



Department of
Education



COMMUNITY SCHOOL 152

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X152

ADDRESS: 1007 EVERGREEN AVE., BRONX, N.Y. 10472

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 152 **SCHOOL NAME:** The Evergreen School

SCHOOL ADDRESS: 1007 Evergreen Avenue

SCHOOL TELEPHONE: (718) 589 - 4560 **FAX:** (718) 328 - 5867

SCHOOL CONTACT PERSON: Frances Lynch, Principal **EMAIL ADDRESS:** FLynch@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Janine Giordano

PRINCIPAL: Frances Lynch

UFT CHAPTER LEADER: Cynthia Gonzalez

PARENTS' ASSOCIATION PRESIDENT: Rocio Carrion

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** 607

NETWORK LEADER: Elmer Meyers

SUPERINTENDENT: Tim Behr

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
Frances Lynch	*Principal or Designee	
Cynthia Gonzalez	*UFT Chapter Chairperson or Designee	
Rocio Carrion	*PA/PTA President or Designated Co-President	
Milagros Orizal	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carol Dickens	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janine Giordano	Member/ Teacher (SLT - Chairperson)	
Roy Chesnutt	Member/ Para- Professional	
Christina Hernandez	Member/ Parent Coordinator	
Norma Chantes	Member/ Parent	
Roberto Sanchez	Member/ Parent	
Heather Ryan	Member/ Teacher (ESL Coordinator)	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

The Evergreen School Community holds the belief that each child has the right to expect that our educational family will provide him/her with the educational and social resources necessary to achieve their full potential. This will be accomplished through a curriculum, which recognizes the diverse needs of individual learners. Literacy, Math, Social Studies, Science, and the Arts make up the core curriculum initiatives. Inherent in our efforts will be a component of social and cultural learning, designed to provide our students with the skills necessary to become leaders in the 21ST century. John F. Kennedy noted that "Leadership and learning are indispensable to each other". We concur and see every child who walks through our doors as a potential leader.

School Mission Statement

We come from all over but
We're truly a team.
We respect everybody and
We reach for our dreams.
Achievement, trust, and kindness
Will govern us all.
Learning together will
Make us stand tall.
We're mathematicians, writers, and readers.
We're building character to become
Future leaders.
Administrators, Teachers, Staff,
And Families too,
All of us together
Make C.S. 152

Exciting New Initiatives

For every season there is a time, for every new venture there is a time to continue and enrich existing programs. Over the last three years four programs have been initiated, and implemented at our school, they are:

- Read Well
- Accelerated Reader
- Accelerated Math
- Smart Board Technology

Each of these programs has changed the nature of learning at our school. We have moved full force into differentiated instruction, backed by “State of the art technology”.

Our new initiatives address the continuation and enhancement of these four programs. Student assessment data indicates an increase in reading comprehension, and math knowledge. Read Well data notes that a phonemic foundation is being developed in our kindergarten through second grade students.

In the fall of 2010 we were awarded a **School Improvement 1003 (a)** grant. These funds will allow for:

- Continued enrichment and refinement of the “Read Well” program through the provision of additional materials and support of an outside consultant. Enrichment of the “Read Well” program will allow for greater efficiency and enhanced differentiated instruction.
- Refinement of reading conferencing and enhancement of classroom libraries. This will be accomplished through: training, implementation and monitoring of the “Individual Reading Level Assistance” (IRLA) tool in grades 3, 4, & 5. Classroom libraries will be enriched through the provision of teacher selected expository text genre libraries. This winter “Accelerated Reader” software and the “100 Book Challenge Program” will be integrated into second grade, and grades four and five special education classes.
- Enhancement of the Accelerated Math program in 2010-2011 in grades 3-5. This year, we will be monitoring the program by setting an 85% benchmark which needs to be met monthly. We will also be implementing the program into grades four and five special education classes. The expansion of Smart Boards into all first through fifth grade classroom will enhance math education as the interactive nature of the technology has been found to be an effective teaching tool. The purchase of Smart Boards will allow for a greater degree of interactive and differentiated math instruction.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 152				
District:	08	DBN #:	08X152	School BEDS Code:	320800010152

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	72	71		89.8	90.7	TBD		
Kindergarten	113	136	143						
Grade 1	138	147	148	Student Stability: % of Enrollment					
Grade 2	164	133	139	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	143	168	122		84.4	90.4	TBD		
Grade 4	140	148	159						
Grade 5	142	134	136	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					88.0	88.9	93.2		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					30	95	TBD		
Grade 12									
Ungraded	4	1	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	916	939	920		17	18	19		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	69	59	61	Principal Suspensions	0	0	TBD		
No. in Collaborative Team	10	24	20						

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	40	51	49	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	64	37	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	164	189	210	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	80	7	30	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	72	76	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	19	21	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	11	8	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	98.7	TBD
American Indian or Alaska Native	0.6	0.6	0.8	Percent more than two years teaching in this school	56.9	71.1	TBD
Black or African American	26.4	25.1	24.5	Percent more than five years teaching anywhere	36.1	48.7	TBD
Hispanic or Latino	71.9	72.3	72.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.3	1.2	Percent Masters Degree or higher	79.0	86.0	TBD
White	0.2	0.6	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	99.2	TBD
Multi-racial							
Male	50.9	49.5	49.6				
Female	49.1	50.5	50.4				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	X	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	6	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	94	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	58.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Needs Assessment:

Over the last five years our school has evolved into a *learning community*. Growth can be attributed to four factors: *Hard Work by Students and Teachers, Strong Leadership, Data and the implementation of data systems which provide: information on student achievement, and guide differentiated Instruction. Finally Federal and Voluntary funding initiatives which allow for enhanced professional development and new programs.*

The "Quality Review Report" issued in 2006 – 2007, and in 2007 – 2008 rated C.S. 152 Well Developed. Over the last four years (2006 – 2007, 2007 – 2008, 2008 – 2009 and 2009 – 2010) we have received an "A" rating by the New York City Progress Report. Most paramount, is the fact that we are reaching young students, and as the prior two reports indicate making an impact.

Inquiry Team:

Three years ago we began an Inquiry Team in order to examine student populations who were identified as needed greater intervention.

- In 2007-2008 fourteen students who were at different stages of language acquisition were selected for an enhanced vocabulary, and fluency program. At the end of a six month period these students had made a dramatic change in their phonemic, oral, and vocabulary skills. As a result, Imagine Learning English is now implemented in all ESL classrooms.
- In 2008-2009 after reviewing our NYC Progress Report it became apparent that students who scored at levels three or four were stagnant in their growth. The query was, do we creatively enrich the curriculum of these students? An enrichment program was created in literacy, science, and math. At the end of six months data found that the majority of students had demonstrated an increase in New York State Literacy, Math and Science examinations.
- In 2009-2010 after a review of our NYC Progress Report we noted the only population to not have made a significant gain in growth during the last academic year was students with special needs. This year a case study was undertaken to identify how students with IEP's function within the general classroom settings. The two areas of investigation were selected fluency and reading comprehension. The purpose of this study was to examine the

methodology utilized to differentiate instruction to the target population. The findings generated did not identify one specific modality, but did speak to the type of intervention provided during small group instruction, in that the IEP became the guide for teaching. Small group instruction allowed for greater individual contact to reinforce taught curriculum.

- Over the last four years Inquiry activities have been carried out by a committee composed of individuals who provide AIS and ESL interventions within general education classrooms. This year, the Inquiry team has expanded its base and become a school-wide initiative.

For this academic year 2010-2011, grades 1-5 will be examining different aspects of comprehension within the construct of the demographic characteristics of children enrolled in studied grade. Each grade has identified 5-8 students per-class who will comprise the study group. In grades three through five it will be students who have obtained test scores identified as a high 2. In first and second grade, students who fall in the high mid range of learning will be selected. Selection for the upper grades will be determined by scores received on the STAR Reading test. Student selection for grades one and two will be determined by Early STAR Literacy scores.

- Each of the grades will examine an aspect of reading comprehension.
 - a) First grade: Do students who re-tell a story achieve higher scores in reading comprehension than those who do not re-tell a story?
 - b) Second grade: Does enhanced vocabulary instruction increase reading comprehension skills?
 - c) Third grade: Will students score higher on a reading comprehension test if they read the questions prior to reading identified reading passage?
 - d) Fourth grade: Will reading one – two expository texts per month increase reading comprehension scores?
 - e) Fifth grade: Will students who are able to identify three details from a reading passage score higher in reading comprehension than those who do not?

Discussion:

Over the last two years, we have implemented a portion of the “100 Book Challenge” program in grades three through five in order to develop independent reading skills and a love of reading. In addition, all students are assessed three times per year. In order to accomplish this, we implemented the Early STAR Literacy program (grades 1 & 2) and the STAR READING ASSESSMENT (grades 3,4,5). Data from both of these programs guide instruction.

Many of our students are new arrivals, immigrating from the Dominican Republic, Ecuador, Mexico, West Africa, and Pakistan. Some are migrants from Puerto Rico. For many of our students, C.S. 152 is the arena which marks the beginning of life in an urban environment.

Another segment of the student population is composed of shelter families. Many of these children have been uprooted once or twice during an academic year. With disrupted learning their ability to store or apply new information is often limited, Read Well and 100 Book Challenge has proved to be a bridge to learning.

In 2008-2009 we did not make our AYP in special education. In the fall of 2009 the Read Well curriculum was introduced and implemented in all special education classes. After nine months of implementation, small successes have been achieved. Students are learning and gaining skills leading to independent reading readiness.

The CEP of 2010-2011 is in response to the 2005 School Restructuring Plan, we have modified the plan to meet the needs of our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: Continued enrichment and refinement of the “Read Well” program, through the provision of additional materials and support of an outside consultant.

Enrichment of the “Read Well” program will allow for greater efficiency and enhanced differentiated instruction. Fountas & Pinnell assessment instruments will be used to measure impact of the “Read Well” curriculum on students enrolled in K-2nd grade. An assumption is held that students completing one year of Read Well instruction, will advance one alpha level on the Fountas & Pinnell text gradient. Students enrolled in first and second grade will advance two levels on the Fountas & Pinnell text gradient. All K-2 students will be assessed quarterly to measure growth and guide instruction.

Goal 2: Refinement of reading conferencing.

This will be accomplished through: training, implementation and monitoring of the “Individual Reading Level Assistance” (IRLA) tool. Ten percent (37) of the students in grades three through five will have increased their reading level by one year as measured by the STAR assessment. This assessment is administered in September, January, and May.

Goal 3: Continuation, enrichment, and expansion of the Accelerated Math program in grades 3 through 5.

The math program implemented last fall will be retained and expanded in order to enhance student growth. The expansion of Smart Boards will be used to enhance math education as the interactive nature of the technology, has been found to be an effective teaching tool. The purchase of Smart Boards will allow for a greater degree of interactive and differentiated math instruction.

The Accelerated Math program differentiates instruction through the use of math practice assessments. These assessments provide immediate feedback on student mastery. STAR MATH assessments will be given three times during the school year, September, January and May. An assumption is held that 10% (37) students in grades 3 – 5 will increase their STAR math scores by one year or more.

SECTION VI: ACTION PLAN

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

Early Childhood, First – Second

Subject/Area (where relevant): Grade literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Continued enrichment and refinement of the “Read Well” program.</u> This will be accomplished through the provision of additional materials and support of an outside consultant. Enrichment of the Read Well program will allow for greater efficiency and enhance differentiated instruction. <u>Measurable Objective:</u> Fountas & Pinnell assessment instruments will be used to measure impact of the “Read Well” curriculum on students enrolled in K-2 grade. As assumption is held that students completing one year of “Read Well” instruction, will advance one alpha level on the Fountas & Pinnell text gradient. Students enrolled in first and second grade will advance two levels on Fountas & Pinnell text gradient. All K-2nd grade students will be assessed quarterly to measure growth and guide instruction.</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><u>Principal will oversee the following:</u> The Read Well Specialist will be responsible for delivering and monitoring professional development of the Read Well curriculum and administration of baseline and monthly unit assessments. This data will be submitted to grade supervisors for review. <u>Use of Data:</u> Data from the following sources will be utilized to evaluate student progress. The Read Well Specialist will prepare data for the Principal’s review. This individual will:</p> <ul style="list-style-type: none"> • Collect and analyze assessment data from both “Fountas & Pinnell” and “Read Well”. • Collect, record, analyze and document Read Well unit assessments for each child on a monthly basis. • Develop a monthly accountability chart to measure each child’s progress in the Read Well program. • Use data from monthly unit assessments to ensure appropriate placement in guided reading groups.

	<ul style="list-style-type: none"> • Baseline and monthly assessment data will guide professional development. • Monthly meetings with grade supervisors will guide ELA instruction. • Teachers will continue to utilize grade level monthly reading and writing maps to drive literacy instruction for this academic year. • Continued use of New York State “Common Core State Standards”(CCSS), and standardized early childhood rubrics for reading and writing during this academic year. • Implementation and monthly pacing of comprehensive skills during shared and guided reading through the implementation of the “Read Well Program”. • Continuation of the “Walk to Read”, enhancement program for kindergarten through second grade <p><u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> • Administration will establish direction for ELA instruction in phonics and comprehension based upon a combination of <i>Fountas & Pinnell and Read Well data</i>. • Teachers will continue to utilize grade level reading/writing curriculum maps in order to drive instruction. • Teachers will continue to use New York State CCSS and standardized early childhood rubrics for reading and writing. • Read Well teachers will continue to use comprehension skills during shared and guided reading through the implementation of the “<i>Read Well</i>” program. • Read Well curriculum will ensure greater continuity of the early childhood program from kindergarten through second grade. <p><u>Principal will oversee the following:</u></p> <p><u>Development of Staff:</u></p> <ul style="list-style-type: none"> • Read Well Specialist will meet monthly to review program data and progress. • Read Well Specialist will provide monthly training in Read Well, running records, writing, and comprehension. • Outside consultant will provide training during the school year. • Ongoing analysis of monthly data in order to develop a focused professional development plan that reflects the needs of both students and teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Use of Resources:</u></p> <ul style="list-style-type: none"> • Allocate resources to purchase reading program, assessment kits and professional development. • Insure implementation of: <i>Read Well, Fountas & Pinnell</i> assessment program and <i>Early STAR Literacy</i>. • Insure Distribution of <i>Read Well</i> libraries to each classroom. • Insure common time for Read Well Specialist to meet with teachers.

	<ul style="list-style-type: none"> Continuation of established common planning periods, in order to ensure collaboration among teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Principal will oversee the following:</u></p> <ul style="list-style-type: none"> Principal will discuss weekly with targeted Assistant Principals to review implementation and progress of lower school (K-2nd) reading curriculum. Supervisors will meet monthly with Read Well Specialists to review data, reflect on results and revise if needed when establishing the monthly targets. Read Well specialist will develop a binder that will hold samples of standardized tests utilized, results of said tests, and school based monthly testing. Implementation of daily independent reading in order to build fluency. Oversee a standardized data collection system for individual student data within the classroom setting. Increase classroom libraries in order to enhance guided and independent reading through the materials provided by the Read Well program

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy Comprehension – Conferencing third through fifth

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Refinement of reading conferencing</u> This will be accomplished through: training, implementation and monitoring of the “Individual Reading Level Assistance” (IRLA) tool</p> <p><u>Measurable Objective:</u> This will be accomplished through training and monitoring of the Individual Reading Level Assistance tool. Ten percent (37) of the students in grades three through five will have increased their reading level by one year as measured by the STAR Assessment. This assessment is administered in September, January and May.</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><u>Use of Data:</u></p> <ul style="list-style-type: none"> • Analysis of comprehension skills through pre and post-test STAR assessment testing. Data emanated from the STAR test guides differentiated instruction. • Collect, record, analyze and document comprehension levels on a monthly basis through A. R. <i>Diagnostic Report</i>. • Bimonthly fluency assessment to ensure skill development throughout the academic year. • Continue use of rubrics and NYS standards as a base for instructional strategies to be taught during the academic year. <p><u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> • Training on the use of the “Independent Reading Level Assessment” program. • Implementation of “Independent Reading Level Assessment” program.

	<ul style="list-style-type: none"> Continued implementation of an independent reading program for grades three through five. Continued implementation of computer based comprehension assessment program for grades three through five. <p><u>Development of Staff:</u> Professional development will be provided in the following areas throughout the academic year</p> <ul style="list-style-type: none"> Independent Reading Level Assessment program Accelerated Reader Software Comprehension Strategies Diagnostic test monitoring Consultant will meet with administration and A.R. coordinator monthly Consultant will provide PD to teachers in September and ongoing support throughout the academic year on the "100 Book Challenge IRLA" conferencing program Consultant will also provide Professional Development to teachers on the use of "100 Book Challenge" skill cards_
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Use of Resources:</u></p> <ul style="list-style-type: none"> Assignment of Accelerated Reader Coordinator/ Grant Writer to monitor all aspects of grant program Continued implementation of Carmel Hill Fund literacy grant. This collaboration will continue to allow us to assess and enhance independent reading through the Accelerated Reader software program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Interim Progress</u></p> <ul style="list-style-type: none"> Continued ongoing meetings with consultants in order to outline program goals and procedures. Meet with teachers monthly to review A.R. Diagnostic test results Meet with A.P. and A.R. coordinator to ensure program implementation Meet with cabinet to review data and implement new school wide initiatives Monthly meeting with data specialist and A.R. coordinator to review qualitative and quantitative data Development and maintenance of data binder Establishment of classroom data folder to measure comprehension growth

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math enrichment grades 1 - 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Continuation, enrichment, and expansion of Accelerated math program in grades 3 through 5.</u> The math program implemented last fall will be retained and expanded in order to enhance student growth. The expansion of Smart Boards will be used to enhance math education as the interactive nature of the technology, has been found to be an effective teaching tool. The purchase of Smart Boards will allow for a greater degree of interactive and differentiated math instruction.</p> <p><u>Measurable Objective:</u></p> <p>The Accelerated Math program differentiates instruction through the use of math practice assessments. These assessments provide an immediate feedback on student mastery. STAR Math assessments will be given three times during the school year, September, January and May. As assumption is held that 10% (37) of the students in grades 3- 5 will increase their math scores by one year or more.</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><u>Use of Data:</u></p> <ul style="list-style-type: none"> • Analysis of Math skills through pre and post STAR Math testing. • Monitor math pacing and student mastery through monthly review of A.M.: Grade Objective List Report, and Status of the Class Report • Collect, record, analyze and document math comprehension on a monthly bases through the A.M. Diagnostic report. • Collect, record, analyze and document on a monthly basis A.M. TOPS Reports. • Continue use of Everyday Math curriculum in addition to Kaplan Test Preparation.

	<ul style="list-style-type: none"> • Continue use of rubrics and NYS Math Standards as a base for instruction strategies to be taught during academic year. • Continue use of NYC math curriculum. <p><u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> • Implementation of Accelerated Math software and protocol. • Implementation of A.M. math program in grades three through five. • Implementation of STAR Math assessment • Train and oversee classroom implementation of A.M. math. • Train and oversee classroom use of Smart Board technology <p><u>Development of Staff:</u></p> <p>Professional Development on the different aspects of A.M. will be provided by the Math Coach.</p> <ul style="list-style-type: none"> • Smart Board Training • Classroom rituals and routines • Accelerated Math Software, and scanner use • Accelerated Math Reports: Objectives, Diagnostic, TOPS, and Status of the Class reports • Accelerated Math Lesson planning • Differentiated instruction and A.M. math • Consultant will meet with administration and Math coordinator monthly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Use of Resources:</u></p> <ul style="list-style-type: none"> • Assignment of Math Coordinator to develop grade objective in conjunction with NYS, and NYC curriculum. • Assignment of Math Coordinator to monitor and coordinate program.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Personal Leadership:</u></p> <ul style="list-style-type: none"> • Continued ongoing meetings with consultants in order to outline program goals and procedures. • Meet with AP monthly to review AM findings • Meet with Math coordinator to review data and implement new actions • Monthly meeting with data specialist and A.M. coordinator to review qualitative and quantitative data.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	55	30	N/A	N/A	20	N/A	0	12
1	30	30	30	30	22	N/A	8	30
2	35	35	35	35	15	N/A	3	22
3	30	30	30	30	12	N/A	5	20
4	20	20	20	20	13	N/A	5	35
5	30	30	30	30	9	N/A	4	23
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: <u>Wilson</u> <u>Merrill Linguistics</u> <u>Read, Write, Edit</u> <u>Accelerated Reader</u></p>	<p><u>Wilson:</u> A program designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound, word and syllable cards are used throughout the Wilson reading process.</p> <p><u>Merrill Linguistics:</u> Children practice reading in their <u>Stepping Up</u> books before reading stories in the Merrill readers. This preparation makes the reading of words easier for children, so they can focus their attention on the meaning of the stories.</p> <p><u>Read, Write, Edit</u> Supports NCLB goals, and features differentiated instruction-books across multiple levels feature parallel lessons with the same skills and page numbers.</p> <p><u>Accelerated Reader:</u> Supports NCLB goals, through individualized differentiated assessments and leveled book program</p>
<p>Mathematics: <u>Accelerated Math</u> <u>Kaplan Keys</u></p>	<p><u>Accelerated Math:</u> The Accelerated Math program supports NCLB goals, through individualized differentiated instruction. Math practice assessments provide immediate checks on student mastery and growth.</p> <p><u>Kaplan Keys:</u> Provides instruction on effective methods and strategies for taking the New York State Test.</p>
<p>Science: <u>Differentiated Instruction</u> <u>Harcourt Brace - NYC Science Curriculum :</u></p>	<p><u>Differentiated Instruction:</u> Our science program offers the following features: Hands on learning, small group instruction, lab set-up for grade four students.</p> <p><u>Harcourt Brace – NYC Science Curriculum:</u> Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials.</p>
<p>Social Studies: <u>Harcourt Brace – NYC Social Studies Curriculum</u></p>	<p><u>Harcourt Brace – NYC Social Studies Curriculum:</u> Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials.</p>

At-risk Services Provided by the Guidance Counselor:	At risk counseling, ongoing contact with parents, referral to agencies for services and follow-up monitoring of student attendance.
At-risk Services Provided by the School Psychologist:	Contact with teachers - discussion ad to strategies that might be implemented in the classroom to foster/improve management of the class as a whole and /or individuals within the group. Presentations to teachers, explaining the assessment process and how the information can be helpful t them in terms of understanding the needs of students.
At-risk Services Provided by the Social Worker:	At risk counseling, ongoing contact with parents, referrals to agencies for services, and follow-up and monitoring of student attendance.
At-risk Health-related Services:	At risk Health services are provided to students daily by the school nurse.

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.

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.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

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

Number of Teachers 15 **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

OCTOBER 2010

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

Title III Morning Program

Two programs will target 6-10 ELL students in each grade per session. The programs will run three days a week for three, 6-week sessions. The implementation of the three sessions (versus one long session) guarantees that teachers have the flexibility to create small groups and then adjust those groups each six weeks to meet the needs of the students in their grade. The total number of students to benefit from this program will be between 126 and 210 first – fifth graders. Classroom teachers along with respective ESL co-teachers will use data including years of ESL service, NYSESLAT /LAB-R scores, ELA exams, and reports from STAR Literacy and Accelerated Reader in conjunction with class work and teacher's observations to form the basis of these groups. Groups will be adjusted for each 6-week session. When possible, teachers will be paired with students that they work with on a daily basis. Students will meet with either an ESL/Bilingual certified teacher or a certified common branch teacher (who co-teaches with a certified ESL teacher and works with English Language Learners on a daily basis). Each group will meet for forty-five minutes three days per week for three, 6-week sessions. All teachers will meet for 15 minutes each day of the program to plan together. ESL teachers will work with the common branch teachers in creating language goals and adjusting lesson plans to meet the language needs of the students.

One program will focus on literacy building skills for students in grades one through five. Five teachers (one per grade) will use *Reading Safari* magazine, which are themed, nonfiction and fiction short stories, poetry and readers theatre that are leveled according to Fountas and Pinnell. All lessons will be differentiated to ensure that they meet the individual needs of each student in the areas of phonemic awareness, phonics, fluency and expressiveness, vocabulary and comprehension. Last year, Title III funds were used to purchase the Reading Safari magazines, this year Title III funds will be used to purchase consumable items such as folders, pencils, art supplies etc. to be used with this program.

The second program will have a grammar and writing focus as a large majority of students who have between 4-6 years of service struggle in this area. To address the needs of these students the program will follow the same format (three, 6-week sessions) as the Reading Program. Teachers will meet with small groups of students to focus on grammar and writing. Teachers will use journal writing to assess writing and grammar skills throughout the 6-week program. A grammar workbook designed specifically for English Language Learners (ELLs) will be used to explicitly teach English grammar, usage and mechanics.

Assessment and Data

The Children's Progress Academic Assessment (CPAA) is an early childhood assessment system. The assessment, which is available in English and Spanish assess the child's understanding of Language Arts and Mathematics concepts. The software generates reports that provide data indicating area of mastery as well as areas where they may still struggle. The data provided is disaggregated and can be easily sorted to ensure that teachers have information necessary to shape their lessons to meet the needs of their students. Recommended activities can be used by the teacher in the classroom or sent home to support learning at home and enhance the home school connection. Title III funds will be used to place this assessment program in 1st and 2nd grade ESL classes. CPAA will be purchased in English and Spanish allowing teachers and administration to immediately assess a child's understanding of English and Spanish. Children will be assessed upon arrival at C.S. 152 and then twice more throughout the year. However, the assessment can be administered as often as necessary to provide teachers and administration data necessary to meet the needs of any student.

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

The primary goal of professional development is to develop the teachers' craft, cultural awareness, and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. When possible, in house and out-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At C.S. 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University, New York City Office of ELLs and Children's First Network 607. Also, C.S. 152 is planning with CFN 607 and New York City's Division of Students with Disabilities and English Language Learners to present professional development on the subject of teaching writing and vocabulary development specific to English Language Learners. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher. Based on the needs of teachers as well as the needs of those leading the morning programs tentative topics for professional development sessions are: *Understanding the NYSESLAT scores, Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, Guided Reading, Vocabulary Building and Language Experience Approach (LEA) to Reading and Writing.*

Parent Involvement Program – Describe the school's parent involvement program for parents of limited English proficient students.

In an effort to keep all parents informed and involved the Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office. These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary.

Parents are invited to participate in and/or attend any school event. A sample of events planned for this year includes a Cultural Day that will celebrate all cultures, the Halloween Parade, and the Breast Cancer Walk. Other events include, "The Spring Show" that showcases that arts

program at C.S. 152. The arts program which includes a Drama Club, Choir Ensemble, Select Band, Step Team, and Storytelling which is available to any student.

Workshops titled Homework Help will be offered, in English and Spanish, throughout the year. Any parent who attends the workshop will receive the 'Parents Homework Dictionary', which is available in both English and Spanish. During this workshop parents will have the opportunity to learn specific techniques to help their child with homework. The purpose of the workshop and the dictionary is not only to help parents understand the importance of assisting their children with their homework but to provide them the tools and information to be able to do so.

Section III. Title III Budget

School: C.S. 152 BEDS Code: 320800010152

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	20,155.56	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 8 teachers x \$49.89 = 20,155.56 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	9,064.44	Laptop Computers, Student Workbooks, Teacher reproducible, student supplies (folders, notebooks, etc.), art supplies etc.
Educational Software (Object Code 199)	4,400	(Children's Progress Academic Assessment, Orchard Learning Grammar Software)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

C.S. 152 employs two methods to determine the oral and written language of preference of parents of ELLs. The revised 2006 Home Language Identification Survey (HLIS) asks parents to indicate the language in which they prefer to communicate (oral and written) with school staff. The second method, for those who did not have access to the revised 2006 HLIS, is the Parent Language of preference form. Data collected from these two sources are input into ATS where it is accessible at anytime during the school day. Once all of the information is input into ATS, teachers will receive a printout that identifies each student's home language as well as their parent's language of preference for oral and written communication. This information will also be filed with the class set of Emergency Cards making it accessible to any staff member that may need to communicate with a parent. Additionally, all teachers are provided with the Language Identification card, found on the NYCDOE Translation and Interpretation Unit website to use as needed.

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.

Data from the HLIS and informal interviews of the parents indicate that 97% of the parents of ELLs requested communication in Spanish or English. The remaining 3% whose home language are not *covered languages*, as defined by Chancellors regulations A-633, have indicated that at least one parent or family member understands English. As noted above, teachers are provided with the oral and written language preferences for each student in their class.

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.

C.S. 152's policy requires that all written communication be provided in English and Spanish. These documents are translated, in-house, into Spanish by bilingual staff members. Report cards are downloaded from the Translation Resources Website in Spanish. The translations are provided for teachers to share with parents during Parent Teacher Conferences. Currently there is no need to have documents translated in any of the nine covered languages; however should this need arise documents will be sent to the Translation and Interpretation Unit for translation.

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.

Each ESL classroom has at least one teacher that is bilingual (English/Spanish). Additionally, several staff members are proficient in English and Spanish. Bilingual staff members are available during regular school hours to interpret for parents, teachers and staff. As needed, teachers and staff utilize the over-the-phone interpretation services that are provided by the Translation and Interpretation Unit. *Language Identification Cards* found on the Translation and Interpretation website will be displayed around the school and provided to teachers to use as needed.

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>.

All communication with parents including Bill of Parent Rights and Responsibilities are provided in the language of the parent. A sign indicating the availability of translation services is posted at the entrance of the building. Several bilingual staff members are on call at all times to assist parents. All staff is aware of the services provided by Translation and Interpretation Unit. The school's safety plan meets the requirements of the Chancellor's Regulations A-663.

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:	855,799	271,166	1,126,965
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,557.		8,557.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
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

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

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

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

The Evergreen School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) the children and parents of CS 152 agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2010 - 2011

I. General Expectations

Community School 152 agrees to implement the following statutory requirements:

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

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

1. C.S. 152 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through our Leadership Team.

2. C.S. 152 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA through our Leadership team and PA meetings.
3. C.S. 152 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through letters written in both English, and Spanish, parent coordinator monthly meetings, parent/teacher meetings, and our monthly calendar.
4. C.S. 152 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs such as Preschool Youngsters, Learning Leaders and State-operated preschool programs.
5. C.S. 152 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be accomplished through our Leadership meetings and our monthly assemblies meetings.
6. C.S. 152 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. New York State's academic content standards
 - ii. New York State's student academic achievement standards
 - iii. New York State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by having parent meetings run by staff developers throughout the school year.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, through our Leadership Team meetings.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as

Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through the use of our monthly calendar of events.

III. Discretionary School Parental Involvement Policy Components

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

- To involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- To provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- To pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- To adopt and implement model approaches to improving parental involvement.
- To develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- To provide other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School's Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by Community School 152 on 09/12/07 and will be in effect for the period of September 2010 through June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 9, 2010.

Required School-Parent Compact Provisions

School Responsibilities

CS 152 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: America's Choice program, SES programs, morning programs, after-school programs, and Academic Intervention Services.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in September 2006.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Meet the Teacher, Parent/Teacher Conferences, and in-person/telephone conferences held throughout the year when necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers and administrators will set-up appointments during preps, in the morning, and after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through our parent coordinator and classroom teachers.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities

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

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Follow the school's Hands-off Policy

- Ask for help when we don't understand
- Do our homework every day and ask for help when we need it
- Study for tests and assignments
- Read, at least, 30 minutes every day outside of school
- Get adequate rest every night
- Give our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Needs Assessment:

Over the last five years our school has evolved into a *learning community*. Growth can be attributed to four factors: *Hard Work by Students and Teachers, Strong Leadership, Data and the implementation of data systems which provide: information on student achievement, and guide differentiated Instruction. Finally Federal and Voluntary funding initiatives which allow for enhanced professional development and new programs.*

The "Quality Review Report" issued in 2006 – 2007, and in 2007 – 2008 rated C.S. 152 Well Developed. Over the last four years (2006 – 2007, 2007 – 2008, 2008 – 2009 and 2009 – 2010) we have received an "A" rating by the New York City Progress Report. Most paramount, is the fact that we are reaching young students, and as the prior two reports indicate making an impact.

Inquiry Team:

Three years ago we began an Inquiry Team in order to examine student populations who were identified as needing greater intervention.

- In 2007-2008 fourteen students who were at different stages of language acquisition were selected for an enhanced vocabulary, and fluency program. At the end of a six month period these students had made a dramatic change in their phonemic, oral, and vocabulary skills. As a result, Imagine Learning English is now implemented in all ESL classrooms.
- In 2008-2009 after reviewing our NYC Progress Report it became apparent that students who scored at levels three or four were stagnant in their growth. The query was, do we creatively enrich the curriculum of these students? An enrichment program was created in literacy, science, and math. At the end of six months data found that the majority of students had demonstrated an increase in New York State Literacy, Math and Science examinations.
- In 2009-2010 after a review of our NYC Progress Report we noted the only population to not have made a significant gain in growth during the last academic year was students with special needs. This year a case study was undertaken to identify how students with IEP's function within the general classroom settings. The two areas of investigation were selected fluency and reading comprehension. The purpose of this study was to examine the methodology utilized to differentiate instruction to the target population. The findings generated did not identify one specific modality, but did speak to the type of intervention provided during small group instruction, in that the IEP became the guide for teaching. Small group instruction allowed for greater individual contact to reinforce taught curriculum.
- Over the last four years Inquiry activities have been carried out by a committee composed of individuals who provide AIS and ESL interventions within general education classrooms. This year, the Inquiry team has expanded its base and become a school-wide initiative.

For this academic year 2010-2011, grades 1-5 will be examining different aspects of comprehension within the construct of the demographic characteristics of children enrolled in studied grade. Each grade has identified 5-8 students per-class who will comprise the study group. In grades three through five it will be students who have obtained test scores identified as a high 2. In first and second grade, students who fall in the high mid range of learning will be selected. Selection for the upper grades will be determined by scores received on the STAR Reading test. Student selection for grades one and two will be determined by Early STAR Literacy scores.

- Each of the grades will examine an aspect of reading comprehension.
 - f) First grade: Do students who re-tell a story achieve higher scores in reading comprehension than those who do not re-tell a story?
 - g) Second grade: Does enhanced vocabulary instruction increase reading comprehension skills?
 - h) Third grade: Will students score higher on a reading comprehension test if they read the questions prior to reading identified reading passage?
 - i) Fourth grade: Will reading one – two expository texts per month increase reading comprehension scores?

- j) Fifth grade: Will students who are able to identify three details from a reading passage score higher in reading comprehension than those who do not?

Discussion:

Over the last two years, we have implemented a portion of the “100 Book Challenge” program in grades three through five in order to develop independent reading skills and a love of reading. In addition, all students are assessed three times per year. In order to accomplish this, we implemented the Early STAR Literacy program (grades 1 & 2) and the STAR READING ASSESSMENT (grades 3,4,5). Data from both of these programs guide instruction.

Many of our students are new arrivals, immigrating from the Dominican Republic, Ecuador, Mexico, West Africa, and Pakistan. Some are migrants from Puerto Rico. For many of our students, C.S. 152 is the arena which marks the beginning of life in an urban environment.

Another segment of the student population is composed of shelter families. Many of these children have been uprooted once or twice during an academic year. With disrupted learning their ability to store or apply new information is often limited, Read Well and 100 Book Challenge has proved to be a bridge to learning.

In 2008-2009 we did not make our AYP in special education. In the fall of 2009 the Read Well curriculum was introduced and implemented in all special education classes. After nine months of implementation, small successes have been achieved. Students are learning and gaining skills leading to independent reading readiness.

The CEP of 2010-2011 is in response to the 2005 School Restructuring Plan, we have modified the plan to meet the needs of our students.

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.

Annual Goals:

The following three goals demonstrate our intent to enhance and enrich the education of elementary school children enrolled in C.S. 152. The goals will serve as the foundation by which elementary school students begin to build a paradigm by which passage of New York proficiency and advanced level assessments will be accomplished. In addition, in many instances the goal represents a partnership between a foundation (Carmel Hill fund) and a public school that speaks to the utilization of a technology based differentiated reading and math program. This program “Accelerated Reader and Accelerated Math” are supported by scientific – based research demonstrating effectiveness in targeted areas.

Goal 1: Continued enrichment and refinement of the “Read Well” program, through the provision of additional materials and support of an outside consultant.

Enrichment of the “Read Well” program will allow for greater efficiency and enhanced differentiated instruction. Fountas & Pinnell assessment instruments will be used to measure impact of the “Read Well” curriculum on students enrolled in K-2nd grade. An assumption is held that students completing one year of Real Well instruction, will advance one alpha level on the Fountas & Pinnell text gradient. Students enrolled in first and second grade will advance two levels on the Fountas & Pinnell text gradient. All K-2 students will be assessed quarterly to measure growth and guide instruction.

Goal 2: Refinement of reading conferencing.

This will be accomplished through: training, implementation and monitoring of the “Individual Reading Level Assistance” (IRLA) tool. Ten percent (37) of the students in grades three through five will have increased their reading level by one year as measured by the STAR assessment. This assessment is administered in September, January, and May.

Goal 3: Continuation, enrichment, and expansion of the Accelerated Math program in grades 3 through 5.

The math program implemented last fall will be retained and expanded in order to enhance student growth. The expansion of Smart Boards will be used to enhance math education as the interactive nature of the technology, has been found to be an effective teaching tool. The purchase of Smart Boards will allow for a greater degree of interactive and differentiated math instruction.

The Accelerated Math program differentiates instruction through the use of math practice assessments. These assessments provide immediate feedback on student mastery. STAR MATH assessments will be given three times during the school year, September, January and May. An assumption is held that 10% (37) students in grades 3 – 5 will increase their STAR math scores by one year or more.

Exciting New Initiatives

The following New Initiatives support NCLB objectives and speak to the enhancement of the elementary school student's education

Over the last three years we have either enhanced, initiated or implemented the following four programs in second through fifth grade.

- Read Well
- Accelerated Reader
- Accelerated Math
- Smart Board Technology

Each of these programs has changed the nature of learning at our school. We have moved full force into differentiated instruction, backed by "State of the art technology".

Our new initiatives address the continuation and enhancement of these four programs. Student assessment data indicates an increase in reading comprehension, and math knowledge. Read Well data notes that a phonemic foundation is being developed in our kindergarten through second grade students.

In the fall of 2010 we were awarded a **School Improvement 1003 (a)** grant. These funds will allow for:

- Continued enrichment and refinement of the "Read Well" program through the provision of additional materials and support of an outside consultant. Enrichment of the "Read Well" program will allow for greater efficiency and enhanced differentiated instruction.
- Refinement of reading conferencing and enhancement of classroom libraries. This will be accomplished through: training, implementation and monitoring of the "Individual Reading Level Assistance" (IRLA) tool in grades 3, 4, and 5. Classroom libraries will be enriched through the provision of teacher selected expository text genre libraries. This winter, "Accelerated Reader" software and the "100 Book Challenge Program" will be integrated into second grade, and grades four and five special education classes.
- Enhancement of the Accelerated Math program in 2010-2011 in grades 3-5. This year, we will be monitoring the program by setting an 85% benchmark which needs to be met monthly. We will also be implementing the program into grades four and five special education classes. The expansion of Smart Boards into all first through fifth grade classroom will enhance math education as the interactive nature of the technology, has been found to be an effective teaching tool. The purchase of Smart Boards will allow for a greater degree of interactive and differentiated math instruction.

3. Instruction by highly qualified staff.

- One hundred percent of our staff is fully licensed and permanently assigned to the school.

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.

- Professional development and data analysis support our educational focus. Professional development is directly related to the administration's expectations in developing teacher's craft and implementation of all academic programs as they relate to student

needs. The N.Y.S. Common Core State Standards in addition to data drive the prescribed curriculum per grade level in all subject areas.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - One hundred percent of our staff is fully licensed and permanently assigned to the school. Improved recruitment initiatives have attracted high – quality teachers. Over the years our Network has coordinated initiatives between Principals, Universities and the central board to attract highly qualified teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
 - Monthly programs are initiated to involve parents in their child’s education. A monthly calendar is published in Spanish and English alerting parents to all events scheduled in school during the month.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - The C.S. 152 Early Childhood Center’s transitional plan for Pre-K children entering our program Head Start, Even Start, Reading First or State run Preschool Programs involves an Open House in June where the children and parents visit individual classrooms, view a Power Point Presentation on the program, and receive a Parent Handbook, and have the opportunity to both listen and ask questions to staff members about the Pre-K program.
 - In September, we have staggered opening schedules where children and family members enjoy the read aloud of “The Kissing Hand” and produce an end product related to the transition from home to school. We also collaborate with nearby programs, discussing the Early Childhood Program that we offer and engage in inter-visitations throughout the academic year. We introduce Guest Speakers to the parents who discuss a variety of topics including: Nutrition, Age appropriate milestones, social emotional concerns, speech, and language development.
8. Measures to include teachers in the decisions regarding the use of academic assessments, child study, and special education meetings in order to provide information on and to improve, the achievement of individual students and the overall instructional program.
 - The following meetings are held in order communicate information to staff in a timely consistent manner:
 - a. Inquiry meetings
 - b. Grade meetings
 - c. Common preps
 - d. Faculty meetings
 - e. Lunch N Learns
 - f. Professional development

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.
 - All students enrolled in C.S. 152 receive A.I.S. under the premise that not everyone gets everything the teacher, teaches. As a result during the ninety minute ELA and Math periods students are taught in small groups, by two teachers in every third, fourth and fifth grade classroom. Small group teaching allows for differentiation of materials taught, thus allowing all students contact with a teacher. In addition, Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the standards in ELA, Mathematics, Science, and Social Studies. Intensive guidance and support services are provided to assist students who are experiencing emotional issues that are impacting on their ability to achieve academically. The intensity of the services provided will vary on the individual needs of the students in grades three through five performing at Level 1 or 2, and Grades One and Two, performing below level 5 in ECLAS2. The SETSS teacher targets at-risk low functioning students. Students exhibiting problems in one or more of the following areas: emotional crisis, behavioral and /or academic failure are presented to the Child Study Team to determine what services need to be put in place so that children can experience success at C.S. 152 without being referred to special education. Our mainstreaming program is in place for both bilingual and special education students. Soundview Mental Health facility works with the school and provides on-site assistance.

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.
 - Over the last five years, C.S. 152 has partnered with LEAP, a violence prevention program. Students have been exposed to a variety of art forms (creative movement, puppet making, urban dance, and drawing) which have provided a hands on approach to learning.

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	Yes			718,871	✓	
Title I, Part A (ARRA)	Federal	Yes			268,454	✓	
Title II, Part A	Federal	Yes			461,954	✓	
Title III, Part A	Federal	Yes			33,620	✓	
Title IV	Federal	N/A					
IDEA	Federal	N/A					
Tax Levy	Local	N/A					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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: Restructuring Year 5 **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.
 - **See sections 1V: Needs Assessment, and section V Annual School Goals**
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.
 - **Section V: Annual School Goals 1-4**

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

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

School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - All new teachers are mentored by senior staff members, in compliance with NYC DOE mandates. Teachers new to the school who have transferred with teaching experience are also mentored to insure continuity with school data systems and teaching methodology.
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.
 - Annually, NCLB letters are distributed to parents in both English and Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - As of October 21, 2010 there are 26 students living in Temporary Housing. In prior years this number has doubled during the academic year.
2. Please describe the services you are planning to provide to the STH population.
 - These students are provided with Student Planners, their parents receive a copy of the "Parent Handbook".
 - Students who are placed in permanent housing during the academic year are provided with transportation to our school during the school year.

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. 152 Evergreen					
District:	8	DBN:	08X152	School		320800010152

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	71	72		89.8	90.7	90.1
Kindergarten	136	143	156				
Grade 1	147	148	147	Student Stability - % of Enrollment:			
Grade 2	133	139	153	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	168	122	140		84.4	90.4	90.0
Grade 4	148	159	123				
Grade 5	134	136	145	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.0	93.2	93.2
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		30	95	109
Grade 12	0	0	0				
Ungraded	1	2	1	Recent Immigrants - Total Number:			
Total	939	920	937	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					17	18	19

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	59	61	48	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	24	20	22	Superintendent Suspensions	0	0	0
Number all others	51	41	61				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	37	0	TBD	Number of Teachers	72	76	77
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	21	13
# receiving ESL services only	189	210	TBD				
# ELLs with IEPs	7	30	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	11	8	20
--	---	----	---	----

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.7	100.0

				% more than 2 years teaching in this school	56.9	71.1	88.3
--	--	--	--	---	------	------	------

				% more than 5 years teaching anywhere	36.1	48.7	64.9
--	--	--	--	---------------------------------------	------	------	------

Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.6	0.8	1.1	% core classes taught by "highly qualified" teachers	98.9	99.2	100.0

Black or African American	25.1	24.5	22.3				
---------------------------	------	------	------	--	--	--	--

Hispanic or Latino	72.3	72.7	74.8				
--------------------	------	------	------	--	--	--	--

Asian or Native Hawaiian/Other Pacific	1.3	1.2	1.2				
--	-----	-----	-----	--	--	--	--

White	0.6	0.8	0.4				
-------	-----	-----	-----	--	--	--	--

Male	49.5	49.6	49.0				
-------------	------	------	------	--	--	--	--

Female	50.5	50.4	51.0				
---------------	------	------	------	--	--	--	--

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	61.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	7.5	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	8	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:	9		

KEY: AYP STATUS

v = Made AYP
vSH = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
– = Insufficient Number of Students to Determine AYP

KEY: QUALITY REVIEW SCORE

U = Underdeveloped
UPF = Underdeveloped with Proficient Features
P = Proficient
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 607	District 8	School Number 152	School Name The Evergreen School
Principal Frances J. Lynch		Assistant Principal K. Nohavickah, S. Moore	
Coach N. Ortega		Coach A. Dorr	
Teacher/Subject Area H. Ryan/ ESL		Guidance Counselor A. Vera	
Teacher/Subject Area N. Weissblum		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Christina Hernandez	
Related Service Provider type here		Other type here	
Network Leader E. Meyers		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	6	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	866	Total Number of ELLs	246	ELLs as Share of Total Student Population (%)	28.41%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

During the registration process, parents of new entrants to the NYC Public School system complete the Home Language Identification Survey (HLIS). ESL certified teachers Ms. H. Ryan, Ms. K. Brenan, Ms. N. Ortega, and Ms. L. Suarez, who are bilingual in English and Spanish, are present while parents fill out the HLIS. If a parent and/or student speaks a language other than English or Spanish the ESL teacher conducting the interview will use over the phone translation to communicate with the parent and or student. During this time they conduct an informal interview with the student and parent to ensure that the HLIS is completed properly. Once the parent has completed the HLIS, the HLIS rubric is used to determine each student's OTELE Alpha code. Any student whose OTELE Alpha Code is anything other than English is administered the Language Assessment Battery-Revised (LAB-R) test by an ESL teacher. Any student whose OTELE Alpha Code is Spanish and scores at or below the cut score on the LAB-R is administered the LAB-R in Spanish by a bilingual, ESL certified teacher. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) and placed in an ESL class.

Any student who is identified as LEP/ELL entitled is administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered spring; it assesses and measures progress in the four modalities (Listening, Speaking, Reading and Writing). At the beginning of each year the NYSESLAT scores are used to determine a student's eligibility to continue to receive LEP/ELL services.

In adherence with state requirements to place ELLs within ten days of enrollment, C.S. 152 provides parent orientations during registration and again continues to provide the orientations for the parents that come in throughout the year. The choices are as follows: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. All ESL certified teachers are familiar with the program choices and are available during parent orientations and registration. At this time, parents of entitled students are provided with an opportunity to view the Parent Orientation Video for Parents of English Language Learners (available in 13 languages), which details the program choices. During this time the Bilingual/ESL Coordinator or an ESL teacher is available to answer any questions regarding programs. After watching the video parents are asked to fill out the Program Selection Form. Parents are encouraged to attend orientation and fill the Parent Selection Form at school however, if they do not make it to the Parent Orientation, the forms are handed out to the students by their ESL teachers. Bilingual/ESL Coordinator and/or and ESL teacher will inform the parents of the program choices and ask them to make their selection on the Program Selection Form. At this time parents are also informed of the next orientation where they will have an opportunity to view the video.

Mid September letters are distributed that inform parents of their child's status and eligibility as an English Language Learner. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. Parents of students who scored at or above proficiency on the LAB-R will be given a Non- Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. During this time the parents of all entitled ELLs receive the Parent Survey and the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Program Selection forms are collected, the original is filed in the students' cumulative folder and a copy is file in the ESL office by the ESL/Bilingual Coordinator.

C.S. 152 offers an English as Second Language (ESL) program. This program is aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. After reviewing the Parent Survey and the Program Selection forms, the trend by parents is to choose the ESL program.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	246	Newcomers (ELLs receiving service 0-3 years)	202	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	202	0	16	44	0	3		0	0	2
Total	202	0	16	44	0	3	0	0	0	2
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	41	41	40	44	30	42								238
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1					2								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		2	1									5
TOTAL	43	42	40	46	31	44	0	246						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

At Community School 152 we have a push-in ESL program for grades K-5. The program consists of twelve freestanding ESL classrooms with a certified ESL teacher who pushes in for two periods per day for a total of 520 minutes per week, exceeding the 360 minutes mandated by CR Part 154. The classes are heterogeneous.

As ninety-seven percent of ELLs at C.S. 152 are Spanish speaking we have made an effort to ensure that each ESL classroom has at least

one teacher who is bilingual in English and Spanish (either the ESL push in or the classroom teacher). Not only does this ensure that during morning drop-off, afternoon dismissal and parent/teacher conferences parents of Spanish speaking ELLs will be able to communicate with the classroom and ESL teacher but also ensures that the student feels comfortable in the classroom. These considerations promote the home/school connection and allow parents to be involved in their child's education. Additional native language supports include literature in the student's native language, books on CD in English and Spanish, bilingual dictionaries, picture dictionaries, and Imagine Learning English software program. When possible Everyday Math Books and Math Steps are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed. In grades 3- 5 the New York City core Science curriculum is available in Spanish.

All programs, curriculums and support for ELLs are grade/age appropriate. Each classroom, including ESL classrooms, receive materials based on grade level. In addition all ESL classrooms have the Imagine Learning English software program, an Audio Book Lending library and as needed, the Read Well program. All programs are detailed below.

The Imagine Learning English program provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. Imagine Learning English offers critical support for English language learners through the use of L1 Fade Technology. This technology uses advanced algorithms to provide the learner with primary language support as needed. As the learner's need for first-language support lessens, so does the support provided. Through age appropriate themes the program automatically differentiates for each student as they move through the program. The meaning of new words and phrases is communicated through native speakers, written language and real-life images, as well as previously learned material. Imagine Learning English teaches over 2,000 vocabulary words, including nouns, verbs, adjectives, adverbs, and prepositions. Students learn over 1,000 academic words taken from language arts, science, math, and social studies, preparing them to succeed in school. Imagine Learning English also provides reports, certificates of achievement, and letters for parents in their primary language. Students are assessed by a built-in tracking component of the Imagine Learning English as well as receive individual progress reports.

Additionally, each ESL classroom has an Audio Book Lending Library. Students select an audio book (most of which are available in English and Spanish) to take home each week. They are encouraged to listen to the book with their family. The goals of this program are: to create a love of books and reading, promote listening skills, to introduce students and their families to a variety of imaginative texts in Spanish and English, and to encourage family discussions about the books they have read and listened to. This program ensures that parents of ELLs have an opportunity to share a book with their children in their native language as well as English.

In the grades K- 2, the ESL teacher pushes into the class during the literacy block. During this time the classroom teacher and ESL teacher co-teach, scaffolding lessons to address the four modalities (listening, speaking, reading and writing) with an intense focus on academic vocabulary development, phonemic awareness, phonics, fluency, comprehension, writing and grammar. Teachers use data from formal and informal assessments to place the students in small groups, and determine the skills focus for each group. Both teachers in each classroom are trained in Read Well a reading program that facilitates differentiated instruction in phonemic awareness, phonic, vocabulary, comprehension and fluency. In small groups the students work with one teacher on reading while the second teacher focuses on additional skills such as vocabulary, grammar, comprehension and phonemic awareness, when possible these skills are taught through writing. In small group and whole class lessons teachers continually practice listening and speaking skills. The Accelerated Reading Software program, which has been in grade 3-5 for the past 2 years, will be implemented in the 2nd grade. This program, which aids the teacher in assessing a student's comprehension, is explained in more detail below. As mentioned above the ESL teachers exceed the required minutes per week mandated by CR Part 154. The additional 160 to 320 minutes per week are spent targeting the needs of ELLs that may need extra time, including but not limited to students with interrupted formal education (SIFE), newcomers with less than three years of service, or those with special needs. The ESL teacher and classroom teacher design an instructional plan that will meet the needs of these students. In grades K-2 this may include Read Well extra practice lessons that are specifically designed to target sound and word recognition, comprehension and oral language development. A student may spend time on the Imagine Learning English computer program. Additional intervention strategies may include guided activities at a listening center or intensive grammar, vocabulary and writing lessons.

In grades 3-5 the push-in ESL teacher works with students in ELA, Math, Social Studies, and Science providing scaffolding, re-teaching, and academic vocabulary. Teachers use data from formal and informal assessments to place the students in three small groups. These groups are fluid and change based on the needs of students. Three days a week the ESL teacher focuses on ELA skills such as grammar, vocabulary, making predictions, cause and effect, compare and contrast, story mapping, summarizing, main idea, and sequencing, while the classroom teacher works on concepts or strategies in ELA. Two days a week the focus turns to Math and Science. During this time the classroom teachers focuses on math strategies while the ESL teacher works on developing academic vocabulary across the content areas and scaffolding the teaching of skills such as operations and analyzing tables and graphs. These activities encompass all four language modalities. Another tool the classroom and ESL teachers have at their disposal is Accelerated Math and Accelerated Reading.

Accelerated Math and Accelerated Reading are two adaptive software programs which differentiate learning. Both programs are essential components to the curriculum for third through fifth grade students. Accelerated Reading software provides an initial assessment that establishes each child's level of reading and assigns them a Zone of Proximal Development (ZPD) based upon their level of reading comprehension. This assessment is repeated in January and June to assess reading comprehension progress. The ZPD assigned to the student correlates with the trade books they will read throughout the school year. As students read books, they take quizzes on the computer that assess their reading comprehension of each book. As they move through the program, their ZPD is adjusted to reflect their progress. It is important to note that some Accelerated Reader quizzes are available in Spanish -books in Spanish are available to all ESL Classrooms. ESL teachers take an active role by conferencing one on one with ELLs prior to them taking the reading comprehension quizzes. During the conferences, ESL teachers can pinpoint issues that can be addressed during small group mini-lessons. One result of this process is that students are learning to manage their own growth in reading. Accelerated reading is being introduced into the 2nd grade classrooms this year.

Accelerated Math is also a software-based program being used in all third through fifth grade classrooms. The Accelerated Math software program provides extensive targeted and differentiated practice in specific math objectives. The objectives are carefully chosen to complement the Everyday Math curriculum. The software allows teachers to assign specific objectives to their students and print out practice problems on those objectives. The students can then work on those problems and scan their answer sheets providing them with immediate feedback on their work. At the same time, the software prints out a follow up practice addressing the needs of each student based on their performance. As the students work on their assigned objectives, the software uses an algorithm to determine when a specific student is ready to be tested and an assessment is generated for him. The teacher can then print individualized assessments, allowing students to move at their own pace and gain a sense of control over their own learning.

The additional 160 to 320 minutes per week are spent targeting the students that may need extra time, including but not limited to, students with interrupted education (SIFE), newcomers with less than three years of service, struggling students who have received 4- 6 years of service or those with special needs. The classroom teacher and ESL teacher design an instructional plan that will meet the needs of these students. This may include intensive lessons that focus on decoding skills, phonics, grammar, vocabulary, writing, math skills or any other concepts that need extra attention or scaffolding. Additional interventions may include working on the Imagine Learning English computer program, or at a listening center.

ELLs with IEPs, who are not in an ESL classroom are served through a pull out or push in program. The program model depends on many variables including the students' schedule of services beyond ESL such as speech, Physical Therapy, Occupational Therapy, counseling, etc. and the classroom teachers' schedules. Regardless of the model (push-in or pull-out) all students receive ESL services in a small group setting by a certified ESL teacher. The ESL teachers designs lessons that address the needs of the group. Information and data collected through informal observations by the ESL teachers and conversations with the classroom teachers are used guide the teachers lessons. Each student receives the required number of minutes determined by his/her NYSESLAT score. Those who would benefit from the Imagine Learning English program also have the opportunity to use this program during this time or during regular class time.

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

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?

Whenever possible, ELLs who have demonstrated proficiency on the NYSESLAT remain in ESL classes for a minimum of two years. This guarantees that they receive additional support that may be necessary before transitioning to a non-ESL classroom. ELLs are also provided testing modifications for 2 years after reaching proficiency on the NYSESLAT.

As stated in Part A, the additional 160 to 320 minutes per week are spent targeting the students that may need extra time, including but not limited to, students with interrupted education (SIFE), newcomers with less than three years of service, struggling students who have received 4- 6 years of service or those with special needs. The classroom teacher and ESL teacher design an instructional plan that will meet the needs of these students. This may include intensive lessons that focus on decoding skills, phonics, grammar, vocabulary, writing, math skills or any other concepts that need extra attention or scaffolding. Additional interventions may include working on the Imagine Learning English computer program, or at a listening center.

Additional supports include two programs that will target 6-10 ELL students in each grade per session. The programs will run three days a week for three, 6-week sessions. The implementation of the three sessions (versus one long session) guarantees that teachers have the flexibility to create small groups and then adjust those groups each six weeks to meet the needs of the students in their grade. The total number of students to benefit from this program will be between 126 and 210 first – fifth graders. Classroom teachers along with respective ESL co-teachers will use data including years of ESL service, NYSESLAT /LAB-R scores, ELA exams, and reports from STAR Literacy and Accelerated Reader in conjunction with class work and teacher's observations to form the basis of these groups. Groups will be adjusted for each 6-week session. When possible, teachers will be paired with students that they work with on a daily basis. Students will meet with either an ESL/Bilingual certified teacher or a certified common branch teacher (who co-teaches with a certified ESL teacher and works with English Language Learners on a daily basis). Each group will meet for forty-five minutes three days per week for three, 6-week sessions. All teachers will meet for 15 minutes each day of the program to plan together. ESL teachers will work with the common branch teachers in creating language goals and adjusting lesson plans to meet the language needs of the students.

One program will focus on literacy building skills for students in grades one through five. Five teachers (one per grade) will use Reading Safari magazine, which are themed, nonfiction and fiction short stories, poetry and readers theatre that are leveled according to Fountas and Pinnell. All lessons will be differentiated to ensure that they meet the individual needs of each student in the areas of phonemic awareness, phonics, fluency and expressiveness, vocabulary and comprehension. Last year, Title III funds were used to purchase the Reading Safari magazines, this year Title III funds will be used to purchase consumable items such as folders, pencils, art supplies etc. to be used with this program.

The second program will have a grammar and writing focus as a large majority of students who have between 4-6 years of service struggle in this area. To address the needs of these students the program will follow the same format (three, 6-week sessions) as the Reading Program. Teachers will meet with small groups of students to focus on grammar and writing. Teachers will use journal writing to assess writing and grammar skills throughout the 6-week program. A grammar workbook designed specifically for English Language Learners (ELLs) will be used to explicitly teach English grammar, usage and mechanics.

Improvements for the upcoming school year include a morning program that will reach between 126 and 210 students in grades 1 - 5; it will focus on reading skills. An additional program will target students in grade 3 -5 who struggle with writing. A grammar software program will also be incorporated into the writing program. Children's Progress Academic Assessment will be used in grades K-2 to provide teachers with data and strategies to meet the needs of each student in Literacy and Math. Accelerated Reading, the adaptive software

(detailed in Part A) which has been in grades 3 -5 will be in 2nd grade beginning this year. C.S. 152 will continue with supports such as the use of the Imagine Learning English software program and the Audio Book Lending Library that have proven to be successful in ESL classrooms. Descriptions of these programs (Imagine Learning and Audio Book Lending Library) are detailed in Part A. All programs that occur during the school day, before school and/or afterschool, including Princeton's After School Program, are available to all ELLs.

In addition to the morning programs that are funded by Title III any English Language Learner is eligible to join to any extra curricular or after school program. Extra curricular activities include Choir, Select Band, Drama, Storytelling and the Academic Advantage After School Program. The Bilingual/ESL Coordinator and any ESL teacher is available to all teachers who may need guidance in strategies and techniques to use when working with ELLs - including teachers who run a morning or after school programs

Additional supports and native language supports in all ESL classrooms include: books available in the native language, an audio book lending library available in English and Spanish, Imagine Learning English software program and the assurance that at least one member of each co-teaching team is fluent in Spanish. These supports are detailed in the Part A of the Programming and Scheduling Information section as they are crucial to an accurate description of how instruction is delivered.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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 primary goal of professional development is to develop the teachers' craft, cultural awareness, and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. When possible, in house and out-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At C.S. 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University, Children's First Network 607, and Leadership Learning Support Organization (LLSO). Also, C.S. 152 is planning with CFN 607 and New York City's Division of Students with Disabilities and English Language Learners to present professional development on the subject of teaching writing and vocabulary development specific to English Language Learners. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher. Based on the needs of teachers as well as the needs of those leading the morning programs tentative topics for professional development sessions are: Understanding the NYSESLAT scores, Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, Guided Reading, Vocabulary Building and Language Experience Approach (LEA) to Reading and Writing.

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?

In an effort to keep all parents informed and involved the Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office. These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary.

Parents are invited to participate in and/or attend any school event. A sample of events planned for this year includes a Cultural Day that will celebrate all cultures, the Halloween Parade, and the Breast Cancer Walk. Other events include, "The Spring Show" that showcases that arts program at C.S. 152. The arts program which includes a Drama Club, Choir Ensemble, Select Band, Step Team, and Storytelling which is available to any student.

Workshops titled Homework Help will be offered, in English and Spanish, throughout the year. Any parent who attends the workshop will receive the 'Parents Homework Dictionary', which is available in both English and Spanish. During this workshop parents will have the opportunity to learn specific techniques to help their child with homework. The purpose of the workshop and the dictionary is not only to help parents understand the importance of assisting their children with their homework but to provide them the tools and information to be able to do so.

A free adult ESL course is offered to anyone in the community interested in learning English. These courses are offered at C.S.152 Tuesdays and Thursdays from 6 p.m. – 9 p.m. Flyers inform parents of the availability of these courses.

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)	23	17	14	7	18	5								84
Intermediate(I)	3	17	11	23	5	13								72
Advanced (A)	17	5	15	14	15	24								90
Total	43	39	40	44	38	42	0	0	0	0	0	0	0	246

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	2	1	1	1							
	I		16	7	3	2	0							
	A		8	23	25	6	32							
	P		8	4	14	16	7							
READING/ WRITING	B		13	10	6	5	3							
	I		15	10	23	5	13							

	A		4	9	14	14	18								
	B		1	7	0	1	6								
New York State Regents Exam															
Number of ELLs Taking Test															
Number of ELLs Passing Test															
English															
Native Language															
English															
Native Language															
Total															
Level 1															
Level 2															
Level 3															
Level 4															
Total															
3	Math		4		14		2							20	
4	Math		9		22		8							39	
5	Biology		12		11		4		2					29	
6	Chemistry													0	
6	Earth Science													0	
7	Living Environment													0	
8	Physics													0	
9	Global History and Geography													0	
9	NYSAA Bilingual Spe Ed													0	
9	US History and Government													0	
NYS Math															
Level 1															
Level 2															
Level 3															
Level 4															
Total															
Other Grade	English	NL	English	NL	English	NL	English	NL	English	NL	English	NL	English	NL	Total
9	Other	5	2	10	0	7	0	1	0	0	1	0	0	0	25
4	NYSAA ELA	5	0	13	1	13	0	10	0	0	10	0	0	0	42
4	NYSAA Mathematics														
5	NYSAA Social Studies	4	0	16	0	7	1	4	0	0	4	0	0	0	32
5	NYSAA Science														0
7															0
9															0
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															
8	ELE (Spanish Reading Test)	Level 1	Level 2				Level 3				Level 4				Total
		NL	English				NL				English				
	Chinese Reading Test	0	5	0	15										
8															0
	NYSAA Bilingual Spe Ed														0

NYS Social Studies

- 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.

Data from yearly New York State Tests including the NYSESLAT and LAB-R are used at the beginning of the year to give teachers a snapshot of the students' academic profile and their academic progress. This information is used in conjunction with initial assessments such as Fountas and Pinnell Reading levels at the beginning of the year to form literacy groups in grades K-2 and groups in all content areas in grades 3 – 5. All teachers (ESL and classroom) understand that the groups are fluid and change based on the needs of each student throughout the year. Throughout the year, the ESL teachers work with their classroom teachers to analyze data collected from a variety of sources including informal assessments (teacher observations, quizzes, homework, etc.) formal assessments (i.e. Acuity, Accelerated Reading Quizzes and Accelerated Math quizzes), and periodic assessments (Everyday Math, Read Well, Strategies for Writers, Science and Social Studies). This information is used to guide the focus of whole group and small group lessons.

All students identified as English Language Learners (ELLs) are required to take the New York State English as a Second Language Assessment Test (NYSESLAT). The NYSESLAT test scores as well as LAB-R scores, for those who are new arrivals into the country, follow an expected trend, a greater numbers of students score Beginner or Intermediate in the lower grades (K, 1st and 2nd). Beginning in third grade the opposite occurs, a greater number of third through fifth graders scoring Advanced. These scores indicate a normal increase in the Listening, Speaking, Reading and Writing skills of the ELL population as they advance through the grades. Further analysis of the NYSESLAT scores indicates that of four modalities, the combined scores for listening and speaking are the highest across all grades with fifty-three percent of students scoring Advanced and twenty-eight percent of students scoring Proficient in Listening and Speaking. Across grades one through five, students have traditionally demonstrated a weakness in Reading and Writing.

Last year, C.S. 152 adopted the Zaner-Bloser Strategies for Writers curriculum for all grades. This research-based curriculum is correlated to New York State writing standards. The curriculum integrates grammar and is rubric based to ensure that all teachers are able to prepare their students to become skilled writers. ESL teachers work side by side with their co-teachers to assist in scaffolding the writing lessons to make them accessible to their students.

Beginning in 2006, C.S. 152 gradually adopted the Read Well program for kindergarten through second grade. This research-based curriculum is specifically designed to facilitate differentiation of instruction, allowing teachers to target the specific reading skills, including phonemic awareness, phonics, decoding, and fluency, for each child. Teachers in grades K through 2 continually receive coaching and training on this program helping them develop as reading teachers. As with the writing curriculum, ESL teachers work side by side with their co-teachers to assist in scaffolding the writing lessons to make them accessible to their students.

Last year the Accelerated Reading program, which was available to all classes in grades 3-5 will now be used in all classes beginning in second grade. This adaptive software program identifies a student's reading level and then generates comprehension tests based on books he or she has read independently.

In addition to continuation of the research based reading and writing programs that are part of the daily curriculum, C.S. 152 has used this data to guide the focus of the Title III Programs. The objective of these programs is to improve reading and writing skills of those who continue to struggle in these areas. These programs will make use of small group sessions to focus on specific skills and strategies that will meet the needs of those who continue to struggle in the areas of reading and writing.

2009 - 2010 New York State Testing Data

All New York State tests including The New York State English Language Arts exam (ELA) and the New York State Math exam are scored on four levels. In all grades a student who scores a level I is considered to be below grade level and not meeting learning standards, a student who scores at Level II is also considered below grade level and partially meeting learning standards. Students who score at a Level III are considered to be meeting the learning standards and those who score a Level IV are meeting learning standards with distinction.

The 2008/2009 DAA Memo #6 (Attachment 8) states "Schools are permitted to exempt from the English Language Arts tests only those ELLs who on January 2, 2009 will have attended school in the United States (excluding Puerto Rico) for less than one year."

Accordingly, a total of six ELLs, five in third grade and one in fourth grade, were exempt from the ELA exam. A total of twenty ELLs took the third grade ELA exam, of these seventy percent (70%) scored a level II and of those students half scored within the range of a high level II (2.5 or greater). One percent (1%) scored a level III, half scoring a high level III and the remaining two percent (2%) scored a level I all of which were a high level I with scores ranging between 1.92 and 1.99. Thirty-nine (39) fourth grade ELLs took the ELA exam, of these fifty-six percent (56%) scored a level II with just under half of those scoring a high level II. Twenty-one percent (21%) scored a level III and the remaining twenty-three percent (23%) scored a level I all of which were within the range of a high level I. Of the twenty-nine 5th graders who took the exam, 7% scored at a level IV, 14% scored at a level III, 38% scored at a level II and the remaining 41% scored at a

level I.

Twenty-five third grade English Language Learners took the NYS Math exam, of these twenty-eight percent (28%) scored a level III. Four percent (4%) scored at a level IV, 40% scored at a level II, half of which scored within the range of a high level II (i.e. 2.5 or greater). Of the 40 fourth graders who took the exam, twenty-five percent (25%) scored at a level IV, thirty percent (30%) scored at a level III, 33% at a level II and 12% at a level I – within the range of a high level I. Of the thirty-two 5th graders who took the exam, 13% scored at a level IV, 25% scored at a level III, 50% scored at a level II, and 13% scored at a level I.

Everyday Math (EDM) curriculum is implemented in grades K-5 with the support of Math Steps; all books are available in Spanish. Accelerated Math is a software based program placed in all third through fifth grade classrooms beginning this fall. The Accelerated Math program differentiates instruction through the use of 4 types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth.

Forty-two 4th grade English Language Learners took the New York State Science exam. Of these 43% scored at a level IV, 38% scored at a level III, 12% scored at a level II and 8 percent scored at a level I. Of these 42, one student took the exam in Spanish and scored a level III.

Thirty-two 5th grade English Language Learners took the New York State Social Studies exam. Of these 6% scored at a level IV, 63% scored at a level III, 9% scored at a level II and the remaining 22% scored at a level I. Of those one student took the exam in Spanish and scored at a level III.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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