grade 6 is as follows: Kgn/25, Grade 1/20, Grade 2/ 28, Grade 3/ 28, Grade 4/20, Grade 5/30, Grade 6/30. To allow for continuity of instruction for our Ells, the school is committed to the “Push-In” model in which two classes per grade service ELL students in grades one, two, four, five, and six and a self-contained model for grade 3 and Kindergarten.

Demographic and enrollment data of the Annual School Report indicate that the ELL population increased by 4%, thereby expanding the need for certified ELL teachers. The P.S. 153Q Home Language Report indicates that fifty-five percent of the students in our school have a language other than English spoken at home. The languages spoken include, but are not limited to, Mandarin, Cantonese, Korean, Spanish, Urdu, Albanian, Arabic, Polish, Russian, Bengali, Gujarati, Ukrainian, Vietnamese, Hindi, Turkish, Slovak, Uzbek, and Romanian. 7.2% of the students are recent immigrants. The various cultures represented in the school are visible within the surrounding community as evidenced by local businesses, houses of worship, newspapers, and community based organizations.

As stake holders in the education of students of P.S. 153Q, we offer the following data as crucial to the Language Acquisition Policy (LAP) of the ESL and Bilingual programs: the training of ESL, Bilingual and mainstream classroom teachers and the monitoring of ESL and Bilingual programs to ensure federal and state compliance under the No Child Left Behind regulations. Research based practices along with data driven instruction are the cornerstone of ESL and Bilingual Instruction.

Instructional Program

PS153’s Title III program provides English Language Learners with supplemental instruction in a Saturday Intergenerational Academy program and an After-school ESL Program that will target the content areas. The instructional programs will service 40 ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

Saturday Intergenerational Academy* classes will meet a total of 20 sessions beginning in December 2009 through May 2010, from 8:00 a.m. to 11:00 AM. The Saturday Intergenerational Academy will service the Parents/Guardians by giving them ESL instruction and Parent Workshops.

Group class size will be maintained at 10-15 students per teacher. There will be three classes for the Saturday Intergenerational Academy, servicing approximately 40 English Language Learners (K-2 and 3-6) and one class for parents. One supervisor, two, licensed, certified ESL

teachers and two Common Branch teachers will provide supplemental instructional support in alignment with the New York City and New York State content and performance standards. Instruction will focus on literacy and math using ESL strategies to help students achieve higher scores on the NYSESLAT, and city and state assessments. Interdisciplinary studies are used in order to build on students' prior knowledge and to facilitate English language learning. Supplementary materials will be provided to augment English and Content area instruction. On Our Way To English and Journey programs, based on scientifically based research, will be purchased with Title III monies. These programs are designed to meet the priority needs identified during the evaluation and assessment process of the ELL students. General instructional supplies such as chart paper, markers, and certificates of achievement will be purchased to support the Saturday Intergenerational Academy. The Extended Day Program for ELLs will target grades 3, 4, 5 and 6 with the content areas of Mathematics, Social Studies and Science. Content area, research based Rosen libraries will be used for instruction. Manipulative in Mathematics and Science will facilitate the teaching of Science and Mathematical concepts and vocabulary.

Professional Development Program

PS153's Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid at the per session rate. School administrators and ESL teachers will facilitate these professional development sessions. Teachers working in the supplementary instructional program will receive 4 sessions of professional development after-school (times to be announced). ESL teachers, Math and Literacy coaches will facilitate these professional development sessions. Topics that will be addressed during these professional development sessions are as follows:

One, 90-minute professional development session will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.

One, 90 minute professional development session will be devoted to Academic Language development and CALP, along with instructional strategies that develop and enhance ELL students' vocabulary.

One, 90-minute professional development session will be on Modified Guided reading strategies for ELLs.

One, 90-minute professional development will be on classroom strategies for Beginner and newly arrived ELLs.

Parent Involvement

PS153's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. In addition, the *Saturday Intergenerational Academy classes will be held for parents/guardians (approximately 30). Parents are given intensive English instruction where their language needs are addressed. They will be given the opportunity to attend 16 sessions of ESL taught by one fully certified ESL teacher. Classes will be held from 8:00 AM to 11:00 AM, from December 2009 through May 2010.

A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: Parents will be coached in how to use math strategies in problem solving. Parents will become familiar with the ESL learning standards and NYSESLAT assessment. Parents will become familiar with the English Language Arts performance

standards. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops. Ten percent of the total allocation of Title Three funds has been set aside for parental involvement.

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits) for Instructional Program	\$16,630.07	<ul style="list-style-type: none"> 2 Licensed, certified teachers will provide instruction to children in the Saturday Intergenerational Academy for 3 hour sessions, a total of 20 sessions at the contractual per-session rate of \$49.89. 2 Licensed, certified teachers will provide ESL instruction in the children in the After-school Program for 1 and 1/2 hour sessions, a total of 42 sessions at the contractual per-session rate of \$49.89 plus benefits. Funding for the Saturday Intergenerational Academy includes one supervisor (at the \$52.21 per session rate) and one supervisory aide (at the \$18.05 per session rate).
Professional staff for Parental Involvement	\$2,685.42	<ul style="list-style-type: none"> 1 Licensed, certified teacher will provide ESL instruction to Parents on Saturdays for 3 hour sessions, a total of 18 sessions at the contractual rate of \$49.89.
Purchased services such as curriculum and staff development contracts	\$2,000.00	4 sessions of Professional Development will provide training to 10 classroom teachers in ESL strategies at per session rate of \$49.89.
Supplies and materials	\$5,724.51	Instructional supplies and research based materials in reading and writing. Document camera, projector for Saturday and After-school programs.
Travel	N/A	
Other	N/A	
TOTAL	\$27,040.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 153Q uses the Home Language Survey, given at the time of enrollment, to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in the cumulative record cards, in ATS and on the student emergency card.

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.

PS 153Q is a mosaic of many diverse language groups; a total of 33 languages. The Home Language Survey identifies the primary language of our 1417 students. Some of these languages include Spanish, Polish, Arabic, Albanian, Farsi, Chinese, Mandarin, Italian, Korean, Romanian, Portuguese, Urdu, Vietnamese, Serbo-Croatian, Philipino, Czech, Indonesian, Cantonese, Bulgarian and Bengali. Polish and Spanish are the major languages spoken at home of students who attend our school. Of the 396 Spanish speaking parents, 104 require translation services. The Home Language Report indicates that there are 255 students whose home language is Polish. Within this language group, 65 Polish speaking parents require oral and written translation services. The HLS has shown that the covered languages of parents that require language assistance services in the form of both written and oral translation services, in addition to Spanish and Polish, are Arabic, Albanian, and Chinese.

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.

P.S. 153Q identifies documents which are distributed or electronically communicated to all or substantially all parents at our school

containing critical information regarding their child's education, including, but not limited to:

- a. registration, application and selection;
- b. standards and performance (e.g. standard text on report cards);
- c. conduct, safety and discipline, consent forms
- d. special education and related services; and
- e. transfers and discharges.

The staff at our school translates such critical communication in a timely manner, in each of the covered languages and works with the office responsible for the critical communication to make such translations available to parents.

Our school provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters; and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

When our school unable to provide required translation into one or more covered languages, we provide in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

P.S. 153Q provides interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with our school regarding critical information about their child's education.

Depending upon availability, such interpretation services may be provided either at our school or by telephone. Our school provides interpretation services at the following school-wide meetings:

1. Educational Policy Meetings;
2. School ELL parent meetings
3. Parent-Teacher Conferences
4. PTA meetings

Interpretation services are provided in whichever of the covered languages the school expects will be spoken as the primary language(s) of the persons attending such meeting or event.

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>

As per the Chancellor's Regulations A-663, P.S. 153Q provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

For all meetings involving our parents, our school posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are downloaded from the central translation unit. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barrier.

Part C: Action Plan – Language Translation and Interpretation

<p>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.</p>	
<p><i>ACTION STEP – WHAT needs to be done to accomplish goal?</i></p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<p>Translation of all documents that go home to parents. Translation of all AIS transportation, PCEN, and tax levy letters explaining entitlements, parental rights, and services children receive. Translation of comments on report cards, standards, and skills children are lacking. PTA Bulletins and translation during monthly PTA meetings.</p> <p>A network of teachers and paraprofessionals are set up to be available for written and oral translation services.</p>
<p><i>WHEN?</i></p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>September 2010 – June 2011</p> <p>Parent-teacher conferences, both individual and region-wide.</p>
<p><i>BY WHOM?</i></p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>A network of teachers and paraprofessionals are set up to be available for written and oral translation services.</p>
<p><i>SUPPORT</i></p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p><u>Resources:</u> ESL teachers, Bilingual teachers and paraprofessionals</p> <p><u>Cost:</u> See Appendix</p> <p><u>Source:</u> Tax Levy, Special Needs PCEN, PCENLEP, Part 154 LEP, Title III LEP and State Standards</p>
<p><i>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</i></p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<p>Parents whose primary language is not English will be empowered to participate in all aspects of the scholastic life of their children.</p> <p>Covered Languages – Spanish, Polish, Arabic, Albanian, and Chinese.</p>

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:	0	738,342	738,342
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	7,383	7,383
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS153Q, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS153Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of

their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS153Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

PS153Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. In June 2011 our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS153Q's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS153Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS153Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Section II: School-Parent Compact

PS153Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS153Q's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week).
- **Provide general support to parents by:**
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games or uses the computer;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in PS153Q’s Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Susan Bauer on October 13, 2010.

This Parent Involvement Policy was updated on October 13, 2010.

The final version of this document will be distributed to the school community on November 1, 2010 and will be available on file in the Parent Coordinator’s office.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Through a needs assessment survey of both parents and teachers, and conversations with the school community through the School Leadership Team, grade meetings, faculty conferences, and Parent Association meetings, we are able to assess the needs of the students in relation to the

State academic content and academic achievement. Data is collected and reviewed regularly to insure that the students are meeting the academic standards in relation to the State academic content. Data is collected through the school report card, Quality Review, surveys, analyzing the results of state assessments in ELA, Math, Science and Social Studies, Interim Assessments, Fountas and Pinnell benchmark assessment and reading levels, collection of writing samples, Everyday Math assessments, observation, conferences, and portfolio work assessed using rubrics.

2. Schoolwide reform strategies that:

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

P.S. 153Q as a School wide project school, provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Programs such as after-school programs and academic intervention services are available for students to reach the proficient and advanced levels. There is an extended day program (as per the UFT contract) for all students. The students are grouped to address their needs to achieve the highest standards.

Contingent on budget, students in need of additional academic assistance in grades 3-6 will be offered after school programs in Reading and Math. These programs will begin in January and end in May and are offered 2 days a week for an additional 3 hours per week. In addition, there is an extended day program Monday through Wednesday for 37.5 minutes of additional instruction.

The extended day program is mandated for all Level 1 and Level 2 students. This year, due to our SINI status, our students are eligible for Supplementary Educational Services (SES). The on site provider will begin the program in November. Eligible students will be grouped according to their academic needs and differentiated instruction provided. Summer school is offered for students in grades 3, 4 and 5 who are not meeting promotional criteria. Through Title III funding, we have an after-school program to address ELL students' academic needs in Social Studies and Science with a focus on building academic language. Also through Title III funding, there is an enrichment summer school program for the ESL students who could benefit from additional instruction. This program provides the students with many opportunities for speaking, reading, writing and listening. We teach the students the literacy standards and math through a thematic approach. We also have a Title III Family Saturday program to meet the needs of our English Language Learners.

We have a Gifted and Talented program (Beacon) for students in grades 1-6. Students in this program are tested by the NYC Department of Education and meet the established criteria for acceptance into the program. We also offer a “top class” on each grade level beginning in first grade. Children in these classes are placed according teacher recommendation based on their levels in reading/writing/math. In addition, students that are exceeding the standards receive enrichment through differentiated instruction and project based learning. We offer a Schoolwide Enrichment Program (SEM) for students in all our 3-5 grade classes. Students participate in different areas of interest such as: drama, kickball, comic book art, technology, cooking, gardening, dance, art, etc. Other enrichment activities include book clubs, assemblies, dance programs, band, chorus, family evening programs, Science fair, Literacy Fair, Continental Math League, author visits, pen pals, open access library, Lego robotics, laptop usage, internet and software programs.

We address the needs of the historically underserved populations. At PS 153Q, that would include the low-income population, the ELL students, the Special needs students and the students that reside in temporary housing. These groups have been making adequate progress. Through all the academic intervention programs, we address these students’ needs to insure that they are meeting the grade standards. There is also counseling and a SAPIS worker on staff to address any emotional needs of these students.

The students that are low academic achieving and are at risk of not meeting State academic content standards are supported through our Academic Intervention program. Firstly, these students receive Tier I intervention from their classroom teacher through small group instruction, independent and small group conferences. These students remain in school for the mandated extended day and after school program. Then the students are identified for Tier II intervention which is through a push-in program during the school day using programs such as Wilson, Foundations, and targeted small group instruction. ERSSA counseling is provided to students by the School Psychologist or Social Worker, at-risk counseling is available by the guidance counselor and our SAPIS worker works with students in support groups in dealing with peer and self esteem issues. At- risk speech services are provided to students in need of speech during the extended day.

3. Instruction by highly qualified staff.

Administration will review licensing and ensure that all teachers are teaching according to their licensed area and completing the requirements for certification. Teachers are assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations. 100% of our teachers are highly qualified. There is 5% of our Title I budget set aside for teachers that are not highly qualified to become highly qualified. Teachers are encouraged to become highly qualified. Administration regularly observes teaching staff and provides appropriate assistance and feedback through pre and post observation conferences.

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.

Minimum of 10% of our Title I SWP funding is used for professional development purposes. Professional development will be aligned with the State and City standards. We provide staff development in using effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program in meeting the students’ needs. Collaborative professional development will

occur every other week through scheduling and through monthly faculty conferences and grade conferences. In addition, teachers will attend off-site professional development through the DOE professional development offerings, consultants, and other professional workshops that are available. We have a full time literacy coach, an f-status Literacy coach, and a math coach, to provide in-class model lessons, articulation meetings, mentoring, and coaching. This year we have had teachers develop individual professional development goals in consultation with their supervisors. These goals are based on the Professional Learning Standards with guidance and support of our Network Specialists in literacy and ESL. Teachers will work towards meeting their professional development goals through differentiated workshops, coaching sessions, inter-visitations, and study groups. In addition, we have literacy, math and technology cadres of teachers who meet monthly to share their knowledge and increase their level of expertise in these areas.

Professional books are purchased for all staff members that align with their teaching area. Our school library has a professional section with books and magazines that can be borrowed from the library. Professional publications and other resources are also available through our literacy and math coaches. The professional development team meets weekly to insure alignment and cohesiveness through vertical and horizontal alignment.

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

We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and often receive full time positions.

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

Minimum of 1% of our Title I SWP funding is used for parental involvement. We offer parent programs during the day and in the evening; some of the family programs are (but not limited to): read aloud, math, technology, science, math games night and field trips. We hold parent workshops on ELA, math, Science and Social Studies and how they can best support their child's education. We hold a Junior high school informational meeting to support parents in the application process. We offer a Saturday family program for our ESL families. We invite parents to literacy celebrations throughout the school year. All letters are sent home in a timely manner and translated letters are available. A monthly newsletter and a monthly calendar are sent home. Our school website lists pertinent information and updates the parents as to all the activities available at the school.

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

We offer parents of incoming kindergarten students from other Pre-school programs a tour of the building. Our parent coordinator and our Pre-K social worker are available to meet with interested parents and answer questions pertaining to the curriculum and expectations of kindergarten. The first two days of Kindergarten are half – days enabling the students to adjust to kindergarten and the new 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.

Teachers are integral in the decisions regarding the achievement of individual students, overall instructional program and assessments. The Principal and Assistant Principals meet with teachers several times a year to discuss student progress and the overall instructional program. This conversation is then continued through formal observations and pre and post conferences. Through the Academic Intervention Services team and PPT committee teachers discuss and address academic and emotional concerns of their students. Through grade conferences, collaborative professional development grade meetings and the professional development sessions, teachers create assessments, rubrics, and discuss expected student outcomes. Teachers design our own assessments for Acuity Interim assessments. Teachers review and analyze the results. The data inquiry team analyzes the progress of the identified students and turn-key the information to the staff through faculty conferences, grade conferences, and School Leadership team meetings. Teachers collect and analyze data. This year we are piloting the use of teacher created checklists to assist teachers in forming small instructional groups. Several teachers have also volunteered to keep their assessment data on Netbooks to facilitate student conferences and assessment. Data includes but not limited to, observations, conference notes, writing samples, and assessments.

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

Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are immediately identified. Teachers are encouraged to modify the materials to assist students through differentiated instruction based on their needs. Teachers are encouraged to teach through a variety of modalities to address the students' learning styles. Teachers share concerns regarding at-risk students via the monthly pupil personnel team meetings where the student(s) are discussed and next steps are prescribed. The team makes recommendations to address the students' needs. The following month, the team follows-up on the student to discuss if the prescribed actions are giving the student the necessary supports to succeed. At the monthly Academic Intervention meetings, the service providers discuss each student and review the progress. The AIS teachers provide instruction in a small group addressing the identified weaknesses. Teachers work with the students in small group within the class setting through differentiated instruction and continue to address the students' needs during the extended day program (37.5 minutes 3x per week). Afterschool programs are provided to continue to address the needs of the students not mastering the objectives.

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.

We are coordinating and monitoring funding streams to ensure equity and access and to ensure that there is not duplication of services. We will also ensure that funds are used in compliance with funding guidelines.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			x	-	-	-
Title I, Part A (ARRA)	Federal	x			730,959.	x	p. 15, 16, 17, 18
Title II, Part A	Federal	x			148,688.	x	p. 17, 18
Title III, Part A	Federal	x			33,809.	x	p. 15, 16, 17, 18
Title IV	Federal			x	-	-	-
IDEA	Federal	x			325,175.	x	p. 18
Tax Levy	Local	x			6,955,544.	x	p. 15, 16, 17, 18

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

NOT APPLICABLE FOR PS153Q

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

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

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

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

NCLB/SED Status: SINI Holding Pattern **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.

For the 2007-2008 school year we did not meet our AYP due to an error in the participation rate for our ELL students. Consequently, we were identified as a School in Need of Improvement (SINI). The process of recording the participation rate which caused this error has been addressed and we did meet our AYP for 2008-2009. As a result, we retain the SINI designation. PS 153 met our AYP for the 2009-2010 school year in all categories except for our Limited English Proficient students.

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.

Please see page 14 Goal #3 and page 18 the Action Plan for Goal #3 which outlines our plan to continue to address the needs of our ELL students.

Part B: For Title I Schools Identified for Improvement

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.

We have allocated \$33,809. (10%) of our Title I funds for professional development through the following use of per diem and per session funds:

- **ESL teachers will conduct professional development sessions for general education teachers of English Language Learners before and after school study groups**
- **Coverage for teacher to engage in inter-visitations to showcase best practices**
- **Teachers will attend off site professional development sessions/workshops**
- **Network Support Specialist for ELLs will conduct professional development and coaching sessions for general education teachers of ELLs**

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

New teachers will be assigned a mentor teacher. They will meet two periods per week. The mentor teacher will act as a support for the new teacher through the modeling and coaching of lessons. The mentor teacher will also provide support regarding planning, classroom management and communication with parents.

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.

Our school improvement status was conveyed to parents via letters in English, Spanish, and Polish. Our status was also noted in our PTA Newsletter, and discussed at SLT and PTA meetings. We also held a SES Parent Informational Meeting where our status was discussed.

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.)

As of December 2010, eight students who are currently attending PS153Q are in temporary housing.

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

PS153Q will be providing SES programs, bus service, and counseling, if needed. School supplies, uniform clothing, eyeglasses, and other allowable items will be supplies as needed.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 153 Maspeth Elem					
District:	24	DBN:	24Q153	School		342400010153

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	71	59	70		93.9	94.3	94.3
Kindergarten	181	193	167				
Grade 1	186	190	198	Student Stability - % of Enrollment:			
Grade 2	212	178	188	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	199	217	185		94.9	95.4	95.5
Grade 4	191	202	222				
Grade 5	193	189	207	Poverty Rate - % of Enrollment:			
Grade 6	168	174	171	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		43.9	63.4	68.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	7	10
Grade 12	0	0	0				
Ungraded	4	11	6	Recent Immigrants - Total Number:			
Total	1405	1413	1414	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	6	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	53	68	Principal Suspensions	50	54	49
# in Collaborative Team Teaching (CTT) Classes	28	38	54	Superintendent Suspensions	5	8	7
Number all others	72	83	75				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	20	12	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	143	156	TBD
# ELLs with IEPs	12	44	TBD
Number of Teachers	82	89	90
Number of Administrators and Other Professionals	16	17	12
Number of Educational Paraprofessionals	9	10	18

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	1	% fully licensed & permanently assigned to this school	98.8	97.8	100.0
				% more than 2 years teaching in this school	74.4	77.5	84.4
				% more than 5 years teaching anywhere	65.9	59.6	64.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	90.0	90.0
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	94.5	94.1	96.0
Black or African American	1.4	1.1	1.1				
Hispanic or Latino	46.8	48.1	46.9				
Asian or Native Hawaiian/Other Pacific	6.5	7.1	7.1				
White	44.3	41.7	44.8				
Male	50.3	50.0	51.1				
Female	49.7	50.0	48.9				

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

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			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	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	v	v					
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	58.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

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

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

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

**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 204	District 24	School Number 153	School Name Maspeth Elementary
Principal Susan Bauer		Assistant Principal Susan Voogt	
Coach Doreen Keegan		Coach Diane Marzec	
Teacher/Subject Area Daniel Berrios, ESL		Guidance Counselor Maria Morales	
Teacher/Subject Area Susan Mohan, ESL		Parent Kerry Murtha	
Teacher/Subject Area type here		Parent Coordinator Susan Yanez	
Related Service Provider type here		Other type here	
Network Leader Diane Foley		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1417	Total Number of ELLs	156	ELLs as Share of Total Student Population (%)	11.01%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL students are identified for testing through Home Language Surveys which is given in the native language of the parents. Certified ESL teachers conduct an informal oral interview in English and any available native translations, as part of the registration process. An appropriately certified ESL teacher administers the LABR to eligible students to determine English language proficiency within ten days of enrollment. If the Home Language Survey indicates Spanish as the student's first language, the Spanish LAB-R is administered to determine Spanish proficiency. After a student is determined to need ESL services, an orientation meeting is planned with the parents where the choice of programs for servicing ELLs is explained. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer and are given the opportunity to choose. Parents view a video explaining the different programs for ELLs. The choices are Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The parents fill out a Parent Survey in their native language indicating their choice. The program endorsed by parents has been Free Standing English as A Second Language and the decision to have ESL over Regular Education Bilingual classes is a direct result of the implementation of the city's policy of Parental Choice. All presentations and materials in conjunction with the video are given in the native language of the parents. This ensures that parents of incoming ELL students understand the choices being offered by the Department of Education in order to make a well-informed choice. Parent meetings are also conducted with translators.

ELLs are appropriately placed for the entire academic year. ELLs are assessed at the end of the year according to the results of the NYSESLAT. Parents receive written notification, in their native language, when the children are identified to receive continued ESL services. Continuation in the ESL programs is determined by the results of the NYSESLAT given each spring. The written notification includes a parental choice of programs, i.e., Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The programs servicing ELLs are aligned with the parental request as indicated on the Parental Choice documents.

Currently, all parental requests have been for Freestanding ESL as indicated on the Parental Choice forms. However, when a parent requests a bilingual or dual language program, they are given the option of going to another location that offers the program of choice. If fifteen parents request the same program in the same language, then a bilingual class is organized. At the present time, there are insufficient numbers to organize a bilingual class. The Parent Survey and Program Selection forms for the past years have indicated that Free Standing ESL is the program of choice among the parents at P.S. 153.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0			1	1	1	1							4
Dual Language (50%:50%)														0

Freestanding ESL														
Self-Contained		1	1											2
Push-In				2	4	2	4							12
Total	0	1	1	3	5	3	5	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	111	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	9	0	9	6	0	6	0	0	0	15
Dual Language										0
ESL	102		9	39		12				141
Total	111	0	18	45	0	18	0	0	0	156
Number of ELLs in a TBE program who are in alternate placement: <u>2</u>										

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		2		3	5	6	1							17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	2	0	3	5	6	1	0	0	0	0	0	0	17

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	17	12	6	18	17	9							87
Chinese	2	1		2	1									6
Russian														0
Bengali					1									1
Urdu							1							1
Arabic			2	2	2									6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	5	5	3	1	3	3	7							27
Albanian		1												1

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
Other	1	2	3	2	2	1	1							12
TOTAL	16	26	20	13	27	21	18	0	0	0	0	0	0	141

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.

Public School 153Q is a school with a diverse, multicultural population housing grades Pre-Kindergarten-sixth grade. There are presently 1417 students of whom 156, approximately 11%, receive ESL services. Of the 156 ELLs, 141 are serviced by an appropriately certified ESL teacher in a free standing English as a Second Language program. The remaining 15 are in Spanish self-contained Transitional Bilingual Education (TBE) classes, serviced by two appropriately certified Bilingual Special Education teachers. Of the 156 students serviced by a freestanding ESL program, 21 first grade students and 19 second grade students receive services in a self-contained setting, each serviced by an appropriately certified ESL teacher. The remaining 116 ell students are serviced by certified ESL teachers using a push-in model of a free standing ESL program. All ELL students in each program model are grouped heterogeneously, with mixed proficiency levels.

The ESL program has five appropriately certified ESL teachers and two appropriately certified Bilingual Special Education teachers who service the ELL population according to the State and City mandates, following the instructional strategies of the New York City and State Standards. ELLs are grouped into designated classes to allow for the push-in, Balanced Literacy model of instruction to be used effectively. Push-in ESL teachers adapt the workshop model by infusing ESL strategies for Beginner, Intermediate and Advanced ELLs. Graded one and two follow the workshop model of instruction in a self-contained classroom setting. The Workshop model, which follows the research of the National Reading Council, uses mini-lessons, active engagement, teacher conferences, independent reading and writing, and sharing for instruction. Balanced Literacy is infused with ESL strategies of Scaffolding, Sheltered English, Verbal and Written Strategies, Visualization, Graphic Organizers, Reading to Writing Connections, development of Oral language. Differentiated instruction is used to meet the needs of individual students. We integrate the 4 modalities of listening, speaking, reading and writing. Additionally, the content areas are used as vehicles for ESL instruction to prepare the ELLs for city standardized exams in Science and Mathematics, as well as reading and writing in the content areas. ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of all ELLs.

New Arrivals receive 360 minutes of ESL instruction. Additionally, Title III extended day and Saturday programs are made available for these children to help them further their Academic English as well as content area concepts. Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction. Long Term ELLs have available to them all Title III extended day and Saturday Programs as well as AIS services. These AIS

services include the Wilson Program, the Great Leaps Program and targeted instruction through guided reading.

Two appropriately certified Bilingual Special Education teachers service the needs of the self-contained bilingual special education ELLs. The Transitional Bilingual classes follow the 60–40 model, using both the native language and English to teach the content areas. The children receive English as a Second Language Instruction, ELA and Native Language Arts. The NLA component develops communication and academic skills, e.g., in listening, speaking, reading and writing in the student's native language of Spanish, while cultivating an appreciation of history and culture.

The SIFE are defined as ELL students who, upon enrollment, have had at least two years less schooling than their peers, function at least two years below expected grade level in reading and in mathematics. Title III extended day and Saturday programs are made available for these SIFE students to help them catch up with the basic skills they need in Mathematics and in decoding skills needed for Reading.

ELLs with special needs are assessed in conjunction with the SBST, classroom teacher, ELL AP, and the ESL provider. Special attention is paid to the needs written in the IEP. ELLs with special needs are serviced as per the NYSESLAT and IEP.

Transitional students need the support to maintain progress that will allow them to pass the NYSESLAT. Children who are transitional receive 180 minutes of ESL and 180 minutes of ELA. Additionally, Title III programs are made available to them to maintain the English proficiency skills.

P.S. 153Q recognizes that a strong native language arts foundation give ELLs the resources for strong English language skills. Strategies implemented in the reading and writing workshops are practiced through native language libraries that are available to all students in the languages of Spanish, Polish, Chinese and Korean. Title III funds provide beginner ELLs with the preparation they need to take the content area exams of Science and Mathematics in their native language as they will be taking the State Exams in that target language.

The school has organized ELLs into selected classes in Kindergarten, grades three, four, five and six, in order to facilitate the servicing of ELLs by a licensed certified ESL teacher. This grouping allows the school to carry out a push in program in which Beginner, Intermediate and Advanced ELLs receive differentiated and small group instruction. ELLs in grades two and three, each receive services by a licensed certified ESL teacher in a self-contained classroom environment. The teaching of Content Area and Balanced Literacy has both language and content goals. Sheltered English is used in presenting densely worded concepts. The language and content points are explicitly taught and assessed through individual and group using the workshop model. All instruction is data driven.

The School Leadership Team, classroom and ESL teachers use the results of the Predictive and Instructionally Targeted Assessments in Reading and Mathematics, and the NYSESLAT to plan the instruction of the ELLs. We believe that instruction and planning must be data driven. The language weaknesses in all of the four modalities of Listening, Speaking, Reading and Writing are addressed through joint planning of the ESL specialist and the classroom teacher.

All ELLs receive additional instruction during the 37 1/2 minutes extended day program. Beginner ELLs receive intensive Listening and Speaking language instruction in a small group setting with a licensed ESL teacher. Intermediate and Advanced ELLs receive targeted, small group instruction based on academic need (reading, writing and/or mathematics), which was determined from student assessment data from the previous school year.

In order to support the learning of ELLs, grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language where possible. Additionally reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language.

Licensed ESL teachers have joint planning sessions with the classroom teachers to serve as support and train the classroom teachers in new strategies that will enable all ELLs to reach the academic and linguistic goals of the grade. Additional Title III and Part 154 funds are used to provide additional workshops for classroom teachers on ESL strategies that promote a rigorous, standards based model for academic achievement.

There are 39 ELLs who have received 4 or more years of service and qualify for extension of services. Of these, 12 are in Special Education classes. Six of these twelve Special Education students are in Bilingual Transitional Special Education classes. Of the 39 ELLs who have received 4-6 years of ESL services in a free-standing ESL program, 27 ELLs are in regular education. All long-term ELLs receive services from Title III Afternoon and Saturday Programs, AIS services and the Wilson Reading Program.

Newcomers are those children who have arrived from a country whose language is not English, and are registered for less than one year. Presently, during the 2010-2011 academic year, PS 153Q has 26 newcomers whose home language is a language other than English and whose LBR has entitled them to ESL services. These are all at the beginner level and receive eight, 45 minute periods of ESL a week. They are offered Title III programs to jump start their English, support the content areas, as well as English language development. Newcomers use special ESL software that allows the use of technology during the extended day. There are presently no SIFE students at P.S. 153Q.

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

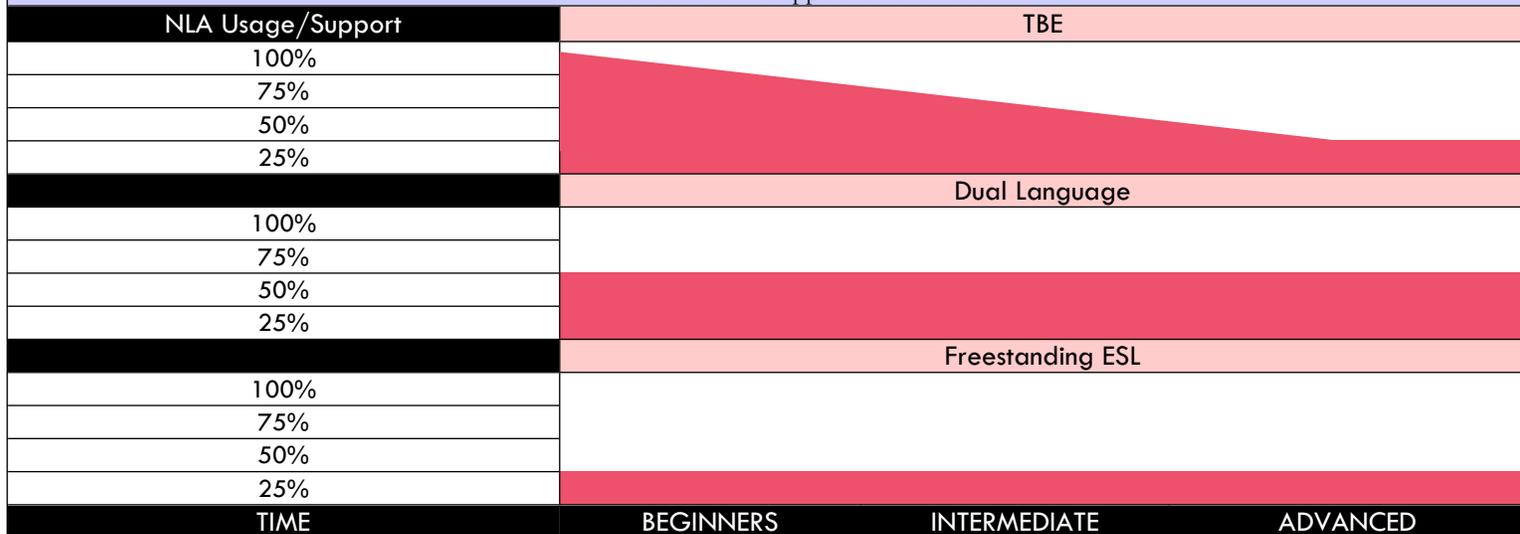
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

As part of our intervention programs, all ELLs receive additional instruction during the 37 1/2 minutes extended day program. Beginner ELLs receive intensive Listening and Speaking language instruction in a small group setting. Intermediate and advanced ELLs receive targeted, small group instruction based on academic need (reading, writing, math, content area instruction), which is determined from student assessment data from the previous school year. AIS services are made available to all ELLs upon recommendation from the classroom and ESL teacher.

In order to support the learning of ELLs grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language where possible. Additionally reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language.

Licensed ESL teachers have joint planning sessions with the classroom teachers to serve as support and train the classroom teachers in new strategies that will enable all ELLs to reach the academic and linguistic goals of the grade. Additional Title III and Part 154 funds are used to provide additional workshops for classroom teachers on ESL strategies that promote a rigorous, standards based model for academic achievement.

All transitional students who pass the NYSESLAT are offered the same ELL modifications on standardized testing for a period of two years. They are placed in designated ELL classrooms where they benefit from the services of a certified ESL teacher who maintains the skills of English.

Due to financial constraints, no new programs will be considered for the upcoming school year, however existing programs remain in place for these students.

All newly enrolled ELLs are offered Title III summer programs that jump start student learning through intensive ESL and content area instruction. All ELLs are afforded equal access to all school programs which include: Title III Supplemental After School and Saturday Academies, Title I Supplemental Education Services and The Greater Ridgewood Youth Council Program.

Required services and resources to ELLs are all age and grade level appropriate.

t

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 classroom teachers in the all grades are provided Professional Development in teaching ELLs who are Beginner, non-English speaking students. PD's include the techniques of differentiated learning, Sheltered English, Modified Guided Reading with ESL infused strategies, explicit teaching of Academic language used in problem solving, and an ESL-infused content area curriculum. ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of the ELLs.

Title III funds have been set aside for workshops and teacher resource guides that showcase the very best reading strategies for English Language Learners. These workshops are turn-keyed to the staff via Professional Development days and grade conferences. Six topics of Professional Development have been planned, devoted to instruction of ELLs by the classroom teacher. The Professional Development is done by the ESL teachers of the school, as well as by the Network Support Specialist for ESL. The following are some of the topics covered:

1. Understanding your ELL Students
2. Theories of Language Acquisition and Implications for Teaching ELLs
3. Using Various Modalities of Instruction to Reach English Language Learners
4. Guided Reading - ESL Strategies for Success in Reading.
5. Using Scaffolding in Teaching Writing Strategies for ELL Students
6. Differentiated Instructions for ELLs

E. Parental Involvement

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

The input of parents is vital for the success of any educational program. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer, including Bilingual Programs and are given the opportunity to choose. The information given to parents, pertaining to all outreach, notification letters, and information concerning the different options and programs is provided in the native language of the parents.

Our school recognizes that newly arrived immigrant children and their parents/guardians, bring with them a wealth of knowledge of language and culture. PS153's Title III program provides ELL parents/guardians with the opportunity to learn the English language through the Saturday Intergenerational Academy classes.

The Saturday Intergenerational Academy classes are held for the parents/guardians of ELL students. In this program, parents of ELLs have the opportunity to attend with their children and receive intensive ESL instruction that links their learning to their children's learning in reading, writing, listening and speaking. An appropriately certified ESL teacher provides parents with English instruction that addresses their language needs. Classes are held each Saturday, from 8:00 AM to 11:00 AM, from through May 2010.

P.S. 153Q uses the Home Language Survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. With this information, oral and written translation services are provided so that parents are involved with their child's educational growth. Translation services also allow parents to be actively involved in voicing their concerns at PTA functions, parent/teacher conferences, etc. A bilingual social worker is available to meet with ELL parents to provide them with assistance in any area of concern. The social worker also provides outside agency resources for parents in need of crisis intervention.

P.S. 153Q provides ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: parents will be coached in how to use math strategies in problem solving; parents will become familiar with the ESL learning standards and NYSESLAT assessment; and parents will become familiar with the English Language Arts performance standards. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops.

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)	4	10	7	7	5	8	2							43
Intermediate(I)		9	1	1	14	9	5							39
Advanced (A)	12	7	12	7	14	9	13							74
Total	16	26	20	15	33	26	20	0	0	0	0	0	0	156

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	12	0	0	22
4	2	4	1	0	7
5	3	7	3	0	13
6	6	3	0	0	9
7					0
8					0
NYSAA Bilingual Spe Ed		0		2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		9		3		1		22
4	1		7		3		0		11
5	0		6		8		2		16
6	5		3		1		0		9
7									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		11		11		2		27
8									0
NYSAA Bilingual Spe Ed							2		2

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		2		23		3		31
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	7	8	3					
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The administration of the LABR in Kindergarten reveals that the majority of students receiving ESL services in Kindergarten are first time entrants to the public school system. Grade one has the largest population of ELLs in the beginner category.

The 2010 NYSESLAT indicates that there are 26 First Grade ELLs; 10 are beginners, 9 are intermediate, and 7 are advanced students. Of the 20 second grade ELLs, 7 are beginners, 1 is intermediate, and 12 are advanced students. Of the 15 third grade ELLs, 7 are beginners, 1 is intermediate, and 7 are advanced students. Of the 33 fourth grade ELLs, 5 are beginners, 14 intermediate and 14 are advanced students. Of the 26 ELLs in grade five, 8 are beginners, 9 are intermediate, and 9 are advanced students. Of the 20 ELL students in sixth grade, 2 are beginners, 5 are intermediate, and 13 are advanced students. Across the grades, from K through 6 in General Education classes, beginner ELLs are first time entrants into the English public school system who have been here less than one year.

NYS ELA Results:

Assessment results from the 2010 NYS English Language Arts Assessment reveals that 0% of the third grade ELLs tested received a performance level of 3, meeting the state standard. 52% of the third grade ELL students tested received a performance level of 2 and 48% received a performance level of 1, falling below the state standard. No ELLs in grade 3 exceeded the state standard with a performance level 4.

performance level of 3, meeting the state standard. 46% of the sixth grade ELL students tested received a performance level of 2, approaching the state standard, and 46% received a performance level of 1, falling below the state standard. No ELLs in grade 6

Additional Information

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

Paste additional information here

a performance level of 4 in Math. 44% of the fifth grade ELLs tested received a performance level of 3, meeting the state standard. 35% of the fifth grade ELL students tested received a performance level of 2 and 6% received a performance level of 1, falling below the state standard in math.

Assessment results from the 2010 NYS Math Assessment reveals that 15% of the sixth grade ELLs tested received a performance level of 3, meeting the state standard. 23% of the sixth grade ELL students tested received a performance level of 2, approaching the state standard, and 38% received a performance level of 1, falling below the state standard in math. 23% of ELL students in grade 6 exceeded the state standard with a performance level 4 in math.

- NYS Science Results

Assessment results from the 2010 NYS Science Assessment in Grade 4 reveals that 7% of the fourth grade ELLs tested exceeded the state standard with a performance level of 4 in Science. 41% of the fourth grade ELLs tested received a performance level of 3, meeting the state standard. 41% of the fourth grade ELL students tested received a performance level of 2 and 11% received a performance level of 1, falling below the state standard in Science.

- NYS Social Studies Results

Assessment results from the 2010 NYS Social Studies Assessment reveals that 10% of the fifth grade ELLs tested exceeded the state standard with a performance level of 4 in Social Studies. 74% of the fifth grade ELLs tested received a performance level of 3, meeting the state standard. 6% of the fifth grade ELL students tested received a performance level of 2 and 10% received a performance level of 1, falling below the state standard in Social Studies.

B. Analysis of Assessment Data

Part VI: LAP Assurances

records of reading, the TC Continuum for Assessing Narrative Writing, as well as the results of State Assessments in ELA and Mathematics, to plan the instruction of the ELLs. Early literacy skills are assessed through the TC Running Record of Reading and the TC Continuum for Assessing Narrative Writing. Data from the TC benchmarks for reading show that ELLs continue to need strong instructional support in the

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		