



**P.S. 52**  
**SHEEPSHEAD BAY ELEMENTARY SCHOOLS**  
**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 22K052**  
**ADDRESS: 2675 EAST 29<sup>TH</sup> STREET**  
**TELEPHONE: 718-648-0882**  
**FAX: 718-648-4636**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 52      **SCHOOL NAME:** Sheepshead Bay Elementary School

**SCHOOL ADDRESS:** 2675 East 29<sup>th</sup> Street Brooklyn, New York 11235

**SCHOOL TELEPHONE:** 718-648-0882      **FAX:** 718-648-4636

**SCHOOL CONTACT PERSON:** Ilene Altschul      **EMAIL ADDRESS:** ialtsch@schools.nyc.g

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Charles Ungar

**PRINCIPAL:** Ilene Altschul

**UFT CHAPTER LEADER:** Mary Early

**PARENTS' ASSOCIATION PRESIDENT:** Alison Mayleas

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):** 605

**NETWORK LEADER:** Wendy Karp

**SUPERINTENDENT:** Linda Waite

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Ilene Altschul	*Principal or Designee	
Mary Early	*UFT Chapter Chairperson/ Out of classroom teachersw	
Alison Mayleas	*PA/PTA President or Designated Co-President Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tina Maffeo	DC 37 Representative	
Charles Ungar	Member/ SLT Chairperson/ Special Education representative	
Vanessa Romano	Member/ Teacher/ Grades 2-3	
Gisele Melendez	Member/ Teacher/ Grades 4-5	
Kathleen Beissel	Member/ Teacher/ Grades Pre K-1	
Lori Nova	Member/ Paraprofessionals	
Kathleen Cash	Member/ Parent	
Dara Rojas	Member/ Parent	
Sara Giglio	Member/ Parent	
Joy Tabona	Member/ Parent	
Maria Davidson Kerr	Member/ Parent	
Anthony Georgopoulos	Member/ Parent	
Annemarie Cardillo	Member/ Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Public School 52 is located in the Sheepshead Bay section of Brooklyn, New York. P.S. 52 is a Title I schoolwide project school. We have a very diverse student population including Special Education students, English Language Learners, General Education students, gifted students, and students living in temporary housing. The **vision** of P.S. 52 is for students, parents and staff to work collaboratively to develop a rigorous and challenging academic and social environment. All members of the community will be responsible and active participants in each child's education while meeting the highest standards and the needs of each individual child. We are committed to creating a safe, nurturing environment, which instills values and respect to all cultures recognizing each other's diversities.

The **mission** of P.S. 52 is to meet the individual needs of our students (General Education, Special Education, ELL) with attention to their interests and attitudes while recognizing the differences of one another including culture, race and ethnicity. We expect academic rigor and excellence through differentiated instruction based on individual needs and learning styles while instilling a lifelong love of learning.

PS 52 is distinctive in that we continuously strive to meet the needs of all of our students. We have 8 CTT classes (one on each grade and 2 CTT classes on second and third grade) to provide our Special Education students instruction in the least restrictive environment. We have a self contained ESL program on grades K and a pull-out program for our ESL students in grades 1 through 5. We offer support services to our students as needed through push-in or pull-out programs. We have a full time guidance counselor, a SAPIS worker, a full time school psychologist and 2 day a week social worker, 3 full time speech teachers, and an occupational therapist and a physical therapist. Our teams (Attendance committee, Academic Intervention Services team (AIS), Pupil Personnel Team (PPT), Safety/Crisis team, Professional Development Team, Inquiry teams) meet to discuss the academic and emotional needs of all the students (General Ed, Special Ed., ELL). All of our classroom teachers participate in Inquiry work which are teacher directed and led. The teachers keep data binders collecting data through formal and informal assessments. The data is utilized to differentiate instruction and drive instruction based on the strengths and weaknesses of all students.

There is also emphasis placed on professional development. Through Title I funding we have a literacy staff developer and math coach. Teachers are encouraged to attend professional development workshops off-site. We receive 19 days of on-site professional development through Teachers College. There are intervisitations, lab-sites and model lessons provided for the teachers through the coaches/staff developer and consultants. The teachers have an Inquiry meeting every week with their grade for working collaboratively towards meeting their goal, looking at data and student work and horizontal curriculum planning across the grade. Teachers are encouraged to create unit plans and develop rubrics for their grades and teachers have the option to create portfolios in lieu of formal observations.

Our educational program is a child-centered environment that promotes dialogue, inquiry, and critique while integrating higher level thinking. Current strategies for improving instruction and student performance in English Language Arts include the implementation of the balanced literacy approach for reading which consists of: independent/paired reading, shared reading, guided reading, accountable talk, book clubs, writers' workshop, interactive read aloud, and word study. All grades teach mathematics through Everyday Math program incorporating problem solving, manipulatives and writing in mathematics. Grades 3 through 5 follow the city Science curriculum which is a blend of FOSS and Harcourt. Grades K-2 teaches Science through the FOSS curriculum which is aligned with the State standards and incorporates experimental learning, hands-on learning and writing. Science is also integrated in literacy. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade uses the NYC standard text based Social Studies curriculum. Kindergarten through grade 5 follows the Social Studies state standards and teaches SS through document based learning and integrated with reading and writing. Our Arts curriculum teaches grade specific (4) Artists and (3) Composers in addition to our visual arts, choral music and/or instrumental music, and dance programs. All classes have physical education and health education. All students receive a rigorous education in all curricula areas.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 052 Sheepshead Bay				
<b>District:</b>	22	<b>DBN #:</b>	22K052	<b>School BEDS Code:</b>	332200010052

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	33	35		92.7	92.9	TBD		
Kindergarten	123	119	102						
Grade 1	120	137	130	<b>Student Stability: % of Enrollment</b>					
Grade 2	121	123	132	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	113	122	127		92.5	94.6	TBD		
Grade 4	114	114	124	<b>Poverty Rate: % of Enrollment</b>					
Grade 5	109	117	108	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		66.3	65.4	76.4		
Grade 7	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	0	0	0		15	12	TBD		
Grade 10	0	0	0	<b>Recent Immigrants: Total Number</b>					
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		14	13	20		
Ungraded	2	0	1	<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total	738	765	759	(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	35	29	34	Principal Suspensions	32	24	TBD		
No. in Collaborative Team Teaching (CTT) Classes	59	65	65	Superintendent Suspensions	5	5	TBD		
Number all others	16	22	22						

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	103	115	111	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	8	29	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	60	61	TBD
				Number of Administrators and Other Professionals	16	18	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	14	16	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	96.7	100	TBD
American Indian or Alaska Native	0.3	0.5	0.5	Percent more than two years teaching in this school	80.0	77.0	TBD
Black or African American	24.2	23.5	20.9	Percent more than five years teaching anywhere	76.7	73.8	TBD
Hispanic or Latino	13.7	15.7	15.7				
Asian or Native Hawaiian/Other Pacific Isl.	7.4	6.1	6.7	Percent Masters Degree or higher	88.0	89.0	TBD
White	54.3	54.1	56.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.5	TBD
Multi-racial							
<b>Male</b>	54.2	53.6	53.6				
<b>Female</b>	45.8	46.4	46.4				

## 2009-10 TITLE I STATUS

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	✓	✓					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓ sh	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	7	7	1				

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	70.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

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According to our NYS report card, we are a school in good standing and we received a B on our Progress Report. Our last Quality Review was in 2007-2008 and we were rated well developed.

### **Student Performance Trends**

A review of our Progress Report, Quality Review, School Report card and teacher and parent surveys indicate that we need to increase student achievement and continue to focus on the progress of our ELL, Special Ed, and lowest third particularly in ELA. We continue to have more male students than female students. We use our budget to best meet the needs of all students by purchasing materials, professional development, teachers and programs for intervention services, teachers and programs for Special needs students and ESL students, arts programs, and family programs. Analyzing the data the trend that has been identified is that many students do not sustain the level 4 from one year to the next on State Assessments. There is not consistent progress being made with students moving from level 3 to level 4. There is a need to focus on those students and increase the students scoring on level 4. Upon raising the state standards there was a significant drop in the number of students scoring on levels 3 and 4 in ELA and there has been progress made in ELA with our Special needs students and ELL students.

### **Greatest accomplishments**

Our greatest accomplishment is that we have 8 Inquiry teams throughout the school and all classroom teachers are involved in Inquiry teams and Inquiry work. Prior to using the extended day period for inquiry teams, we were innovative in allocating time for our teachers to participate in the Inquiry work every other week; while the teachers were collaborating and working towards the goal of their Inquiry team the students were able to receive additional instruction in visual arts, choral music and physical education. Collaboratively the teachers are identifying the goal, the target group and delving deep on strategies to meet the goal. This was our third year of inquiry work and teachers are becoming more effective in this process. Teachers have been collaboratively planning and several teachers create unit plans in lieu of observations.

We fully implement a balanced literacy program including reading and writing workshop that is continuous through the grades. All of the classroom teachers have been trained in the Reading and Writing workshop through Teachers College. The teachers instruct through a variety of practices including Read Aloud, Shared Reading, Independent Reading, guided reading, accountable talk, word work, shared writing, and writing workshop. Through this the teachers evaluate and assess their students through running records, observations, and conferences. The information is collected in the data binders and the published writing is submitted every other month for review. The teachers

differentiate instruction and teach the students independently as well as in small group. The teachers attend off-site professional development workshops from Teachers College and we have on-site staff developers creating lab sites and model lessons. The teachers are supported by the literacy staff developer, the math coach and the administrators, who provide model lessons and articulation conferences. The teachers are all equipped with materials, and classroom libraries (leveled, genres, authors) to effectively meet the needs of all students.

This year we have increased our parent communication with academic updates sent home four times a year, and a mid-year progress report. We regularly contact parents and send home letters in translated languages; we feel as a result parents are more aware and are more involved in their child's education.

### **Barriers to continuous improvement**

Significant barriers to continuous improvement that we are continuously working to overcome are manifestations of education a large and growing ELL population. Our ELL population increases every year. Many of these students are not literate in their native language and/or have not had any previous formal schooling and it is much more difficult to instruct them to reach grade standards. In addition, many of these students have attended our school for 1 year and then returned to their native country for several years and then come back again in the upper grades. Other students will go visit their native country for an extended vacation (a month or two) and then return to school resulting in a loss of instructional time. This break in schooling is another challenge. But even with these challenges the barrier is the inadequate funding to provide these students with the instruction necessary to achieve greater academic achievement. We feel that ELL students don't make significant gains in a self-contained ESL class but due to funding the most cost-effective method is to place them in one class with an ESL teacher. ESL children need to be engaged in communication skills and literacy skills with English speaking children. Another barrier this year is not receiving timely results from state testing; this makes it difficult to determine the progress of our tested students in grades 3-5 in ELA and math. This affects our plans and goals for the upcoming school year.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. By June 2011 there will be a 2% increase in reading achievement of the number of students scoring on levels 3 and 4 (Gen Ed, Spec Ed, and ELL students) as measured by Fountas and Pinnell reading levels and assessments, predictive and ITA Assessments and 2011 NYS ELA Assessment.  
Teachers will identify levels of the students every other month using the Fountas and Pinnell reading level system. Teachers are using ARIS and test history to understand and analyze the student data, strengths and weaknesses. Teachers in grades K-3 will assess the students using the Fountas and Pinnell benchmark system. Teachers will use data collection (formal and informal) to drive instruction. Teachers will differentiate instruction to increase student achievement and show student progress. Teachers will instruct students using all the components of balanced literacy (Read aloud, Shared Reading, Guided Reading, Independent Reading, word work/word study (spelling), Shared writing, guided writing, writing workshop, and grammar). Teachers will set individual goals and interim goals in literacy. There will be a focus on the level 2, 3 and 4 students moving to the next level or maintaining the level. Students that are on grade level or above will receive additional instruction through independent conferences or small group instruction to challenge and enrich their learning.
2. By June 2011, there will be a 2% increase in the number of students scoring on levels 3 and 4 as measured by Everyday Math assessments, writing in mathematics, 2011 NYS Math test, Math predictive and ITA assessments. Teachers teach mathematics using the Everyday math program supplemented with Math Steps. The math coach has created a problem solving component that incorporates writing in mathematics. The math coach met with all the teachers to create a specific pacing calendar for continuity among the grade. Students took a benchmark assessment at the beginning of the year to evaluate and assess students' understanding. Several Inquiry teams are focusing on the students scoring on grade level or above and sharing strategies to increase the progress in mathematics. The math coach works with selected teachers and students who are in need of assistance. Teachers are using ARIS to identify the students' level, strengths and weaknesses in order to differentiate instruction and focus the lessons to match the needs of the students. Teachers will set individual goals and interim goals with the students in mathematics.
3. By June 2011, 75% of all students will publish a minimum of 8 publications.  
By June 2011, 100% of all classroom teachers (K-5) will participate in professional development in writing from the Teachers College staff developers.  
Teachers will work with the Teachers College consultant and the literacy coach to plan the writing units. Teachers will follow the units of study in writing and end each unit with a publication and an on-demand writing. Teachers will assess students' writing prior to every narrative unit and then assess through an on-demand narrative writing at the end of the unit. The teachers will work collaboratively to create rubrics to measure the students writing ability to improve content and skills on each grade level. The rubric will measure the students' progress and performance. Teachers will have independent writing conferences and guided writing lessons to further address the students' needs. Administration will collect writing samples every other month and conference notes to track progress. Final publications and conference notes will be used to measure students' progress as well.

4. By June 2011, there will be a 1% increase in our attendance percentage for the 2010-2011 school year as measured by the ATS reports.

Currently our attendance percentage is 92.7% and according to our progress report we are in the bottom -5% compared to our peer horizon and 38.7% compared to city horizon. We continue to enforce the importance of attendance. We reward classes with perfect attendance, we list the students with perfect attendance each month, we send home a RISA report with every student with their report cards, and students' homes are called daily to follow up on the students' absences.

5. By June 2011, 100% of all teachers will have participated in a minimum of 3 Common Core Standards workshops as measured by their attendance.

By June 2011, 75% of classroom teachers will begin to implement the Common Core Standards in their planning as measured by classroom visits.

Teachers will receive professional development in the Common Core Standards with emphasis on the ELA standards. All teachers received a CD of the standards and throughout the school year faculty conferences, professional development days and grade conferences will be used for further training. The Inquiry teams will be setting goals that align with the Common Core Standards. The Inquiry teams will use their time to delve deeper into the standards and collaboratively plan tasks, lessons and activities that align with the standards. In addition, the teacher college staff developers and calendar days will align with the Common Core standards.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Reading

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 2% increase in reading achievement of the number of students scoring on levels 3 and 4 (Gen Ed, Spec Ed, and ELL students) as measured by Fountas and Pinnell reading levels and assessments, predictive and ITA Assessments and 2011 NYS ELA Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers will instruct students daily using all the components of balanced literacy (Read aloud, Shared Reading, Guided Reading, Independent Reading, word work/word study (spelling), accountable talk, Shared writing, guided writing, writing workshop, and grammar).</li> <li>• Classroom teachers will identify levels of the students every other month using the Fountas and Pinnell reading level system and submit the levels with their data binders to administration.</li> <li>• Teachers will use ARIS to identify students strengths and weaknesses</li> <li>• Grades K-3 will have a 120 Minute Literacy Block (Comprehensive Literacy, including daily writing activities)</li> <li>• Grades 4-5 will have a minimum of 90 Minute Literacy Block (Comprehensive Literacy, including daily writing)</li> <li>• Reading Response logs/notebooks are kept by all students in grades 1-5 to demonstrate a minimum of 25 books read. (30 books in grade 3)</li> <li>• Classroom teachers in grades K-3 will assess the students using the Fountas and Pinnell benchmark system.</li> <li>• Classroom teachers will use data collection (formal and informal) to drive instruction.</li> <li>• Teachers have daily conferences in reading and writing addressing the individual student’s goals and needs.</li> <li>• Writing is published monthly (10 publications) and submitted every other month to administration for review.</li> <li>• Classroom teachers will differentiate instruction to increase student achievement. Differentiated instruction will be used to instruct students on all levels and challenge the higher level students</li> <li>• Classroom teachers set individual goals and interim goals in literacy. These are determined in conjunction with the students and are shared with the parents.</li> <li>• Students in Grades 3-5 will take the ELA predictive and the ELA Interim Assessments. Classroom teachers will evaluate the results and identify the students’ strengths and weaknesses. Instruction will be aligned to match the students’ needs. Students will take the State ELA in May.</li> </ul>

	<ul style="list-style-type: none"> <li>• Extended day will be offered to students on levels 3 and 4 in order to prepare them for the State ELA. Mandatory extended day for all students scoring on levels 1 and 2.</li> <li>• Literacy staff developer will work with the teachers to plan the units of study and assist in planning.</li> <li>• Grade Conferences and Inquiry teams are used to look at student work, curriculum planning and improve instruction.</li> <li>• Library has open access every morning for the students to take out books</li> <li>• Principal has one-on-one meetings with the teachers in September and January to identify needs, set goals and look at student progress.</li> <li>• ELL students are offered afterschool program (Title III) with emphasis on reading, writing, speaking and listening.</li> <li>• We will continue our partnership with Teachers College. Teachers will attend lab-sites for 19 sessions and attend off-site professional development days at Teachers College. 2 teachers will participate in specialty groups as well as the principal, assistant principal and literacy coach groups.</li> <li>• Classroom teachers attend off-site Professional Development</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Classroom teachers TL FSF and EGSCR State  Literacy Staff Developer (Title I SWP, Title I ARRA)  Teachers College (\$35,000 Title I SWP)  Librarian (Title I SWP)  Title III afterschool program. (Title III funding)  Per diem days for intervisitation and Professional Development (Title I SWP, Title I ARRA)  CFN Professional Development and DOE PD (TL FSF)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Reading levels are reviewed every month (October, December, February, April, June). Data is analyzed. Projected gain is by June '11 to increase levels 3 and 4 by 2%  ELA State assessment May '11– projected gain is to increase the number of students on levels 3 and 4 by 2%  Students will meet interim goals set by classroom teacher in Literacy in January '11 and April '11 and long term goal by June '11  ELA Predictive and ELA Interim Assessment  Fountas and Pinnell Benchmark Assessments in September and June (grades 1-3) and January for Kindergarten</p>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 2% increase in the number of students scoring on levels 3 and 4 as measured by Everyday Math assessments, writing in mathematics, 2011 NYS Math test, Math predictive and ITA assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers will instruct students daily for one hour and 15 minutes following the Everyday Math curriculum incorporating problem solving and writing in mathematics and manipulatives.</li> <li>• Classroom teachers will identify levels of the students every other month on the writing in mathematics and the Everyday math unit tests and submit the levels with their data binders to administration.</li> <li>• Teachers will use ARIS to identify students strengths and weaknesses</li> <li>• Classroom teachers will use data collection (formal and informal) to drive instruction.</li> <li>• Classroom teachers will differentiate instruction to increase student achievement. Differentiated instruction will be used to instruct students on all levels.</li> <li>• Classroom teachers set individual goals and interim goals in mathematics. These are determined in conjunction with the students and are shared with the parents.</li> <li>• Students in Grades 3-5 will take the Math predictive and the Math Interim Assessments. Classroom teachers will evaluate the results and identify the students' strengths and weaknesses. Instruction will be aligned to match the students' needs. Students will take the State Math in May.</li> <li>• Extended day will be offered to students on levels 3 and 4 in order to prepare them for the State Mathematics Assessment. Mandatory extended day for all students scoring on levels 1 and 2.</li> <li>• Math Coach will work with the teachers to create the pacing calendar and assist in planning.</li> <li>• Grade Conferences and Inquiry teams are used to look at student work, share strategies and to improve instruction.</li> <li>• Classroom teachers attend off-site Professional Development</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Math Coach (Title I SWP, Title I ARRA) Per diem days for intervisitation and Professional Development (Title I SWP, Title I ARRA) CFN Professional Development and DOE PD (TL FSF) Classroom teachers (TL FSF and EGSCR State)</p>

**Indicators of Interim Progress and/or Accomplishment**

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

Math levels (Everyday Math unit assessments and writing in mathematics problems) are reviewed every month (October, December, February, April, June). Data is analyzed. Projected gain is by June '11, 2% of all students will make a minimum of one year progress.

Math State assessment May '11– projected gain is increase of 2% of all students scoring on levels 3 and 4. Students will meet interim goals set by classroom teacher in Mathematics in January '11 and April '11 and long term goal by June '11

Math Predictive and Math Interim Assessment  
Classroom observations.

**Subject/Area (where relevant):** Writing

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 75% of all students will publish a minimum of 8 publications.          By June 2011, 100% of all classroom teachers (K-5) will participate in professional development in writing from the Teachers College staff developers.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Classroom teachers will instruct in writing workshop a minimum of 50 minutes four times a week. Writing workshop includes mini-lesson with active engagement, independent writing time and/or small group strategy or coaching lesson, independent writing conferences, and share session.</li> <li>• Teachers on grade will develop grade-wide rubric for assessing student writing in each genre.</li> <li>• Teachers will use the narrative continuum to assess the students writing level.</li> <li>• Classroom teachers will submit writing samples every other month to the administration for review. Writing samples will be assessed by classroom teacher using grade specific rubrics.</li> <li>• Classroom teachers will have students write an on-demand narrative piece in September '10 as a benchmark and then to measure progress students will write an on-demand narrative piece in June '11.</li> <li>• Teachers will use data collection (formal and informal) to drive instruction. Teachers will confer with the students independently and small group to meet their needs. Conference notes will be submitted with data binder collection every other month.</li> <li>• Teachers will differentiate instruction to increase student achievement. Differentiated instruction will be used to instruct students on all levels through independent conferences, and small group lessons including strategy lessons and coaching lessons. Teachers will use conferences, observations (student watching), and on-demand writing to identify needs and drive instruction. Teachers will plan whole class lessons as well as small group strategy lessons or independent conferences to meet the identified needs of the students.</li> <li>• Individual goals and interim goals in writing will be set in conjunction with the students and shared with the parents.</li> <li>• We will continue our partnership with Teachers College. Teachers will attend lab-sites for 19 sessions and attend off-site professional development days at Teachers College. 2 teachers will participate in specialty groups as well as the principal, assistant principal and literacy coach groups. Information will be turn-keyed to the teachers.</li> <li>• Literacy staff developer and Teachers College staff developer will work with teachers to map out units of study, assist in planning, model lessons and develop assessment measures.</li> <li>• Grade conferences and Inquiry teams are used to share strategies, improve instruction and look at student work.</li> <li>• Extended day will be mandated for all students on levels 1 and 2.</li> <li>• Teachers will attend off-site calendar day workshops at Teachers College and the information will be turn-keyed to the staff.</li> <li>• Through the professional development team, all information from the calendar days or workshops will be shared</li> </ul>

	<p>and then disseminated to the teachers as needed.</p> <ul style="list-style-type: none"> <li>• Teachers will follow the units of study set by the grade and publish pieces throughout the school year. At the end of the unit, students will write an on-demand piece of writing.</li> <li>• The literacy coach will provide in-class assistance through model lessons, one-on-one coaching sessions or grade coaching sessions.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Literacy Staff Developer (Title I SWP, Title I ARRA)  Teachers College (\$35,000 Title I SWP)  Per diem days for intervisitation and Professional Development (Title I SWP, Title I ARRA, Title III)  CFN Professional Development and DOE PD (TL FSF, Title III)  Classroom teachers TL FSF and EGSCR State</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Writing is collected every other month starting in September. Teachers submit their writing scored with a rubric. In September all students write a “quick publish” as a benchmark writing. Administration provides feedback to the teacher as well as to the students.</p> <p>After each unit of study the students write an on-demand writing piece to identify what objectives from the unit were mastered. The narrative writing will be scored by a rubric and submitted for review to the administration. Collection and review of the students’ writing and on-demand writing will show progress from on-demand writing in October to on-demand writing in June.</p> <p>Data Binders are collected every other month starting in October. Conference notes are part of the data binder identifying the needs of the students. There will be evidence of regular conferences and that the conferences are driving the instruction.</p> <p>Minutes and attendance sheets from Professional development team meetings will show evidence of the information that is shared.</p> <p>Schedules and notes submitted to the principal by the staff developers will show evidence of the work and the focus with each grade in the lab sites and debriefing meetings.</p> <p>Review of student writing folders show evidence of publications.</p> <p>Student writing is reviewed every month (November, January, March, May) Writing progress is analyzed. Projected gain is by June '11 to increase levels 3 and 4</p> <p>Conference notes are reviewed every other month (October, December, February, April, June)</p> <p>Students will meet interim goals set by classroom teacher in Literacy in January '11 and April '11 and long term goal by June '11</p>

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 1% increase in our attendance percentage for the 2010-2011 school year as measured by the ATS reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The School Attendance Committee meets once a month to discuss attendance and lateness concerns.</li> <li>• At the beginning of the school year, teachers discuss the importance of attending school regularly to the students and the parents.</li> <li>• On the first day of absence the school telephones the home, and by the second day of absence a postcard or letter is sent to the students' homes.</li> <li>• All outreach is documented in ILOG on ATS by Supervising school aide and/or attendance teacher.</li> <li>• The RACL is run-off daily and classes with perfect attendance are announced. Perfect attendance is charted and the class with the most days of perfect attendance each month is rewarded. The class with the most days of perfect attendance for the school year is rewarded.</li> <li>• Attendance awards are presented at the 100 day mark and at end of the school year for achieving perfect attendance.</li> <li>• Students' names are displayed monthly in the main entrance for those students with perfect attendance.</li> <li>• For ESL students, letters are translated and sent home in the native home language of the family.</li> <li>• Phone calls are made by staff or volunteers who speak their native language.</li> <li>• When a student is absent 20 days or 10 consecutive days a 407 is generated. The school aide/secretary checks on the current attendance of the student. A phone call is made and/or a letter is sent home regarding the student's attendance. All outreach efforts are documented with the 407. The assistant principal approves and signs the 407's that are closed at the school level.</li> <li>• School calendars, vacation schedules, and letters reminding parents of non-attendance days are sent home at the beginning of each month and a week before each non-attendance day. At the beginning of the school year a yearly calendar is distributed to all students.</li> <li>• A RISA is run-off for every student and sent home with the students' report cards in November '10, March '11 and June '11.</li> <li>• Guidance counselor and/or SAPIS worker reaches out to students with attendance issues.</li> <li>• Outreach is made to the Family shelter by Guidance counselor, SAPIS worker, supervising school adie, Attendance teacher and administration.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Teachers, Administration, Secretary (TL FSF)  Guidance Counselor (TL FSF, Title I SWP)  SAPIS worker (OASAS funding)  Attendance Teacher (AIDP funding)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly the attendance percentage is reviewed and compared to previous year.  At the monthly attendance meetings the overall attendance percentage is reviewed and compared to previous year.  We are projecting to increase attendance 1% by June 2011.</p>

**Professional Development in Common Core Standards**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of all teachers will have participated in a minimum of 3 Common Core Standards workshops as measured by attendance. By June 2011, 75% of classroom teachers will begin to implement the Common Core Standards in their planning as measured by classroom visits.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• 3 teachers and the Principal attend the Network Common Core Standards training.</li> <li>• The professional development is turn-keyed to the staff through faculty conferences, inquiry meetings, grade conferences and professional development days.</li> <li>• Each teacher received a CD of the common core standards.</li> <li>• Through the work of the Teachers College staff developers and calendar days, the teachers will look at the Common Core Standards and plan collaboratively.</li> <li>• The goals of the inquiry teams are to be aligned with the Common Core Standards.</li> <li>• Teachers will be increasing the amount of content area reading in their literacy block.</li> <li>• Teachers will receive professional development in Common Core Standards September '10 and November '10. Several grade conferences will be address the Common Core Standards between December '10 and May'11.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Literacy Staff Developer (Title I SWP, Title I ARRA) Teachers College (\$35,000 Title I SWP) Per diem days for intervisitation and Professional Development (Title I SWP, Title I ARRA, Title III) CFN Professional Development and DOE PD (TL FSF, Title III) Classroom teachers TL FSF and EGSCR State</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teachers will show evidence of common core standards in their planning.</li> <li>• Teaches will incorporate higher level tasks that align with the standards in their planning.</li> <li>• Turn-key of information from Professional development</li> <li>• The attendance sheets and minutes will document their participation in the Professional development sessions.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	2	6	0	N/A
1	27	0	N/A	N/A	5	2	1	N/A
2	14	12	N/A	N/A	4	3	4	N/A
3	23	19	N/A	N/A	0	0	0	N/A
4	26	23	21	0	7	1	1	N/A
5	12	11	16	16	0	0	1	N/A
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b>  Wilson/Fundations  ELA Test Prep  Great Leaps Reading  Intervention Readers  Quick Reads  Houghton Mifflin Readers  Options  Primary Phonics  Kaplan  Lexia  Scientific Learning Reading Assistant  Steck-Vaughn Think Alongs</p>	<p>AIS in ELA in being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Three to Five 45 minute periods per week provided by AIS teachers to Tier II students.</li> <li>▪ Differentiate instruction in all ELA classes – Tier I Intervention</li> <li>▪ Extended day instruction for 50 minutes 3 times a week for select students.</li> <li>▪ ELA test preparation program for select students</li> <li>▪ Through frequent content and skills based assessment (practice tests, running records, Acuity) the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.</li> </ul> <p><b>English as a Second Language:</b>  AIS in ESL in being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Three to Five 45 minute periods per week provided by AIS teachers.</li> <li>▪ Differentiate instruction in all ESL classes – Tier I Intervention</li> </ul> <p>Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.</p>
<p><b>Mathematics:</b>  Great Leaps Math  Kaplan Math  Coach Math Test Prep  Problems Solvers</p>	<p>AIS in math is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Three to five 45 minute periods per week provided by AIS teachers to Tier II students.</li> <li>▪ Differentiate instruction in all math classes -- Tier I intervention</li> <li>▪ Extended day instruction for 50 minutes 3 times a week for select students.</li> <li>▪ Math test preparation program for select students.</li> </ul> <p>Through frequent content and skills based assessment (Everyday Math and Acuity) the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.</p>
<p><b>Science:</b>  Hands on materials  Practice Tests and practice test materials</p>	<ul style="list-style-type: none"> <li>▪ In addition to the State mandated periods of science instruction students will receive an additional 45 minute period of AIS instruction in science per week.</li> <li>▪ The additional AIS period will be tailored to meet the specific needs of each student during extended day by classroom teacher.</li> </ul>
<p><b>Social Studies:</b>  Document based Tests  Practice Test materials</p>	<ul style="list-style-type: none"> <li>▪ In addition to the State mandated periods of social studies instruction selected students will receive an additional 45 minute period of AIS instruction in social studies per week during extended day. Select students will also receive a 20 minute period of AIS instruction in Social Studies per week.</li> <li>▪ The additional AIS period will be tailored to meet the specific needs of each student extended day by classroom teacher.</li> </ul>

<b>At-risk Services Provided by the Guidance Counselor:</b>	School counselors will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. The service is offered in English. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, and Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
<b>At-risk Services Provided by the Social Worker:</b>	The school social worker will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, and Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.

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

*NCLB/SED requirement for all schools*

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

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

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

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

#### **Section I. Student and School Information**

**Grade Level(s)** 1-5                      **Number of Students to be Served:** 45 LEP   0 Non-LEP

**Number of Teachers** 3   **Other Staff (Specify)** one Assistant Principal and one Parent Coordinator

**School Building Instructional Program/Professional Development Overview**

## **Section II. Title III, Part A LEP Program Narrative**

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

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Our Title III program will supplement instruction for our English Language Learners by providing an **ESL Literacy after-school program**. This program will be offered to approximately 45 ELL students (grades 1-5). The program participants will begin in February 2011 and run through May 2011. This program will include NYSESLAT prep in order to offer the opportunity for our ELLs to prepare for the NYSESLAT into early May. This program will have a parental involvement component where ELL parents and their children will be invited to participate in enrichment activities such as an ELL Family Game Night and an ELL Family Night. The after-school program will have three teachers, and one administrator to supervise and assist in administering the program. For the ELL Family Events, the after-school staff will be assisted by the school's Parent Coordinator and bilingual translators who can help in translating into the parent's native language.

We have chosen to provide an after-school program because many studies have shown that after-school programs do make a difference. Research shows that students participating in after-school programs show an increase in positive attitudes and behaviors linked to success in school and improves academic achievement especially for struggling ELLs (McLaughlin, 2002; Miller, 2003, Hall, et. al, 2004). To supplement quality classroom instruction in reading for grades 1-5 we will offer a Reader's Theatre Program. Reader's Theatre offers ELLs an opportunity to immerse themselves in a story. Some of the overall benefits for ELLs are:

- It provides meaningful opportunities to use oral language, building oral fluency
- It motivates students to use language
- It builds social and academic language (Cummins, 1999)
- It provides social interaction with language (Cummins, 1999; Krashen, 1985; Krashen & Terrell, 1983)
- It allows for differentiation of varying levels of language proficiency and reading levels
- It promotes skill transfer to other reading activities (Miller & Rinehart, 1999)

The after-school teachers will each use an ELMO document camera to present the script to the students; by using an ELMO with projected images of picture and text teachers can provide live interactive activities on a large scale to benefit ELL kinesthetic learners. Students can also easily share their stories or dialogue with the class by projecting them on the screen for all the students to see. Teachers will also use Getting Ready for NYSESLAT books and materials to help students prepare for the exam.

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

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High Quality Professional Development will take place throughout the school year in the areas of, but limited to, balanced literacy, science and math incorporating how to teach students with special needs and the ELL student population. These workshops will be presented at professional development sessions as well as grade conferences and faculty conferences. .

Award Reading consultants will provide professional development on literacy to the teachers who work with the Title III students. The workshop topics will include: Differentiating instruction for ELLs, and Assessment Driven planning for reading and writing instruction. These professional development activities are supplemental to the general Professional Development plan and will be conducted in English.

**Form TIII – A (1)(b)**

**Title III LEP Program School Building Budget Summary**

(According to the SAM No. 65, schools that are “conceptually” consolidating their federal, state and FSF/tax levy funas are not required to develop and submit a separate Title III budget)

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits) Per session, Per diem</b>		
<b>Purchased services-</b> High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.

We conducted our assessment of written translation and oral interpretation needs through our annual needs assessment survey and through informal interviews of parents and staff. We also use data based on the Home Language Survey given to all students when they enter the NYC Public Schools. This document states any languages spoken in the student's home and provides an accurate census of the languages spoken by both students and their parents. The Home Language Survey also shows whether or not a child and his family speak English to a proficiency level high enough to understand school communications without translation

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

The major findings were that parents, teachers and school personnel indicated that there was a need for bilingual interpreters and translators to assist in communicating with non-English speaking parents. The majority of non-English proficient students and parents at PS 52 are Arabic and Russian speakers, but we also have a need for language translation and interpretation services for speakers of Spanish, Albanian, Chinese, French, Urdu, and Turkish. Parents have mentioned that they often are unable to bring their own interpreters to school meetings and have even used their own children in this role. These findings were reported at the school's leadership team meetings.

## Part B: Strategies and Activities

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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 primarily use translators from the Office of Translation and Interpretation to provide written translation of letters, documents, forms and information for non-English speaking families. As needed we also use in-house bilingual teachers and bilingual paraprofessionals. Each year our parent coordinator conducts a survey with classroom teachers to determine the amount and which languages are needed for translation. Nearly all school communications - letters to parents, report cards, and announcements of school activities are translated. To insure a timely provision of translated document to parents in need of language assistance services we will have on hand translated materials in the following areas:

- registration and selection;
- standards and performance;
- conduct and discipline;
- safety and health;
- placement in any special education, English Language Learner or non-standard academic program
- transfers and discharges.
- academic updates, report cards, progress reports
- fundraisers, school events

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request a translation or interpretation of such document will be made available and we will seek other resources such as obtaining Translation services from the DOE Translation and Interpretation (T&I) Unit or contracting with approved DOE vendors with allocated translation/interpretation funds.

Our in-house translators will help meet the following translation needs:

- a. Translate written communications to the family from the teacher to provide information on school activities, meetings and events
- b. Translate written statements of school policy, requirements and expectations
- c. Translate information regarding city and state exams and formal assessment procedures

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 plan to provide oral interpretation services in Arabic, Russian, Spanish and Urdu. We have available several bilingual teachers, paraprofessionals and parent volunteers who will help to meet the identified interpretation needs when communicating with non-English speaking parents such as:

- a. Making telephone calls to parents to obtain or provide specific information
- b. Interpret at informal meetings between the family and the teacher
- c. Interpret at formal meetings between the family and the teacher or administrator
- d. Interpret at formal meetings between the family and the teacher to explain specific procedures or student difficulties
- e. Interpret at formal meetings with members of the SBST to explain results and recommendations to the family
- f. Interpret at orientation meetings for parents of newly-arrived English Language Learners

If we are unable to provide our own in-house oral interpretation services, we will obtain over-the-phone interpretation services provided by the DOE to assist in communicating with a non-English speaking parent.

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>.

Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A school sign is posted (in all languages) near the primary entrance to the school indicating the room where a copy of the notice for parents regarding language assistance services can be obtained. We will obtain from the Translation and Interpretation Unit a written translation of the signage and forms required under Section VII of the Chancellor's Regulations A-663 in the primary language of the parent that is neither English or a covered language and post and provide the translated forms in accordance with this section.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$514,629	\$207,502	\$722,131
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,146	\$2,075	\$7,221
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,732	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,463	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.5%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
One teacher was not highly qualified. The teacher applied for the early childhood license but due to slow processing at the State level the license was never issued. For the next school year, this teacher will not be teaching kindergarten and therefore will be highly qualified in teaching grades 1-5.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **P.S. 52 K School Parental Involvement Policy**

#### **I. General Expectations**

Public School 52 agrees to implement the following statutory requirements:

- As a Title I Schoolwide Project School, PS 52 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 such as Family Enrichment Night, Family Sports Night, Family Game and Bingo Night, Read Aloud, Informative Testing meeting, Promotional Criteria meeting, etc.
- 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. This will include 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 through the School Leadership Team and monthly Parent Association meetings.
- 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 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Through the involvement of the Parent Coordinator, the School Leadership Team where there are 8 parent members, participation of the Parent Association meetings, and the Annual Title I meeting, the Parental Involvement Policy will be reviewed and developed.

2. Public School 52 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Through the School Leadership Team, all members of the school community discuss and review the academic achievement of the school. This information is reported to the parents and the minutes are distributed at the Parent Association meetings.
3. Public School 52 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 meetings will be held to address homework, curriculum, State testing in Social Studies, Science, Reading and Math. Parents will volunteer as Learning Leaders to work with identified at-risk students. The Parent Coordinator will hold English classes in conversational English for ELL parents so that they can better assist their children.
4. Public School 52 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies in accordance with Universal Pre-K, by holding parent workshops, inviting parents to be active participants.
5. Public School 52 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. The evaluation will be conducted by the Parent Association and reviewed with the School Leadership Team. Parents' feedback will be considered and if it is the majority opinion, changes will be made if appropriate.
6. Public School 52 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 –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. 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 through workshops, conferences, and parent meetings
  - 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, through evening programs, workshops during the school day and Saturday workshops facilitated by the Parent Coordinator.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools through workshops and faculty conferences.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Letters will be translated and a translator will be available for parent conferences.

P.S. 52, in order to maximize parental involvement and participation in their children's education, will arrange school meetings at a variety of times, Parent Association meetings are held in the morning and the evening alternating months; Parent Teacher conferences are held twice a year during the afternoon and

evening; Phone calls are made and emails or letters are sent home to contact the parent as needed. Parents that are unable to attend alternative arrangements are made with the classroom teacher.

*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 School Leadership team. This policy was adopted by the Public School 52 on June 16, 2010 and will be in effect for the period of September 2010 through August 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 25, 2010.*

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

### **P.S. 52 K School-Parent Compact**

Public School 52, 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 2010-11.

#### **School Responsibilities**

##### **Public School 52 will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows through the Balanced Literacy Approach (read aloud, independent reading, guided reading, writing workshop, phonemic awareness, accountable talk), Everyday Math program incorporating hands-on mathematics and problem solving, NYC Science curriculum –a combination of FOSS and Harcourt Brace aligned with the scope and sequence, and New York State Social Studies curriculum.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held in November and March with evening and afternoon conferences.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: State assessments, Interim Assessments, Fountas and Pinnell assessments for grades K-3, EPAL for grades 2 and 3, report cards three times a year, academic updates and mid-year progress reports, results of teacher made tests, assessed writing assignments using a rubric.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day according to the teacher’s schedule. Appointments should be pre-arranged with the classroom teacher for a mutually convenient time. The Parent Coordinator is always available to act as the liaison between the home and the school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents can observe during Open School week in November. If parents wish to observe, this can be arranged with the classroom teacher. In addition parents are invited to join for special activities such as writing celebrations, presentations, performances, trips.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

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

- Insuring students are in attendance regularly and arriving to school on time.
- Making sure that homework is completed.
- Monitoring amount and content of television their children watch
- Monitor internet access usage.
- Volunteering in my child's school and/or classroom, as needed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Attending parent teacher conferences and keeping informed of my child's progress throughout the school year.
- 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.
- Participating in the Parent Association.
- Attending school programs such as afterschool library hours, family nights, read aloud, etc.
- Ensuring that my child is dressed appropriately for school. (Remember that the students gather on a carpeted area and often sit on the floor for instruction.)
- 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.

### Student Responsibilities

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

- Do homework every day and ask for help when I needed.
- 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

(Please note that signatures are not required)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
Through a questionnaire, the parent and teacher surveys and conversations with the school community through the School Leadership Team, grade meetings, faculty conferences, and Parent Association meetings, we are able to assess the needs of the students in relation to the State academic content and academic achievement. Data is collected and reviewed regularly to insure that the students are meeting the academic standards in relation to the State academic content. Data is collected through the school report card, Quality Review, surveys, analyzing the results of state assessments in ELA, Math, Science and Social Studies, Interim Assessments, Fountas and Pinnell benchmark assessment and reading levels, collection of writing samples, Everyday Math assessments, observation, conferences, and portfolio work assessed using rubrics.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

P.S. 52 as a School wide project school, provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Programs such as afterschool programs and academic intervention services are available for students to reach the proficient and advanced levels. There is an extended day program (as per the UFT contract) for all students. The students are grouped to address their needs to achieve the highest standards.

Students in need of additional academic assistance in grades 1-5 are offered after school programs in Reading, Math, or Foundations (Wilson) pending budget. In addition, there is an extended day program Tuesday and Wednesday for 50 minutes per day. The extended day program is mandated for all Level 1 and Level 2 students. There are Level 3 students that are recommended to attend to insure that they maintain grade level standards. Summer school is offered for students in grades 3, 4 and 5 who are not meeting promotional criteria. Through Title III funding, there is an enrichment summer school program for the ESL students who could benefit from additional instruction. This program provides the students with many opportunities for speaking, reading, writing and listening. We teach the students the literacy standards and math through a thematic approach including local and NYC trips. We also have a Title III afterschool program and family program to meet the needs of our English Language Learners. Through a CEIS grant we will be offering Just Words Wilson program to identified grade 4 student s for a morning program for 14 weeks.

There is a gifted program on every grade level, Kindergarten through Grade 5 to provide enrichment and an accelerated program. These students are tested to get into the program. In addition, students that are exceeding the standards receive enrichment through differentiated instruction and project based learning. Pending budget we offer enrichment afterschool programs for grades 3-5. Other enrichment activities include book clubs, Book PALS, assemblies, dance programs, instrumental music, percussion group, family evening programs, Science fair, author visits, pen pals, open access library, lego robotics, laptop usage, internet and software programs.

We address the needs of the historically underserved populations. At PS 52 that would include the low-income population, the ELL students, the Special needs students and the students that reside in temporary housing. These groups have been making adequate progress. Through all the academic intervention programs, we address these students' needs to insure that they are meeting the grade standards. There is a guidance counselor and a SAPIS worker on staff to address emotional needs of these students.

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

3. **Instruction by highly qualified staff.**  
Administration will review licensing and ensure that all teachers are teaching according to their licensed area and completing the requirements for certification. Teachers are assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations. 100% of our teachers are highly qualified. There is 5% of our Title I budget set aside for teachers that are not highly qualified to become highly qualified. Teachers are encouraged to become highly qualified. Administration regularly observes teaching staff and provides appropriate assistance and feedback through pre and post observation conferences.
4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.**  
Minimum of 10% of our Title I SWP funding is used for professional development purposes. Professional development will be aligned with the State and City standards. We provide staff development in using effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program in meeting the students' needs. Collaborative professional development will occur every other week through scheduling and through monthly faculty conferences and grade conferences. In addition, teachers will attend off-site professional development through Teachers College, the DOE professional development offerings, consultants, and other professional workshops that are available. We have a literacy staff developer and a math coach to provide in-class model lessons, articulation meetings, mentoring, and coaching. This year we are receiving on-site staff development from Teachers College in literacy to develop a lab site and professional planning with developing curriculum maps. Professional books are purchased for all staff members that align with their teaching area. Our school library has a professional section with books and magazines that can be borrowed from the library. The professional development team meets every other week to insure alignment and cohesiveness through vertical and horizontal alignment.
5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**  
We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and receive full time positions.
6. **Strategies to increase parental involvement through means such as family literacy services.**  
Minimum of 1% of our Title I SWP funding is used for parental involvement. We offer parent programs during the day and in the evening; some of the family programs are (but not limited to): read aloud, math, technology, science, sports, and Enrichment night. We hold parent workshops on ELA, math, and Science and how they can best support their child's education. We hold a Kindergarten Fair for incoming kindergarteners and a Junior high school informational meeting to support parents in the application process. We offer a family program for our ESL families. We invite parents to literacy celebrations throughout the school year. All letters are sent home in a timely manner and translated letters are available. A monthly newsletter and a monthly calendar is sent home. Emails are sent daily (as needed) to remind and update the parents as to all the activities available at the school.
7. **Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**  
We host a Kindergarten Fair in June inviting all incoming kindergarten students from Pre-school programs to provide a tour of the building and meet the teachers and for the families to be introduced the curriculum and expectations of kindergarten. The first two days of Kindergarten are half – days enabling the students to adjust to kindergarten and the new school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
Teachers are integral in the decisions regarding the achievement of individual students, overall instructional program and assessments. Principal has one-on-one meetings a minimum of twice a year to discuss student progress, set their professional goals and discuss the overall instructional program. This conversation is then continued through formal observations and pre and post conferences. Through the Academic Intervention Services team and PPT committee teachers discuss and address academic and emotional concerns of their students. Through grade conferences, collaborative professional development grade meetings and the professional development team teachers create assessments, rubrics, and discuss expected student outcomes. Teachers review the data of the Interim assessments, predictive and state assessments and analyze the results. The data inquiry team analyzes the progress of the identified students and turn-key the information to the staff through faculty conferences, grade conferences, and School Leadership team meetings. Teachers collect and analyze data that is all stored in a binder. Data includes but not limited to, information from ARIS, test history, observations, conference notes, writing samples, and assessments. Work is assessed using a grade specific and subject specific rubric. Data binders are collected every other month by administration.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are immediately identified. Teachers are encouraged to modify the materials to assist students through differentiated instruction based on their needs. Teachers are encouraged to teach through a variety of modalities to address the students' learning styles. Teachers attend the monthly pupil personnel team meetings to present the student(s) to the committee and next steps are prescribed. The team makes recommendations to address the students' needs. The following month, the team follows-up on the student to discuss if the prescribed actions are giving the student the necessary supports to succeed. At the monthly Academic Intervention meetings, the service providers discuss each student and review the progress. The AIS teachers pull out the students to provide instruction in a small group addressing the identified weaknesses. Teachers work with the students in small group within the class setting through differentiated instruction and continue to address the students' needs during the extended day program (50 minutes, 2 days a week). Pending budget afterschool programs are provided to continue to address the needs of the students not mastering the objectives.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
As a Schoolwide Program school, the School Leadership Team has developed a comprehensive educational plan designed to meet the needs of all students that will be supported by funds from Title I SWP. These funds are utilized to fund after school programs, additional teachers for staff development and academic intervention services; New York State and Federal Early Class Size reduction allocation enable us to provide small class size in grades Kindergarten, 1, 2, and 3; Title I SWP enables us to fund a literacy staff developer, librarian and math coach, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Tax Levy funding provides us with funding for a pull-out ESL teacher and a full ESL Kindergarten. Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum.

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$432,288	✓	15, 16, 17, 18, 19, 20, 21, 22, 23
Title I, Part A (ARRA)	Federal	✓			\$205,427	✓	15, 16, 17, 18, 19, 20, 23
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$19,340	✓	15, 16, 19, 20, 23
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$3,466,797	✓	15, 16, 17, 18, 19, 20, 21, 22, 23

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

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

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

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A**

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

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

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

N/A

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

N/A

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
There are currently 12 students in temporary housing attending PS 52.
2. Please describe the services you are planning to provide to the STH population.  
We provide a full academic program with many opportunities for enrichment through our arts and dance programs. All STH students learn the same curriculum (including but not limited to Reading, Writing, mathematics, Science, Social Studies, technology, health, art, music, physical education) but the STH students are given additional academic intervention services either Tier I in the classroom or Tier II with a provider as a pull-out program.  
We supply school bags and school supplies to the students. We collect clothing to keep if changes are needed and supplements of clothing. We pay for all school trips so that the students will receive the enrichment and participate in all school activities.  
We keep in daily communication with the liaisons at the temporary housing facility to discuss attendance and academic progress.  
We make visits to the temporary housing staff to insure that we are working together to best meet the needs of the students.  
We facilitate the students' move to the new school once permanent housing is acquired.  
We have facilitated parent trainings and support and provided assistance as needed with social agencies and ACS.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 052 Sheepshead Bay					
<b>District:</b>	22	<b>DBN:</b>	22K052	<b>School</b>		332200010052

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	35	36		92.7	92.9	92.8
Kindergarten	119	102	115				
Grade 1	137	130	105	<b>Student Stability - % of Enrollment:</b>			
Grade 2	123	132	135	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	122	127	129		92.5	94.6	93.3
Grade 4	114	124	123				
Grade 5	117	108	106	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		66.3	76.4	76.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	12	17
Grade 12	0	0	0				
Ungraded	0	1	3	<b>Recent Immigrants - Total Number:</b>			
Total	765	759	752	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					14	13	20

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	34	36	Principal Suspensions	32	24	22
# in Collaborative Team Teaching (CTT) Classes	65	65	73	Superintendent Suspensions	5	5	1
Number all others	22	22	17				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	60	61	60
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	18	7
# receiving ESL services only	115	111	TBD				
# ELLs with IEPs	8	29	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	14	16	27

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	96.7	100.0	100.0
				% more than 2 years teaching in this school	80.0	77.0	85.0
				% more than 5 years teaching anywhere	76.7	73.8	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	91.7
American Indian or Alaska Native	0.5	0.5	0.3	% core classes taught by "highly qualified" teachers	100.0	98.5	98.8
Black or African American	23.5	20.9	19.3				
Hispanic or Latino	15.7	15.7	14.1				
Asian or Native Hawaiian/Other Pacific	6.1	6.7	7.2				
White	54.1	56.0	59.2				
<b>Male</b>	53.6	53.6	52.1				
<b>Female</b>	46.4	46.4	47.9				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	43.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 605</b>	District <b>22</b>	School Number <b>052</b>	School Name <b>Sheepshead Bay</b>
Principal <b>Ms. Ilene Altschul</b>		Assistant Principal <b>Joy Mendelsohn</b>	
Coach <b>Denise Bonagura, Literacy</b>		Coach <b>Mary Early, Math</b>	
Teacher/Subject Area <b>Odetta Lozada, TESOL</b>		Guidance Counselor <b>Jessica Rosse</b>	
Teacher/Subject Area <b>Darina Martinovic, TESOL</b>		Parent <b>Alison Mayleas</b>	
Teacher/Subject Area <b>Kathleen Beissel, TESOL</b>		Parent Coordinator <b>Barbara Warner</b>	
Related Service Provider <b>Erica Spadaro-Cuttita</b>		Other	
Network Leader <b>Wendy Karp</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>737</b>	Total Number of ELLs	<b>127</b>	ELLs as Share of Total Student Population (%)	<b>17.23%</b>
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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.

The following structures are in place at our school to identify ELLs in our school and to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL):

At enrollment, trained school staff members meet with parents to determine the child's home language. The pedagogues responsible for conducting the initial screening and administering the HLIS and the LAB-R (if necessary) are our LAB-R Coordinators, D. Martinovic (bilingual-Russian), O. Lozada (bilingual-Spanish) and K. Beissel (English only). They are fully certified ESL teachers. This process is formalized through a Home Language Identification Survey (HLIS) where the parent indicates what language the child speaks at home. After collecting the HLIS and determining that a language other than English is spoken in a child's home, the LAB-R Coordinators conduct an informal interview with the parents - if the student speaks a language other than English and speaks little or no English then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level within 10 days of enrollment. Translation services are available during the ELL Identification Process.

Every September, the principal, assistant principal, and the ESL teachers review the scores from the previous Spring's NYSESLAT. This data is used to ensure that each child receives the correct amount of instructional time in ESL as is mandated by New York State. Students are grouped by grade according to their proficiency level. Students who scored Advanced on the NYSESLAT are scheduled to receive 4 45-minute periods of ESL instruction per week. Students who score Beginner or Intermediate are scheduled to receive 8 45-minute periods of ESL instruction per week. This process is repeated as new ELL students are enrolled (and identified as ELLs according to the identification process mentioned above) throughout the school year.

Those children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

Entitlement Letters, Parent Survey and Program Selection Forms and Placement letters are sent to parents of children eligible for services are sent home in English and in the parents' native language.

Parents of newly enrolled ELLs are invited to attend an orientation meeting where the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) are presented to them in their native language. They are also invited to view a DVD entitled Orientation for Parents of English Language Learners, provided by the Office of English Language Learners that has been translated in Arabic, Albanian, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish and Urdu in order to have the information regarding the three program choices presented in their own language.

The assistant principal and the parent coordinator work closely with the instructional ELL staff to coordinate these orientations and deliver information to the parents in a timely manner. The ELL teachers and the parent coordinator work together to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. A recordkeeping binder is kept to track these compliance documents and parent orientation meetings. Our main goal is to provide ELL parents with the opportunity to make an informed decision and to empower them as the main decision-makers in this process.

After administering the LAB-R exam, the LAB-R Coordinator will use cut scores to determine the student's proficiency level. Students who score at the Proficiency Level are not LEP and enter the general education program. Students who score at Beginning, Intermediate or Advanced Level are placed in our Freestanding ESL program. Students who score at Beginning, Intermediate, or Advanced Level on the NYSESLAT will continue receiving services. Placement letters are sent to the ELL parents in their native language. Orientation meetings are scheduled and translators are provided to assist in communicating with ELL parents.

The chart below shows the preferences made by parents by school year: Parent Survey Selection Forms

School Year	Freestanding ESL	Transitional Bilingual	Dual Language	Total
2009-10	111	1	9	121
2008-09	117	8	2	127
2007-08	48	3	0	51



Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	15
SIFE	2	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	97	2	5	23	0	4	7	0	6	127
Total	97	2	5	23	0	4	7	0	6	127

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
<b>TOTAL</b>	<b>0</b>													

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	1		2	2								8
Chinese	1			1										2
Russian	12	5	4	6	3	4								34
Bengali														0
Urdu		1	2											3
Arabic	10	19	9	14	9	6								67
Haitian		1			1									2
French		1	2	1										4
Korean														0
Punjabi		1												1
Polish														0
Albanian			1		2									3
Other			2			1								3

## 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
TOTAL	23	31	21	22	17	13	0	0	0	0	0	0	0	127

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Our Freestanding ESL Program is a systematic program of English language instruction using second language acquisition methodologies such as: The Natural Approach, providing access to content area instruction through the use of various instructional supports, e.g., scaffolding (modeling, bridging, contextualization, schema building, graphic organizers, questioning and working in cooperative groups) the Balanced Literacy model, and thematic units of study. This program provides our English Language Learners with instruction in English, emphasizing English-language acquisition. New York State regulations determine how many units of ESL instruction each student receives according to his or her English proficiency level on the New York State English as a Second Language Achievement Test.

All ELLs participate and are afforded equal access to all school programs as the general education and special education population. All ELLs participate in a comprehensive approach to Balanced Literacy and Math. The Balanced Literacy components include: Think-Aloud, Read Aloud, Accountable Talk, Shared Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing. In Math teachers utilize the Everyday Math program using manipulatives and a workshop model. All ELLs are placed in print rich classrooms with leveled libraries. Teachers provide instruction to engage ELL students in vigorous academic activities that promote conceptual and linguistic development in all disciplinary areas such as science, social studies, the arts, physical education and technology.

All of our ELL students that are either a "B" or an "I" as per their NYSESLAT score or for new admits who have scored "B" or "I" on the LAB-R receive a minimum of 360 minutes per week of ESL services as per CR Part 154 regulations. Those students classified as an "A" on the NYSESLAT or LAB-R receive 180 minutes of ESL services per week as per CR Part 154 regulations and 180 minutes of English Language Arts instruction per week.

We have two organizational models, the ESL self-contained model and the ESL Pull-out model. In the school year 2009-10 we had:

- One self-contained ESL heterogeneous class (mixed levels of proficiency) in kindergarten
- English Language Learners in grades K through five received ESL pull-out services

The students in our pull-out program are grouped according to their proficiency level. Scheduling is organized so that most groups of

students that are entitled to 8 units of ESL per week are pulled-out for 4 double periods, whenever possible. The pull-out ESL teachers work closely with the classroom teachers to ensure continuity. The ESL teachers and the classroom teachers have opportunities to collaborate and plan together. The Literacy Coach also works with the ESL teachers to make sure they are following and adapting the Teacher's College Reading and Writing Project to meet the needs of the ELLs. During the time that the students are pulled-out, there are a variety of different instructional practices that are utilized (whole-class, small group, minilessons, individual conferences, learning centers, peer teaching/coaching, partnerships, buddy work, independent work, etc.). All instruction is differentiated and students are grouped according to their needs to teach a specific skill or strategy that the teacher wants to target. The pull-out ESL classroom is set up so that it offers a non-threatening, print-rich environment filled with lots of realia, pictures, technology, and multi-leveled high-interest books. In the ESL pull-out classrooms, students participate in shared reading, shared writing, vocabulary development, the writing process-including publishing, read alouds, guided reading, and partner reading. Work is often centered around a common theme that is related to the science or social studies curriculum. All work that is done in the ESL pull-out classroom parallels and supports the Common Core State Standards and the grade's curriculum.

ELL students receive content area instruction in alignment with the units of study and curriculum of their current grade level. All teachers are trained to use data assessment to drive and plan differentiated instruction in ELA and the content areas to meet the needs of their students.

Newcomers are students who have recently immigrated and have very limited English language skills. They are at the Pre-Production stage of Second Language Acquisition. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, realia, and providing active contextualized engagement activities.

PS 52 is dedicated to promoting a safe, comfortable and welcoming atmosphere for newly enrolled ELL students. Our plan to assist newly enrolled ELL students before the beginning of the school year includes the following:

- Early Registration for newly-enrolled students prior to the opening of school in September.
- Early in September the LAB-R Test is administered to newly enrolled potential ELL/LEP students to ascertain their placement.
- During the registration and LAB-R test process the school secretary, the parent coordinator, ESL teachers and translators work as a team to assist parents, address their concerns, understand and complete forms, test, and assign placements for ELL students.
- Classroom teachers have been trained to provide additional help to newly enrolled ELL students with their transition into a new environment. Newly enrolled ELLs are paired with a buddy student who speaks their language to help develop a support system for them. Our school has a large immigrant population so there are often many English speaking students in most classes who also speak the same native language as new ELL students. These students have proven very valuable in helping to assist the new ELLs.

A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and basic English language skills. At this stage, teachers may utilize the student's native language to ensure the students' understanding of content area subjects while the student is acquiring English. We are fortunate to have available bilingual picture dictionaries on CDs in many of the languages spoken at our school. In addition, newcomers have access to computer assisted language for our ELLs and former ELLs. We also provide a collection of bilingual/native language reading books in the self-contained ESL classrooms and in the school library that newcomers can check out to read during the reading block or to take home.

As students progress in their acquisition of English, they move to the Early Production Stage. At this stage, Beginner students are beginning to put simple sentences together but still have limited comprehension of English. The focus of instruction for beginners is vocabulary building, modeling reading and writing through read aloud and think aloud, pairing Beginners with a more dominate English speaker who can provide good modeling, providing cooperative group activities that Beginners can participate in by performing tasks such as listing, labeling, categorizing, responding and answering questions, supporting shared reading and writing with visuals, demonstrations, and shared experiences, planning instruction around themes to maximize opportunities for ELLs to acquire language and concepts and differentiating instruction by a variety of scaffolding techniques to meet the needs of students, introducing and developing vocabulary visually by using picture dictionaries and other visual aids. Teachers encourage ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning.

At the third stage of language acquisition, Speech Emergence, Intermediate students are able to respond in simple sentences and have greater receptive skills in comparison to their expressive abilities. Instruction for Intermediate students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea) scaffolding academic language, modeling a think aloud verbalizing a confusing point, partnering ELLs with more dominate English speakers that can provide good modeling. The writing

process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters. Teachers confer with students to identify strengths and weaknesses. These conferences provide new teaching points for new mini-lessons based on students' needs. Small group strategy lessons are conducted for students who exhibit similar strengths and weaknesses. Teachers encourage students to develop their writing skills in their native language so they can transfer these skills when they are writing in English. After students have revised and edited their writing pieces they celebrate their work through a publishing celebration.

During Intermediate Fluency, the fourth stage in second language acquisition, advanced students demonstrate greater control of the English language and produce complex sentences expected of a native speaker. Although these students are much more fluent they still need support in reading and writing. The focus of instruction for Advanced students includes: using scaffolding activities during pre-reading and post reading activities, teaching reading and writing through purposeful activities rich in context and built on shared experiences through thematic units of study, providing learning activities that can be accomplished by forming small groups in a structure that encourages mutual cooperation. The ESL teacher works closely with classroom teachers to achieve the following goals:

- provide academic content-area instruction in English
- using ESL methodology and instructional strategies
- using native language support to make content comprehensible
- assisting students to achieve the state-designated level of English proficiency for their grade

In the situation where we have SIFE students, a student who might have missed a whole year of instruction, or in the scenario where a student returns to his native country and attends school with no English language instruction and then comes back to our school, attention must be given to the learning gaps in his/her instruction. One option is to place the student in a lower grade. This is done on a case by case basis and with informed parental consent. SIFE students need intensive special support and assistance. Instruction will be accommodated by providing an extra period of ESL daily, in addition to the mandated unit as per CR Part 154 regulations, providing academic intervention services from our AIS teacher, providing counseling services by the guidance counselor, attending the extended day program for small group instruction based on assessed needs, attending after-school reading/math programs to improve literacy and math skills, attending our ESL Title III after-school program and providing access to computer assisted language learning programs.

Instruction for Long-Term ELLs (enrolled for more than six years) is focused on immersing students in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn through modeling, modifying materials, activities, and assignments based on level of proficiency, modifying lessons to develop skills in all the modalities and address different learning styles and providing AIS Extended Day.

We have placed our ELLs with special needs in special education self-contained classes and in CTT classrooms as per their IEP. Our special needs ELLs receive ESL instruction from our licensed ESL pull-out teacher in addition to support services as per their IEP. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology via our Award Reading computer software programs and using a variety of scaffolding techniques.

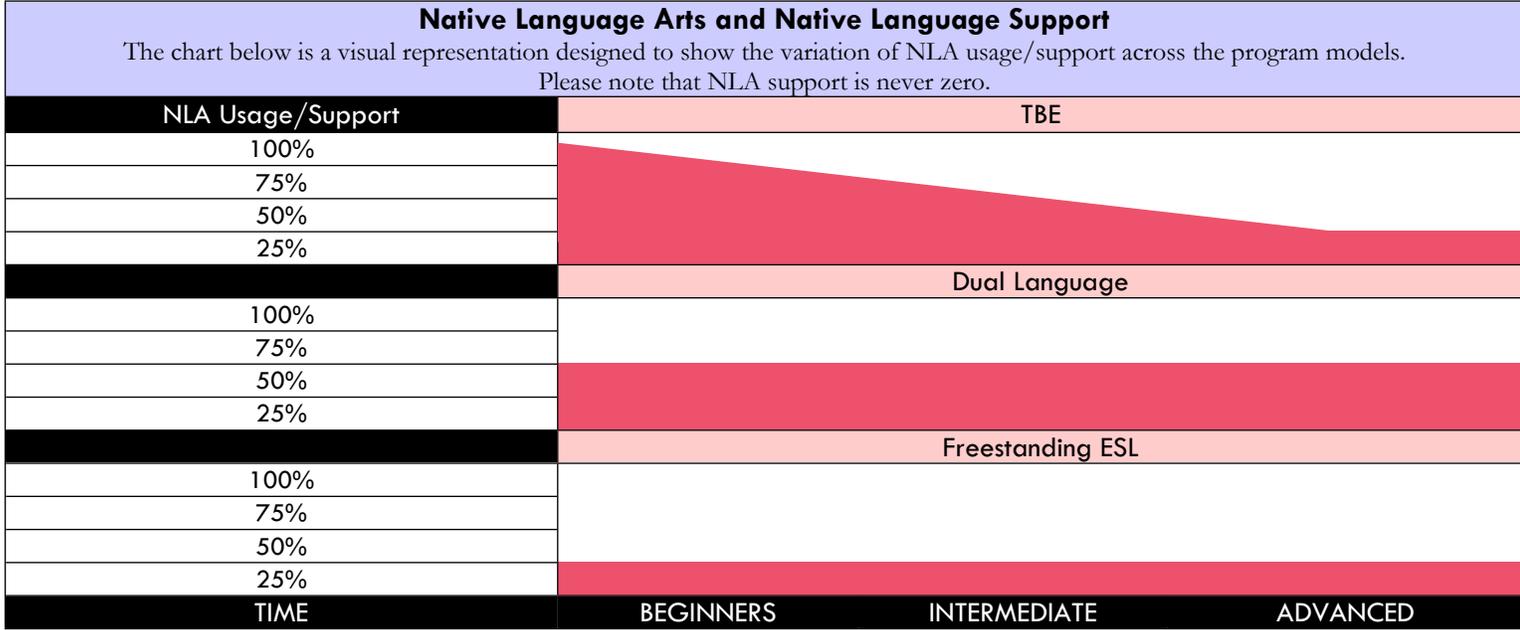
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

5. The targeted intervention programs that we have are all offered in English. These programs are used for beginner, intermediate, and advanced ELLs. The programs are: LEXIA, AWARD, Reading Assistant, Fountas & Pinnell Leveled Literacy Intervention, Houghton Mifflin Leveled Readers, Words Their Way, Foundations, Wilson Reading System, Great Leaps Reading, Great Leaps Math, Primary Phonics, Think Alongs, and Options.

6. Our plan to support those students that have passed the NYSESLAT is as follows:

- Participation in small group instruction with an ESL pull-out/push-in teacher for a minimum of four times per week in heterogeneous grouping comprised of ELLs and former ELLs.
- Providing small group academic intervention services from our AIS teacher
- Participation in small group instruction through the extended day program
- Invitations to attend our Title III after-school program

7. No new programs are being considered at this time. We will continue with the current programs that we are using.

8. No programs/services will be discontinued for our ELLs.

9. ELL's will receive an afterschool program starting in February in literacy. In addition, all ELLs are entitled to extended day programs, AIS, and differentiated instruction throughout the day in both ESL and regular classrooms.

10. All classrooms are equipped with computer centers and laptops. The Award reading program is utilized in all ESL classes as well as in the technology center.

11. In our ESL program, we do not offer native language support.

12. All required services and resources correspond to ELLs' ages and grade levels.

13. PS 52 is dedicated to promoting a safe, comfortable and welcoming atmosphere for newly enrolled ELL students. Our plan to assist newly enrolled ELL students before the beginning of the school year includes the following:

- Early Registration for newly-enrolled students prior to the opening of school in September.
- Early in September the LAB-R Test is administered to newly enrolled potential ELL/LEP students to ascertain their placement.
- During the registration and LAB-R test process the school secretary, the parent coordinator, ESL teachers and translators work as a team to assist parents, address their concerns, understand and complete forms, test, and assign placements for ELL students.
- Classroom teachers have been trained to provide additional help to newly enrolled ELL students with their transition into a new environment. Newly enrolled ELLs are paired with a buddy student who speaks their language to help develop a support system for them. Our school has a large immigrant population so there are often many English speaking students in most classes who also speak the same native language as new ELL students. These students have proven very valuable in helping to assist the new ELLs.

14. We do not offer language electives to our ELLs.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

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

Professional development is coordinated by our Professional Development Team. The team meets regularly to collaboratively combine ideas on effective professional development planning for teachers. The team provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the State learning standards.

Professional development is presented by the principal, assistant principals, Network staff, Professional Development consultants (ie AWARD, Teacher's College) and ESL teachers throughout the year at grade conferences, faculty conferences, and full day workshops. The tentative schedule for professional development for all personnel who work with ELLs is: September 8 (all staff), November 2 (all general education classroom teachers), November 15 (all staff), December 7, 2010 (cluster teachers), February 7 (Kindergarten), February 8 (3<sup>rd</sup> Grade), February 11 (1<sup>st</sup> Grade), February 15 (2<sup>nd</sup> Grade), February 16 (4<sup>th</sup> Grade), February 18, 2011 (5<sup>th</sup> Grade). The professional development is presented to the entire staff, including but not limited to: paraprofessionals, common branch teachers, cluster teachers, special education teachers, ESL teachers, Guidance counselor, psychologists, occupational and physical therapists, speech therapists and the parent coordinator.

In order to meet the needs of our ELLs we have provided, or plan to provide the following professional development activities to our entire staff:

- Professional development on high quality instructional practices across the curriculum for ELLs.
- Professional development on interventions for struggling ELLs
- Professional development on how to contextualize academic language for ELLs by using visuals, manipulatives, film and other types of realia.
- Professional development on high quality instructional practices for ELLs provided by the Network or the Office of English Language Learners
- Professional development on best practices from our Literacy Coach
- In addition ESL Teachers will receive on-site professional development on the Award Reading Program provided by Award Reading PD consultants.

In addition to ongoing professional development for teachers and staff to assist ELLs as they transition from one grade level to another, ESL teachers and the administration share information many different ways. Conferences and meetings allow information to be shared. These include but are not limited to: reorganization meetings, grade conferences, articulation meetings, vertical planning meetings, June planning meetings, AIS and PPT meetings, and June clerical ½ days teachers share and discuss data, information, and student work that is essential for planning and helping our ELLs move to the next grade level and help the teachers prepare for the upcoming school year. Packets are provided to teachers to assist with the transition for all newcomers-regardless of when they enter our school-to help them familiarize themselves with their new school, teachers, building, and other essential biographical information. Also, when ELLs become proficient, and no longer require ESL services, the ESL teacher helps them transition to the general education program by explaining why they are not going to be serviced any more and congratulate them on their completion of the ESL program. These students are given a Certificate of Merit by their ESL teacher.

Certified ESL teachers will conduct 7 ½ hours (general education) of state-mandated ESL staff development or 10 hours (special education) ESL training for the faculty; attendance records will be maintained to ensure the requirement is met. In addition general education and special education teachers have the opportunity to attend citywide Professional Development provided by the Office of English Language Learners and Teacher's College.

#### **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?

We use data from parent surveys to evaluate the needs of parents of English Language Learners. The parent coordinator also makes every effort to reach out to parents of ELLs to discuss their concerns and questions. From this data, many opportunities are provided to our ELL parents to become more involved in our school and their child's education.

At P.S. 52 we recognize the importance of parental involvement in the education of all of our students including the participation of our ELL parents. Many workshops specifically target ELL parents, such as ELL Parent Orientation meetings (where parents are introduced to the different ELL programs, Title III meetings (orientation for ELL parents on Title III after-school programs and special ELL Family Events), and Title I parent meetings. All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translations services are provided whenever needed. In addition, parents are invited and encouraged to participate in Family Math Night, Family Sports Night, Family Game Night, Read Aloud, Informative Testing meetings, Promotional criteria meetings, music concerts, Science Fair, Art Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop and other parental activities.

These parental involvement activities meet the needs of the ELL parents in several ways. They give parents an opportunity to interact with other parents from the community and the school. Parents can feel comfortable and not threatened because information is presented in English and is translated into their native language when needed. Parents learn valuable information at the meetings as well as have the opportunity to see their children interact with other classmates and school staff. These family nights, meetings, and information nights help our ELL parents become a part of their child's education which, in turn, will help the ELL family realize that they are an integral part of our school community.

Our school works with a variety of Community Based Organizations that provide programs or services for parents of English Language Learners. Our Parent Coordinator works closely with our local Brooklyn Public Library Branch to assist ELL parents in completing library card application forms and obtaining library cards. The Sheepshead Bay Brooklyn Public Library also offers free ESOL materials, classes and conversation groups which our parents are happy to take advantage of. The Salt Marsh Nature Center in Marine Park serves a vital role in our neighborhood. The parent coordinator assists classroom teachers in arranging field trips to the Salt Marsh Nature Center and many ELL parents accompany their child on these visits. The Urban Park Rangers use the plants and animals of the salt marsh as object lessons in a variety of subjects, including ecology, botany, and ornithology. Also, our school offers several other workshops and meetings throughout the year that are presented by outside agencies. Weekly conversational English classes for ELL parents are offered through the Department of Education's Adult Education Services so ELL parents can improve their verbal and writing skills. The local precinct presents a Crime Prevention Workshop as well as attends our community safety meetings. The Department of Health presents a workshop entitled Healthy Homes which focuses on child safety. Many of our primary classes participate in Cookshop Classroom which also has a parent component where parents come to our school and learn how to cook healthy meals for their families and then the participating parents receive all the food necessary to make the meals in their own homes. Finally, Learning Leaders present a parent workshop on Storytelling and Bookmaking where parents learn how to incorporate these literacy activities at home with their children.

## 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)	7	11	6	3	1	0								28
Intermediate(I)	10	7	7	9	5	3								41
Advanced (A)	1	8	4	7	4	8								32

Total	18	26	17	19	10	11	0	0	0	0	0	0	0	101
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	2	0	0	0	0							
	I	8	5	1	1	1	1							
	A	6	16	11	3	3	7							
	P	6	8	9	13	13	5							
READING/ WRITING	B	7	11	6	1	1	0							
	I	10	5	7	5	5	3							
	A	1	6	4	4	4	8							
	P	5	9	4	7	7	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	8	1	0	20
4	3	13	0	0	16
5	8	3	2	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		8		5		1		22
4	2		7		7		1		17
5	3		4		6		0		13
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	0		9		7		1		17
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		3		4		1		12
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Our goal for the school's LAP is to ensure that instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-termed ELLs, beginner, intermediate and advanced.

Our school uses Fountas and Pinnell to assess the early literacy skills of our ELLs. In kindergarten, the assessment is given in January and May. The areas that are assessed in kindergarten in January are letter recognition, sight words, and the early literacy profile checklist. In May, the entire assessment is given. The entire benchmark assessment from Fountas and Pinnel is given to all students in grades 1-3 in September and May. The assessment consists of letter recognition, early literacy behaviors, reading high frequency words, initial sounds, blending words, segmenting words, rhyming words, word writing, writing picture names, phonograms, consonant blends, vowel clusters, suffixes, compound words, one- and two-syllable words, syllables in longer words, and grade 1, 2, and 3 word features tests. This information helps drive instruction in our school in several ways. First, this data informs the teachers (both classroom and ESL) what skills the student has when s/he comes into their class. Second, teachers use this information to group students according to their strengths and weaknesses. Third, teachers also use this data to drive instruction so that they know what skills are needed to be taught. This assessment is crucial to our classroom teachers and ESL teachers because students are given a reading level based on accuracy, fluency, and comprehension and from there, the teacher can determine what the students' independent level and instructional level are so that instruction is accurate and aligned to their appropriate level. The EPAL assessment is given to students who are reading on a level H and above in second grade and all third graders. As with the Fountas and Pinnell assessments, this data is used to drive instruction in both the ESL classroom and the child's regular classroom. The child's ability to read passages and answer comprehension questions will help the teachers focus on the skills and strategies needed to meet grade level standards. In general, ELL students score below their general ed classmates on both the Fountas and Pinnell and EPAL assessments. This information helps inform our school's instructional plan in several ways. The data is carefully analyzed by the data team and the professional development team as well as the leadership team. This information is shared with the ESL staff and the classroom teachers. Then the leadership team looks at the areas where the students are performing below standard (in this case reading comprehension and writing) and provide additional supports. A morning program called Just Words is being offered for students that meet this criteria and a Title III afterschool program designed specifically for ELLs is offered to help them catch up and address their needs according to the data.

The data patterns across proficiency levels and grades on the NYSESLAT are summarized as follows: In grades K-3 approximately two-thirds of the students are Beginner/Intermediate whereas in grades 4 and 5, only 23-35% of students are Beginner/Intermediate. This data shows us that in the younger grades greater emphasis needs to be on acquiring BICS and developing vocabulary. Many of these students do not have the academic language of their peers so the ESL teachers and classroom teachers develop lessons to facilitate this process. The trend shows that there are more Advanced learners in the third and fifth grades, 32% and 62%, respectively. Fourth grade had 24% of the students scoring Advanced, but that is because the Fourth grade had the highest percentage of students who scored Proficient, 41%. When compared to the other grades, the percentage of students who scored Proficient ranged from 22% in kindergarten, 16% in first grade, 19% in second grade, 14% in third grade, and 15% in fifth grade. Our instructional team looked at this data and determined that more work needs to be done to help our younger students move from Beginner/Intermediate to Advanced and then Proficient.

and English, home literacy, immigration status, disability status and cultural expectations of school. These factors are taken into consideration when examining performance of ELLs on standardized tests and assessments. We have compiled assessment data from our LAB-R, NYSESLAT and ELL Interim Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities. According to our data from the LAB-R, the majority of the students who score Beginner/Intermediate are in our lower grades. Most of these children are newcomers to the country, have never had any schooling, and are too young to be literate in their native language. Our data also shows that students who stay at the beginner/intermediate level for several years, tend to have other educational needs that are independent of their language acquisition. These children are then identified and receive Academic Intervention Services as well as mandated ESL instruction. In addition, students in the older grades (grade 3 and up) that are beginners on the LAB-R, are newcomers who may or may not be literate in their native language. Interviews and informal assessments are then conducted to see if these children are SIFE, to see if they are more than 2 school years behind their peers. SIFE students receive AIS services and they are also entitled to the Title III Afterschool program.

We have found a pattern of our ELLs performing at higher levels of proficiency in listening, and speaking than in reading and writing. This will affect our instructional decisions as a school and on each grade. For the students who have not met performance standards in listening and speaking, classroom teachers and ESL teachers create a variety of lessons to support the acquisition of English vocabulary and structures, including but not limited to visual and oral scaffolding and realia strategies using multiple listening sources. For those students who have not

## Part VI: LAP Assurances

small groups according to specific skills and strategies that need to be mastered. Differentiated instruction with scaffolding while incorporating a variety of texts in all genre areas and multiple writing opportunities will help these students become proficient in the area of

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

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