



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ____PUBLIC SCHOOL 52 QUEENS____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): ____29Q052____

PRINCIPAL: ____MS. LINDA POUGH____ **EMAIL:** ____LPOUGH@SCHOOLS.NYC.GOV____

SUPERINTENDENT: ____MR. LENON MURRAY____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ms. Linda Pough	*Principal or Designee	
Ms. Cheryl Hillman	*UFT Chapter Leader or Designee	
Ms. Inez Hawkins	*PA/PTA President or Designated Co-President	
	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	
Ms. Joanne Helenese-Barnett	Teacher/Chairperson	
Ms. Veronica Best	Teacher	
Ms. Deborah Smith	Teacher	
Ms. Susan Plummer	Parent	
Ms. Michelle Berry	Parent	
Ms. Leslie Wiggins	Parent	
Ms. Sarah Clare	Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, students in grades K, 1, and 2 will demonstrate a 3% increase toward achieving state and Common Core standards as demonstrated by moving up three TRC reading levels as determined by the DIBELS.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student Progress for English Language Arts indicates the following:

The overall score for student progress was 33.1 out of 60. The percent of students at Proficiency Levels 3 and 4 was 57.7% compared to our Peer Horizons which was 53.5% and the City Horizon Schools which was 48.5%. The data indicates that we are slightly above our Peer schools and above the City Horizon Schools. Our average student proficiency score was 2.97%.

Student performance trends can be easily identified from the results of the New York State ELA. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State ELA results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the ELA results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation we have been monitoring student progress more specifically in early childhood grades and we have provided additional ELA professional development to support to teachers in grades K, 1 and 2.

During the 2010-2011 school year, 52% of the third grade students achieved a performance level of 3 or 4 on the NYS ELA Exam. The average scale score for our third grade students was 662. The scale score range for a level 2 student in grade 3 was 644-662 and the scale score range for level 3 students was 663-693.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

The NYCDOE has identified Charlotte Danielson's work related to professional teaching practice as an approved research based resource. During the 2011-2012 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well.

- a) strategies/activities that encompass the needs of identified student subgroups:
 - b) staff and other resources used to implement these strategies/activities,
- Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2011-2012 school year.
 - Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within

daily balanced literacy instruction for all students.

- **Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2011-2012.**
 - **Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **Principal will schedule meetings for teachers to regularly meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of activities.**
 - **Principal will schedule meetings for vertical alignment to discuss curriculum Teachers will utilize their class assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.**
 - **Teachers will evaluate the effectiveness of their formative assessment during grade meetings and teacher team meetings.**
 - **Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.**
- d) timeline for implementation
- **September – June – Ongoing scaffolding and support of teachers in implementation of effective ELA instruction**
 - **September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor's Instructional Expectations for the 2011-2012 school year.**

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Public School 52 Queens 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:

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- **Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.**
- **Curriculum Workshops and Fairs**
 - Math**
 - Science**
 - ELA**
 - Social Studies**
 - Technology**
- **Following conferences offer workshop on improving grades and study skills.**
- **Provide families with rubrics and list of required mastery skills for each subject taught for each grade,**
- **Math Night by the Number**
Math Night gets students excited about math, familiarizes parents with math curriculum, and encourages families to continue

the fun of math at home.

- **School Book Club**

Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.

- **Organize a “Literature Day and Night”**

Organize a Literature Day for students, and then repeat the activity at night so parents who work can be included.

- **Family Fitness Night**

Families and School staff work-out together to increase fitness in our school.

- **Special Performances and Presentations by Students and Teachers.**

✓ **These events will take place during our monthly P.A. meetings**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *All SWDs and ELLs in grades 3-5 will participate in the literacy-based technology programs that have been established as part of the overall instructional program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We are a conceptually consolidated Title I School

Principal, Assistant Principal, Consultants, Lead Teachers, Core Inquiry Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives outlined in this plan.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 3% combined increase in the number of students in Grades 3, 4 and 5 achieving Level 3 and 4 on the NYS ELA assessment.

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- **Student performance trends can be easily identified from the results of the New York State ELA. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State ELA results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the ELA results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation we have been monitored student progress more specifically in grades 3,4, and 5 and we have provided additional ELA professional development to support to teachers in grades 3,4, 5 and 2. We will continue those supports and analyses throughout the 2011-2012 school-year.**

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- **The NYCDOE has identified Charlotte Danielson's work related to professional teaching practice as an approved research based resource. During the 2011-2012 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well.**

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,

- **Under model of classroom-embedded professional development, teachers, lead teachers, administrators and Consultant work with teachers in classrooms to demonstrate and coach teachers in Balanced Literacy scaffolding students to write with more rigor and deeper understanding of ELA concepts.**
- **Looking at Student's work PD's: Ensuring that students responses reflect synthesis, is evaluative and sophisticated vocabulary is utilized.**
- **Grade level teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction. Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2011-2012.**
- **Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.**

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52.**
 - **Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps to guide instruction throughout the school year.**
 - **Monitor reading logs, conferring notes, running records, periodic assessment, Acuity, Achieve 3000 data, monthly assessments, reading notebooks/folders, writing notebooks/folders.**
 - **Teacher teams analyze data and revise curriculum maps and lesson plans accordingly to improve student achievement.**
 - **Align curriculum maps, monthly exams, class rubrics and checklists and performance tasks to the common core standards.**
- d) timeline for implementation
- **Ongoing scaffolding and support of teachers in implementation of effective ELA instruction from September 2011- June 2012**
 - **September, 2011 – June, 2012 – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor’s Instructional Expectations for the 2011-2012 school year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Public School 52 Queens 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:

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- **Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.**
- **Curriculum Workshops and Fairs**
 - Math**
 - Science**
 - ELA**
 - Social Studies**
 - Technology**
- **Following conferences offer workshop on improving grades and study skills.**
- **Provide families with rubrics and list of required mastery skills for each subject taught for each grade,**
- **Math Night by the Number**
Math Night gets students excited about math, familiarizes parents with math curriculum, and encourages families to continue the fun of math at home.
- **School Book Club**
Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.
- **Organize a “Literature Day and Night”**
Organize a Literature Day for students, and then repeat the activity at night so parents who work can be included.
- **Family Fitness Night**

Families and School staff work-out together to increase fitness in our school.

- **Special Performances and Presentations by Students and Teachers.**
- ✓ **These events will take place during our monthly P.A. meetings**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *All SWDs and ELLs in grades 3-5 will participate in the literacy-based technology programs that have been established as part of the overall instructional program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, there will be a 3% combined increase in the number of students in Grades 3, 4 and 5 achieving Level 3 and 4 on the NYS Math Assessment.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student Progress for Mathematics indicates the following:

The overall score for student progress was 33.1 out of 60. The percent of students at Proficiency Levels 3 and 4 was 59.8% compared to our Peer Horizons which was 41.7% and the City Horizon Schools which was 41.6%. The data indicates that we are above our Peer schools and above the City Horizon Schools. Our average student proficiency score was 3.15%.

Student performance trends can be easily identified from the results of the New York State Math Assessment. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State Math results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the math results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation we have been monitoring student progress more specifically in early childhood grades and we have provided additional math professional development to support teachers. The performance trend shows that our students in grades 3 and 4 had an average scale score that was a high level two and the students in the fifth grade had an average scale score for a mid level three student. During the 2011-2012 school year we will identify the students who have scored in the high two/low three category. They will be progress monitored more carefully and teachers will ensure they receive the small group instruction that is necessary to push them from a level 2 student to a level 3 student. Additionally, we will identify, monitor, and coach students who may have the potential to move from a level 3 to a level 4.

During the 2010-2011 school year:

48% of the third grade students achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average scale score for our third grade students was 682. The scale score range for a level 2 student in grade 3 was 662-683 and the scale score range for level 3 students was 684-706.

51% of the fourth grade students achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average scale score for our fourth grade students was 679. The scale score range for a level 2 student in grade 4 was 636-675 and the scale score range for a level 3 student was 676-706.

74% of the fifth grade students (who have now graduated) achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average scale score for our fifth grade students was 688. The scale score range for a level 2 student in grade 5 was 640-675 and the scale score range for a level 3 student was 676-706.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

The NYCDOE has identified Charlotte Danielson's work related to professional teaching practice as an approved research based resource. During the 2011-2012 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well. Under model of classroom-embedded professional development, teachers, lead teachers, consultants, and school administrators will work to evaluate the effectiveness of the strategies/activities.

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
 - **Various assessments will be used to identify student subgroups and guide planning for differentiation of instruction. Hands-on activities (games, projects, etc.) will be used to meet the needs of these subgroups and will include the use of Smart Technologies.**
 - **Senteo data collection for immediate feedback on student progress during instruction/independent work will also be used to guide instruction.**
 - **Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2011-2012 school year.**
 - **Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.**
 - **Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2011-2012.**
 - **Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.**
 - **Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52.**
 - **Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps as an instructional guide throughout the school year.**
 - **Periodic assessments, Acuity data, monthly assessments, and problem of the day notebooks will be monitored.**
 - **Teacher teams analyze data and revise curriculum maps to include the Common Core Standards and lesson plans will be revised accordingly to improve student achievement.**
 - **Performance tasks will be developed as formative assessment as an additional aid to guide instruction.**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - **Teachers will utilize assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.**
 - **Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.**
 - **Teachers will evaluate the effectiveness of the strategies/activities through teacher team meetings and grade meetings.**
- d) timeline for implementation
 - **Implementation will be ongoing through September 2011 – June 2012.**
 - **Fall: Teacher Teams will discuss and explore actions/ timeline/ professional development needs related to the Chancellor's Instructional**

Expectations for 2011-2012

- **Fall – Winter – Exploration, choice, development of Unit of Study for Mathematics**

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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- **Provide families with rubrics and list of required mastery skills for each subject taught for each grade,**
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- **Organize a "Literature Day and Night"**

Organize a Literature Day for students, and then repeat the activity at night so parents who work can be included.
- **Family Fitness Night**

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✓ **These events will take place during our monthly P.A. meetings**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *All SWDs and ELLs in grades 3-5 will participate in the literacy-based technology programs that have been established as part of the overall instructional program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	17	17	N/A	N/A	0	0	0	5
1	14	15	N/A	N/A	0	0	1	3
2	16	16	N/A	N/A	1	0	0	12
3	15	16	N/A	N/A				10
4	18	17	17					7
5	13	13		13				9
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Targeted students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week. These students will receive differentiated instruction in their classroom.</p> <ul style="list-style-type: none"> • Small Group Instruction • Extended Day (Monday-Thursday/37.5 minutes) • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • Partner Reading <p>Tier II Intervention is scheduled for two 45 minute periods per week. These students will receive differentiated instruction that is tailored to their unique academic need(s).</p> <ul style="list-style-type: none"> • Achieve 3000 • One-on-One Instruction • Reading Rescue (designed for students who need intensive intervention/ Daily one-on-one instruction with a tutor) • Intensive Progress Monitoring (DIBELS/Grades K-2) • Young Scholars After-School Program (Tuesdays and Thursdays/2:50 pm-4:50 pm) <i>To Be Announced</i> • Wilson (12:1:1/3,4,5) <p>Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ELL period. Tier II Intervention is scheduled for two 45 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner.</p>
Mathematics	<p>Targeted students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week. These students will receive differentiated instruction in their classroom.</p> <ul style="list-style-type: none"> • Small Group Instruction • Extended Day (Monday-Thursday/37.5 minutes) • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • Math Games (Small group instruction with the classroom teacher) <p>Tier II Intervention is scheduled for two 45 minute periods per week. These students will receive differentiated instruction that is tailored to their unique academic need(s).</p>

	<ul style="list-style-type: none"> • Achieve 3000 • One-on-One Instruction • Young Scholars After-School Program (Tuesdays/Thursdays-2:50 p.m.-4:50 p.m.) <p>Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ELL period. Tier II Intervention is scheduled for two 45 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner.</p>
Science	<p>Targeted students will receive the following services (Grade 4): Tier I Intervention is scheduled for one 45 minute period week. These students will receive differentiated instruction with their classroom and science cluster teachers.</p> <ul style="list-style-type: none"> • Small Group Instruction • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • Extended Day (Monday-Thursday-37.5 minutes) <p>Tier II Intervention is scheduled for two 45 minute periods per week. These students will receive differentiated instruction tailored to their unique academic needs.</p> <ul style="list-style-type: none"> • One-on-One Instruction with science teacher. • Science After school Program (Tuesdays/Thursdays-March-May/2:45 pm-4:50 pm) <p>Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ELL period. Tier II Intervention is scheduled for two 45 minute periods per week so that the ESL teacher can provide differentiated instruction tailored to the unique academic needs of the English Language Learner.</p>
Social Studies	<p>Targeted students will receive the following services: Tier I Intervention is scheduled for one 45 minute period week. These students will receive differentiated instruction in their classroom.</p> <ul style="list-style-type: none"> • Small Group Instruction • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • Extended Day (Monday-Thursday-37.5 minutes) <p>Tier II Intervention is scheduled for two 45 minutes periods per week. These students receive differentiated instruction tailored to their unique academic needs.</p> <ul style="list-style-type: none"> • One-on-One Instruction with classroom teacher <p>Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction</p>

	<p>during the ESL period.</p> <p>Tier II Intervention is scheduled for two 45 minute periods per week so that the ESL teacher can provide differentiated instruction tailored to the unique academic needs of the English Language Learner.</p>
At-risk Services provided by the Guidance Counselor	<p>Targeted students will receive the following services as needed:</p> <ul style="list-style-type: none"> • At Risk Counseling (individually and/or group for 6 weeks) • Peer Mediation (one day per week) • Peer Counseling (two days per week) • Parent Workshops (during the school day and/or in the evening during monthly PTA meetings)
At-risk Services provided by the School Psychologist	<p>The School Psychologist provides consultative and support services to school staff and parents to assist them in managing at-risk students. Services will be provided as needed.</p>
At-risk Services provided by the Social Worker	<p>Targeted students will receive the following services as needed:</p> <ul style="list-style-type: none"> • ERSSA Counseling (individually and small group for 6 weeks)
At-risk Health-related Services	<p>Targeted students will receive the following services as needed:</p> <ul style="list-style-type: none"> • Asthma Classes • Diabetic Classes

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

Public School 52 Queens, 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. Public School 52 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **Conduct parent surveys; work closely with parents on School Leadership Team.**

2. Public School 52 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **Share parent surveys and school needs assessment data, work closely with parent constituents on SLT team, share results during PA meetings and executive PA board meetings.**

3. Public School 52 Queens 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: **Parent workshops and information sessions, newsletters to parents, invitations to special academic events.** Listed below are strategies to increase parental involvement:

- **Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.**
- **Curriculum Workshops and Fairs**
 - Math**
 - Science**
 - ELA**
 - Social Studies**
 - Technology**
- **Following conferences offer workshop on improving grades and study skills.**
- **Provide families with rubrics and list of required mastery skills for each subject taught for each grade,**
- **Math Night by the Number**
 - Math Night gets students excited about math, familiarizes parents with math curriculum, and encourages families to continue the fun of math at home.**
- **School Book Club**

Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.

- **Organize a “Literature Day and Night”**
Organize a Literature Day for students, and then repeat the activity at night so parents who work can be included.
- **Family Fitness Night**
Families and School staff work-out together to increase fitness in our school.
- **Special Performances and Presentations by Students and Teachers.**

✓ **These events will take place during our monthly P.A. meetings**

4. Public School 52 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Superstart PreK program by: Implementing workshops for parents in various areas.**

5. **Public School 52 Queens 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.**

6. Public School 52 Queens will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve 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 –the State’s academic content standards; the State’s student academic achievement standards; the 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: Workshops and conferences will be scheduled 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 conducting workshops during the school day and during PA meetings.

- c. 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, by partnering with community based organizations and participating in workshops to help develop school initiatives.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, public preschool and public daycares.
- 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: **Newsletters and calendars will be distributed monthly and during PA meetings. Information will be shared and discussed during PA meetings and SLT meetings.**

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:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing 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;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- 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;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School 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 conversations with PA and SLT members. This policy was adopted by the Public School 52 Queens on May 2011 and will be in effect for the period of Sept. 2011 – June 2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2011.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

Public School 52 Queens 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) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12.

School Responsibilities

Public School 52 Queens will:

- 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: All teachers teaching in Public School 52 Queens will utilize the state curriculum and standards for teaching. Workshop style teaching will be utilized in self contained classrooms.
- 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: During the month of November and during the month of March.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Monthly parent newsletters detailing school events and monthly newsletters from teachers detailing classroom events.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Preparation periods will be utilized for teachers to meet with parents. Teachers will provide information regarding preparation periods and availability.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may contact the parent coordinator to arrange to volunteer in the building or during school outings.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.
 - 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.
 - 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.
 - 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.
 - 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.
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE DATE DATE

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/Joe Blaize	District 29	Borough Queens	School Number 052
School Name PS 52			

B. Language Allocation Policy Team Composition [i](#)

Principal Linda Pough	Assistant Principal Deborah Roney
Coach	Coach
ESL Teacher Jill Cagan	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Donna Santana
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	588	Total Number of ELLs	32	ELLs as share of total student population (%)	5.44%
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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. 

At registration, each parent is required to fill out a Home Language Identification Survey (HLIS) which indicates the language(s) spoken in the home. The ESL teacher interviews the parent to determine the parent's preferred language and administers the HLIS using bilingual staff members to translate when needed. If there are no staff members who speak the parent's native language, the translation unit is contacted. An informal interview is conducted with both the parent and the student in order to determine the student's dominant language. The formal initial assessment to determine language dominance is done by reviewing the answers on the HLIS (using the ½ formula) and taking into consideration the result of the interview. If the ESL teacher is not available, the assessment will be conducted by our second grade teacher who has an ESL certification or our bilingual staff members who have been trained in administering the HLIS.

Once the HLIS is completed, a copy is made by the secretary and placed in the ESL teacher's mailbox for further review. The ESL teacher looks at each form and the results of the interview to determine language dominance. Once a child has been identified as speaking another language, the proper OTELE code is recorded on the HLIS and is entered into ATS by the pupil accounting secretary. Within 10 days of admission, the student is then given the LAB-R and if needed, the Spanish LAB. Based on the results of the LAB-R, we then determine if the student is an English Language Learner. At the end of the year the NYSESLAT is given in order to determine program placement for the following year. These results are communicated to the parents once they are available.

Letters are sent home to the parents of all ELLs informing them of their child's test results and inviting them to attend a parent orientation session. These letters are sent home in English and the native language. Letters are also sent home with our continuing ELLs informing their parents that they will still be receiving ESL services, as well as our ELLs who have tested out. The initial orientation session is scheduled within the first ten days of school and additional sessions are held throughout the year, as necessary. Parents who are unable to attend the meeting are offered additional dates to attend and individual meetings are held, if needed. All meetings are held within 10 days of the student's admission.

The orientation is led by the ESL teacher, assisted by the parent coordinator. Our Spanish speaking guidance counselor and Haitian staff members are present to translate, when necessary. A sign-in sheet is used to confirm attendance and parents are given an agenda which summarizes the topics to be covered. After viewing the orientation video in both English and the native language, the parents are given an opportunity to ask questions and discuss any pertinent issues. The purpose of the video is to explain all program options for ELLs. If the video does not explain the choices in the native language, the Translation Unit will be called so that the parent fully understands their options. The ESL teacher also reviews all program choices and give the parents the Guide for Parents of English Language Learners. Once the three programs have been explained, the parents are asked to fill out the Parent Survey and Program Selection form. At this time, it is explained to the parent that due to the small ELL population in our school, we only offer a freestanding ESL program. They are also informed that should circumstances change, a bilingual class would be created if we have a minimum of 15 students speaking the same language in two contiguous grades whose parents request bilingual placement.

Parent Survey and Program Selection forms are collected at the end of the orientation meeting and are kept on file. The original is put in a folder and kept in the office and a copy is placed in the child's cumulative record folder. Parents who do not attend the orientation sessions are contacted by the ESL teacher and another survey form is sent home in English and the native language. The ESL teacher keeps a log recording the dates the forms are sent home and when they are returned. Parents are given the opportunity to return the

forms and meet with the ESL teacher before school, at dismissal, during the day, at Parent-Teacher conferences and during individually scheduled meetings. Every effort is made to ensure that a survey form is returned for each child. Although the default program for ELLs is Transitional Bilingual Education as per CR Part 154, we do not have any bilingual programs at PS 52. If the parent does not return the form, they are informed that their child will be placed in our ESL program by default. If they would like their child to be in a bilingual program, they must fill out the survey form indicating their choice. Parents are informed that the student's placement in a program is for the whole school year.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in our school is that parents prefer an ESL program. In the last three years, four parents have indicated a bilingual program as their first choice. Those parents all rejected a transfer due to the fact that the schools offering bilingual programs were difficult to travel to. They preferred to have their children remain at their home school. All other parents chose to have their child in our ESL program. Based on this information, our program model is aligned with parent requests and is sufficient at this time. Should the trend in population and parent requests change, we will re-evaluate our program to see if a bilingual class is needed.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No✳	If yes, indicate language(s):
Dual language program	Yes●	No✳	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	3	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. ⑦

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	29	0	4	3	0	1	0	0	0	32
Total	29	0	4	3	0	1	0	0	0	32
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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	1	4	4	2	3	1								15
Chinese														0
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian	2		2		1	1								6
French		2	1	1	1									5
Korean														0
Punjabi			1	1		1								3
Polish														0
Albanian														0
Other	1			1										2
TOTAL	5	6	8	5	5	3	0	0	0	0	0	0	0	32

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Once a student is identified as an ELL they are placed in groups according to both grade and proficiency level. There are currently three groups of students who are grouped heterogeneously. Group One contains all students in grades k and 1, Group Two contains all students in grades 2-4 who are at the beginning and intermediate level, and Group Three contains our advanced level students in grades 3-5. Although we are trying to move towards a push-in program, the way our ELLs are spread out across the grade makes it impossible at the present time. Based on the small number of entitled students in our building, we are using a pull-out model of instruction. Students are pulled out at various times throughout the week so that they are not missing the same subject every day. All students are receiving their mandated instructional time each week from the ESL teacher. Our beginning and intermediate level students receive 360 minutes of explicit ESL instruction and our advanced level students receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. The proficiency level of each ELL based on the LAB-R or NYSESLAT is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. Native language support is provided through the use of bilingual glossaries and dictionaries, bilingual flashcards, interactive bilingual books on CD-rom, trade books in the native language, peer tutoring, and placement in a class with a teacher or student who speaks the child's native language (if possible). Several of our bilingual staff members provide additional support and individual help to students who are newcomers.

Our ESL program provides both literacy and content area instruction. Data from interim assessments, running records, DIBELS and monthly assessments in math and ELA are used to drive instruction. Literacy instruction is provided each day through the use of the Teacher's College Reading and Writing Program and the Teaching Matters Writing Program. This includes read alouds, shared reading, guided reading, shared writing and individual writing. Grade level content area instruction in Social Studies, Science and Math is also provided in the ESL classroom. Content area instruction in the ESL class is aligned with the grade level curriculum maps for each subject. The ESL teacher uses posters, maps, pictures, graphic organizers, trade books, big books, realia, picture dictionaries and multimedia support in order to make the content more comprehensible.

Academic rigor and consistency are the keys to our students success. The ESL teacher works closely with the classroom teachers and coaches in the building in order to align the ESL instruction with content area instruction in each grade. She attends teacher team meetings and has access to all curriculum maps for each subject so that instruction in the ESL class mirrors what is being taught in the regular classroom. Scaffolding strategies such as modeling, bridging and contextualization are woven throughout each lesson. The ESL teacher

A. Programming and Scheduling Information

provides academic subject area instruction in English using ESL methodology and instructional strategies. Instruction is designed to address the needs of learners at each proficiency level so that language and cognitive skills are developed through content topics and themes. All content area instruction is aligned with the new Common Core Standards for English Language Arts and Literacy in Social Studies and Science and the New York City and New York State standards in all other content areas. The ESL teacher and the content area teachers use formal and informal assessments to determine movement toward content standards.

Students who have been in the US for less than three years will receive instruction that focuses on all aspects of language acquisition. Students will be actively listening, speaking, reading and writing on a daily basis. Content area instruction will be integrated with linguistic instruction in order to maximize learning opportunities. The goal for these students is to move towards language proficiency.

Students who have been receiving ESL instruction for 4-6 years are receiving instruction that focuses on reading, writing and critical thinking skills. The ESL teacher will focus on addressing weaknesses in reading comprehension, fluency, writing mechanics and writing content. The goal for these students is to continue to improve their reading and writing skills. We have no long term ELLs.

Intervention programs such as AIS, extended day, and peer tutoring and small group instruction are implemented for students who are in US schools for less than 3 years. The ESL teacher will be working with our fourth grade ELLs during the extended day period to work on math and literacy skills. Since NCLB now requires ELA testing for ELLs after one year, those students who will be taking the ELA for the first time will also attend our after school ELA tutoring sessions. They will also receive additional ELA prep in the ESL classroom.

Although we currently have no SIFE students, we do have students who came to us within the past 2 years with very limited literacy skills in their native language. These students are working individually with one of our Educational Assistants using the Reading Rescue program. This program provides one-on-one tutoring in phonics, decoding, comprehension and vocabulary and is based on each child's individual needs. These students will be tutored for 25-30 minutes four days a week in addition to their mandated ESL time.

Our ELL-SWDs have access to word walls, picture dictionaries, flash cards, a photo library, the internet and other tools that are available to provide extra support when needed. The ESL teacher has a copy of their IEPs so that their assignments can be modified when necessary to best meet their academic needs. Two of our students are not recommended for ESL or Bilingual and are currently X coded in CAP. The other two students are recommended for ESL services only. The ESL teacher uses multiple scaffolding strategies with these students in order to reinforce what they have learned. Our school uses curricular, instructional and scheduling flexibility in order to meet the diverse needs of the ELL-SWDs within the least restrictive environment. 3 of our 4 ELL-SWDs are in a CTT class and 1 is in a self-contained class. These students all receive their ESL services in a group with regular ed children and are taught according to their individual needs. Curriculum is modified as needed, and individual assistance and peer tutoring is provided so that they can fully participate in the ESL class. These students are mainstreamed as much as possible to maximize time spent with non-disabled peers. They attend plays, assemblies, special school events and trips with general education students and eat lunch and socialize on the schoolyard with them every day.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

All ELLs in grades 1-5 participate in our extended day program for small group instruction in math and ELA. ELA instruction will focus on reading and writing skills such as comparing and contrasting, fact and opinion, main idea and supporting details, conclusions and inferences, sequencing and using vocabulary in context. Math instruction will focus on areas of students weakness, such as number sense and operations, measurement, geometry, algebra, and statistics and probability. Instruction in the extended day is geared toward the student's individual needs. Time is set aside to work one on one and conference with each student so that the teacher can really provide the academic support that each child requires. All ELL students also benefit from our daily AIS period which provides additional support in math and ELA. Two of our students are receiving individual tutoring in reading through the Reading Rescue program. This program provides intensive one-on-one instruction that develops vocabulary, fluency and reading comprehension.

In order to provide continuing transitional support for our ELLs reaching proficiency on the NYSESLAT, we will continue to provide ESL testing accommodations on all exams. These students will also receive additional support from the ESL teacher on a one-to-one basis if necessary. The ESL teacher will continue to monitor these student's progress in the classroom and will confer with the classroom teacher to identify any areas of concern.

For the upcoming school year we will be utilizing a Smart Table for small group work in the ESL classroom. The Smart Table is designed to encourage collaboration, consensus building and problem solving. It will allow our students to explore digital lessons, play educational games and work together on interactive learning activities. We will continue using the Smart board in the ESL classroom. This will allow the ESL teacher to provide interactive technology based lessons which will support various learning styles. We will also be using the Brain Pop ESL website and interactive bilingual books on CD to provide additional support for our learners at the beginning levels of language proficiency. In addition, we will be using leveled readers in science and social studies that support the differing reading abilities of our students while allowing them access to the same content. We are also ordering more bilingual materials in order to provide additional language support for our growing Spanish population.

The ELLs in our building are afforded equal access to all school programs. They participate in all trips, assemblies, special events, before and after school programs and extra curricular activities. They all receive AIS instruction and are given the opportunity to attend our extended day program and after school tutoring sessions before the NYS ELA and math exams.

Our ELLs are immersed in technology in both their regular classroom and the ESL classrooms. Through the use of Smart Boards, Study Island, Brain Pop and computer based research activities our students receive the extra support they need to meet the standards. Our students in grades 3-5 also use Achieve 3000 in school and have access to it at home. Achieve 3000 is a web based, non-fiction reading program that differentiates reading instruction. Each student receives a daily e-mail assignment that is written on his/her own grade level. Teachers and students are provided with immediate feedback with regards to student progress. In addition to technology, we use leveled books, picture dictionaries, maps, charts, graphic organizers, Big Books, picture cards, manipulatives, realia, books on tape and computer software to assist our ELLs in learning language and content.

Native language support is delivered through the use of bilingual dictionaries and glossaries, trade books in the native language, peer tutoring and extra help from our bilingual staff members. For the upcoming year, we will need to order more bilingual books so that we can provide additional support to those students that need it. Bilingual software programs in the content areas are also being considered.

All required services support our ELLs based on age, grade and proficiency level. Students are grouped together to best meet their needs and differentiation is used so that each child can achieve the state-designated level of English proficiency for their grade. Resources are carefully chosen based on the needs of each individual, taking into account their age and grade level.

Due to the small ELL population in our school, we currently have no activities to assist newly enrolled ELL students before the beginning of the school year. However, should our ELL population continue to increase, we will consider adding a summer language immersion program.

B. Programming and Scheduling Information--Continued

8. 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.
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have not needed translators in the past, we will provide oral translation services to parents who require it by using our bilingual staff members.

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?

Parents are involved in our school in many different ways. We have parent volunteers that assist in the office and in individual classrooms. Our Parents Association holds monthly meetings that address topics that are important to our school community. Our Parent Coordinator also schedules classes that will benefit parents in many ways. We have workshops on Nutrition, Lead Poisoning Prevention, CPR, ARIS, Literacy, and Energy Saving. We even have a book club that meets monthly. Our ELL parents are invited to the initial orientation with the ESL teacher in September and are encouraged to attend all meetings and workshops that are held in the building. Flyers for these meetings are translated into the native language when necessary.

This year we are partnering with Cornell University to provide Nutrition workshops for our parents every Wednesday afternoon until December. At the end of the program each parent will receive a certificate of completion. We will be starting another series of nutrition workshops in January that will be sponsored by the NYC Dept. of Mental Health and Hygiene. The "Eat Well, Play Hard" program is a childhood obesity prevention initiative of the New York State Dept. of Health. In addition, our school partners with EPIC to provide parenting workshops and Learning Leaders to provide training for volunteers who wish to provide one-on-one tutoring to students. Learning Leaders also provides free workshops in multiple languages for parents. Although our workshops and meeting are designed for all parents, we make every effort to include the parents of our ELLs and provide assistance and translation whenever possible. Although we have not needed translators in the past, we will provide oral translation services to parents who require it by using our bilingual staff members.

In order to evaluate the needs of our parents, our Parent Coordinator sends out a questionnaire that asks parents for feedback on important issues and areas of concern. Parents also fill out a survey indicating what types of workshops and classes they would like to participate in. All questionnaires and surveys are translated into the native language for parents who need it. She also speaks directly with parents during student registration, morning drop-off and afternoon pick-up times. Workshops and classes are scheduled according to the needs of our parents.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff development for all teachers of ELLs will be provided in order to target the needs of second language learners. Our ESL teacher will attend regional staff development workshops and workshops offered by the Office of English Language Learners and will then turnkey important information to our staff when necessary. Network meetings were attended on September 13 and November 1, with another meeting scheduled for December 20. Topics include subjects pertinent to ELL's such as the Common Core Standards, Using ATS Reports to Inform Instruction, Planning Instruction Using the Common Core and Preparing for Effective Vocabulary Instruction. Our ESL teacher will share this information with all teachers of ELLs in the building during our Monday afternoon professional development meetings which are scheduled each week from 2:50-3:35. We will also provide workshops during professional development on second language acquisition, instructional strategies and adaptations for ELLs and providing support for newcomers. All staff members will receive training about the LAP and will be informed of any changes or modifications during the school year.

In order to satisfy the minimum 7.5 hours of training as per Jose P., we will continue to provide ESL staff development

D. Professional Development and Support for School Staff

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In order to satisfy the minimum 7.5 hours of training as per Jose P., we will continue to provide ESL staff development opportunities to all our staff members. Many of our staff members have already completed their training. New staff members and those that are missing hours will be monitored and given every opportunity to fulfill the necessary requirements. The ESL teacher will make every effort to facilitate that training by meeting with the monolingual teachers during common prep periods and grade conferences whenever possible.

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?

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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)	2	3	1	3	1									10
Intermediate(I)	4	4	2											10
Advanced (A)		2	1	4	4	3								14
Total	6	9	4	7	5	3	0	0	0	0	0	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	2		5
4		2	2		4
5		2			2

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

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

To assess the early literacy skills of our ELLS, we are currently using running records and DIBELS. Running records is method of assessing reading that is administered 4-5 times throughout the school year. As a student reads from a benchmark book, the teacher is able to make notations on self-correction, meaning and structure. This information allows teachers to place the student at the developmentally appropriate instructional level and identify a student's independent reading level. The data from the running records shows that our ELLs in

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3		1				7
4	1		1		3				5
5					1	2			3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

To assess the early literacy skills of our ELLs, we are currently using running records and DIBELS. Running records is method of assessing reading that is administered 4-5 times throughout the school year. As a student reads from a benchmark book, the teacher is able to make notations on self-correction, meaning and structure. This information allows teachers to place the student at the developmentally appropriate instructional level and identify a student's independent reading level. The data from the running records shows that our ELLs in grades two and up are generally reading at the appropriate grade level. DIBELS is an individually administered assessment that measures phonological awareness, alphabetic principle and fluency. It is given three times a year in fall, mid-year and the spring. Data provided by DIBELS allows insight into our student's phonological awareness. It allows teachers to identify what skills and concepts need to be worked on and which letters of the alphabet the students have mastered. Results from last years DIBELS show that our ELLs need more practice with initial sound fluency and letter naming fluency. The ESL teacher will continue to use the results from these assessments to identify each students strengths and weaknesses and provide instruction that addresses these needs.

Data patterns across proficiency levels and grades show that our students are weaker in reading and writing across all grade levels. Of the 34 students who took the NYSESLAT last year, 0 scored at the beginning level for Listening/Speaking, 4 scored at the intermediate level, 18 scored at the proficient level, and the other 17 were at the advanced level. For Reading/Writing, 10 scored at the beginning level, 10 at the intermediate level, 6 at the proficient level and 13 at the advanced level. Across the grades this breaks down as follows: K - 2 beginner, 4 intermediate, 1st – 3 beginner, 4 intermediate, 2 advanced ; 2nd – 1 beginner, 2 intermediate, 1 advanced; 3rd – 3 beginner, 4

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

School Name: PS52

School DBN: 29Q052

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Pough	Principal		10/26/11
Deborah Roney	Assistant Principal		10/26/11
Donna Santana	Parent Coordinator		10/26/11
Jill Cagan	ESL Teacher		10/26/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q052 School Name: PS 52

Cluster: _____ Network: CFN531

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.

In order to assess our school's written translation and oral interpretation needs, we surveyed our teachers, consulted with the Pupil Accounting Secretary and did a thorough examination of our Home Language Information Surveys. We also spoke with several parents, our Parent Coordinator and our bilingual staff members in order to determine what types of services were necessary so that all of our parents can receive information in a language they can understand.

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.

Based on our research, we have determined that we will require both written translation and oral interpretation in the three main languages represented in our school. These languages are Spanish, Haitian Creole and French. Our ESL parents were informed of these findings during our parent orientation meeting and at individual meetings with the ESL teacher.

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.

We will need to translate PTA meeting notices, parent newsletters, open school week invitations, parent/teacher conference notes, half-day notices and written notices from teachers. All documents that need to be translated will be prepared well in advance so that we can ensure their timely delivery to the parents. We will translate our documents in-house using our bilingual staff members, as well as parent volunteers when needed. This will allow our parents greater access to information about important events in our school.

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.

We will provide oral translation as needed for student admissions, ELL parent orientations, parent workshops, PTA meetings and parent-teacher conferences. These services will be provided by school staff and parent volunteers. If necessary, we will also contact the Translation and Interpretation Office. By providing these services, we hope to increase parent participation in our school.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide written notification of parent's rights regarding translation and interpretation services in the appropriate languages. We will include how to obtain these services in our school and what services are available. Signs will be posted near the entrance indicating the availability of interpretation services. Parents will also be directed to the DOE website to receive further information about their rights.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 52	DBN: 29Q052
Cluster Leader:	Network Leader: Joe Blaize
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ✱Other:
Total # of ELLs to be served: 6 Grades to be served by this program (check all that apply): ●K ●1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: For the past 2 years, PS 52 has experienced a steady increase of ELL children in grades 2-5. Many of these students are newcomers to the United States and are coming to school with little or no literacy skills in their native language. Although they are not considered SIFE because they did attend school in their own country, they are illiterate in both their native language and English. In order to address this growing problem, our Title III program will provide supplemental services for these children in order to address their academic needs. The program will also target ELL's who have been receiving services for 3 or more years who are reading below grade level.

The Young Scholars ELL After School Program will begin on January 24 and will continue until May 2, for a total of 28 sessions. The program will service 15-20 ELL children who are all at various levels of language proficiency. Students will stay after school on Tuesdays and Wednesdays from 2:45 - 4:45 and will be placed in classes according to their grade level. The program will combine ESL and monolingual students and will focus on literacy, math and test preparation. Two content area teachers will provide targeted instruction that incorporates the Common Core Standards in math and literacy and will be supported by the ESL teacher. The ESL teacher will push in with each grade level so that she can provide English Language Support, especially for those students who will be taking the New York State exams for the first time. The goal for this program will be to help our students achieve language proficiency by providing them with every opportunity to learn and practice their academic language skills. The program will use many different types of materials like leveled books, the Everyday Math program, math manipulatives, NYSESLAT test prep books, interactive Smart Board lessons and laptop computers.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ESL teacher will attend professional development workshops that are provided by the network and then share that information with the staff members who have ELL students in their classroom. Topics for the 2011-12 school year include ELL Considerations for the Common Core, Preparing for Effective Vocabulary Instruction and Using ELL Student Reports and ATS Reports To Drive Instruction. The ESL teacher will also attend various teacher team meetings and articulate with classroom teachers as needed. The content area and ESL teacher who will be providing after school instruction will have professional development on January 17 and 18 in order to plan for effective instruction. In addition, our school is now using the Teachscape website as a professional development tool. Teachscape provides technology based educational consulting based on each staff members needs.

Part C: Professional Development

Our teachers will now have access to a resource library that includes videos, lesson plans, student work and reference material that are specific to English language learners.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are an integral part of our school community. Parental involvement is a key factor in the success of our ELL's. We want to include our ELL parents in all activities and events that take place during the school year. In addition to our initial parent orientation and regularly scheduled parent teacher conferences, parents are given many opportunities to become involved in their child's education. Our PTA holds monthly meetings that address topics that are important to our school community. Our Parent Coordinator, Donna Santana, gives workshops that will benefit our ELL parents in many ways. She sponsors a monthly book club in addition to classes in Nutrition, ARIS, Literacy and Energy Saving. Our school also partners with EPIC and Learning Leaders to provide parental workshops and training for those who wish to provide one-on-one tutoring to students. Although our workshops and meetings are designed for all parents, we make every effort to include the parents of our ELL's. Parents are notified of all meetings in both English and the native language when necessary. In addition to sending written notices home, Ms. Santana personally informs parents of upcoming events during morning drop-off and afternoon pick-up times.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		