



P.S. 052 QUEENS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 052 QUEENS
ADDRESS: 178-37 146 TERRACE
TELEPHONE: 718-528-2238
FAX: 718-276-2854

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342900010052 **SCHOOL NAME:** P.S. 052 Queens

SCHOOL ADDRESS: 178-37 146 TERRACE, QUEENS, NY, 11434

SCHOOL TELEPHONE: 718-528-2238 **FAX:** 718-276-2854

SCHOOL CONTACT PERSON: LINDA POUGH **EMAIL ADDRESS:** LPough@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joanne Helenese-Barnett

PRINCIPAL: LINDA POUGH

UFT CHAPTER LEADER: Cheryl Hillman

PARENTS' ASSOCIATION PRESIDENT: Sonia Pedroso

STUDENT REPRESENTATIVE: _____
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** CFN 531

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT/Christine Etienne

SUPERINTENDENT: LENON MURRAY

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
Linda Pough	Principal	
Cheryl Hillman	UFT Chapter Leader	
Joanne Helenese-Barnett	UFT Member	
Gina Yang	UFT Member	
Veronica Best	UFT Member	
Deborah Smith	UFT Member	
Imelda Kubic	UFT Member	

* 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.

□

Public School 52Q is a four story brick structure that was constructed in 1926. P.S. 52Q is located in the Southeastern Queens community of Springfield Gardens adjacent to Kennedy Airport amidst an area of private homes, multiple dwellings, and commercial/industrial buildings. P.S. 52 services 535 students in grades PreK-5. Our school is located several blocks away from two temporary housing facilities who we partner with to best serve a population of students who reside in temporary housing. Many of our students reside with families caring for them in foster homes which contribute to a mobility rate that is greater than 15% and an attendance rate that is approximately 91%.

As stated in our school mission statement:

“WE CANNOT BECOME WHAT WE NEED TO BE BY REMAINING WHAT WE ARE.”

Max DePre

It is our mission as educators to prepare all of our students to meet and exceed all established Performance Standards. We are striving to gain recognition as a school of excellence in achievement and character. By providing a learning environment that is safe and nurturing, our students will become life-long learners with goals of achieving excellence in all their endeavors. We will work with parents and the total community to produce well rounded students that are capable and socially conscious of their unique importance to our society.

We are a diverse staff that works collaboratively toward a common goal. Our staff has a vested interest in the school-wide goals and objectives and is committed to working toward improving student achievement. Our greatest accomplishment as a school community is our ability to collaborate across grades (laterally and horizontally) planning to address student needs and move our students forward.

Academic Achievements

Our staff utilizes the Teachers College Reading and Writing program and the Teaching Matters Writing program to implement reading and writing units of study throughout the school year.

Our school was awarded a DINI grant for the 2010-2011 school year. As a result of this commitment, we are able to provide the students with a customized program **Mind Lab** which will address the needs of our SWDs through the use of games and interactive activities to reach their targeted goal. Students engage in activities that sharpen and expand their abilities in all academic areas; also the program provides strategies to develop their thought processes.

Approximately three hundred of our students utilize a program called Achieve 3000. Achieve 3000 is a web based, non fiction reading program that differentiates reading instruction. Each student receives a daily e-mail assignment that is written on his/her own grade level. Teachers and students are provided with immediate feedback to monitor student progress. This program also offers home practice.

We have expanded our science program and currently utilize cluster teachers to teach engineering and science three to five times per week to students in grades first through five.

We have made continued gains in both ELA and Math.

We were recognized as one of New York State's rapidly improving schools in 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009 and 2009-2010.

Technology

Smart Boards in most classrooms are utilized as tools to assist teachers in providing interactive technology based lessons to support various learning styles.

Senteo Program provides instant results for assessments that guides planning and offers data to channel differentiation of instruction.

Professional Development

Differentiated professional development sessions are provided to staff members throughout the school year. Administrators, Lead teachers, staff developers, and consultants provide these services.

Collectively, our teachers make decisions on improving strategies that provide instructional practices for new and experienced teachers.

Time is allocated specifically for teachers to look closely at student work. Specific protocols are followed and "next steps" are identified after each session.

Cultural

Character education with "Mr. Chris" engages students through the use of music, movement storytelling, sign language, comedy, theater and games.

Steel Pan Band and African Drum instruction is provided weekly through a partnership with Caribbean American Steel Pan Association.

Instrumental Band program introduces students to woodwind instruments.

Chess and Robotics Programs facilitated by select staff members.

International Day: students research countries, looking at customs, dressing in traditional garb and preparing foods native to the country.

Health

The NYC Department of Health set up a temporary dental facility in our building and we were able to provide preventive dental services to students in grades PreK-6 during the 2007-2008 and 2008-2009 school year.

Free Eye glasses were provided for students as needed – NYC agency.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 052 Queens								
District:		29	DBN #:		29Q052	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		31	36	36			92.1	92.8	TBD	
Kindergarten		76	74	93						
Grade 1		96	82	100	Student Stability - % of Enrollment:					
Grade 2		76	96	71	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		70	84	99			89.2	87.41	TBD	
Grade 4		89	73	83	Poverty Rate - % of Enrollment:					
Grade 5		85	78	74	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		83	75	0			73.3	73.3	87.9	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			6	36	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			3	2	1	
Ungraded		1	0	1						
Total		607	598	557						
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		21	17	19	Principal Suspensions		16	39	TBD	
# in Collaborative Team Teaching (CTT) Classes		26	39	36	Superintendent Suspensions		9	15	TBD	
Number all others		22	23	11						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	25	23	23	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	1	Number of Teachers	47	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	95.7	100	TBD
				% more than 2 years teaching in this school	59.6	72.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	46.8	51.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	87	TBD
American Indian or Alaska Native	0.3	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	95.5	TBD
Black or African American	88	88.5	91				
Hispanic or Latino	7.1	5.9	3.4				
Asian or Native Hawaiian/Other Pacific Isl.	3.3	2.3	2.2				
White	1.3	2.3	3.1				
Multi-racial							
Male	52.1	50.8	51.2				
Female	47.9	49.2	48.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1 Basic <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input type="checkbox"/>							
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White			-				
Multiracial	-	-					
Students with Disabilities	X	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	88.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

Need Assessment

NYC Progress Report 2009-2010

Student Progress for English Language Arts indicates the following:

The overall score for student progress was 44.1 out of 60. The percent of students at Proficiency Levels 3 and 4 is 76% compared to our Peer Horizons which was 79.9% and the City Horizon Schools which is 73.1%. The data indicates that we are slightly below our Peer schools and above the City Horizon Schools.

Student performance trends can be easily identified from the results of the New York State ELA. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State ELA results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers can identify student needs by using the data from the ELA results and then differentiate instruction by content strand.

ELA Data 2008-2010

Looking at the ELA data we noticed that we decreased in percentage points which is do largely to the scale score revisions for New State Test. Our Fourth Grade scores dropped significantly, however, Grade 5 remained in the 50th percentile.

Grades	P.S. 52 2008	P.S. 52 2009	PS 52 2010
5	70.0%	79.5%	52%
4	48.8%	64.3%	38%
3	41.5%	57%	50%

Student Progress for Math indicates the following:

The percent of students at proficiency for Math is 47% compared to our Peer Horizon School which is 15.7 and the City Horizon which is 0.4%. The median growth for the schools lowest third is 82.0% compared to our Peer Horizon which is 77.0% and the City Horizon which is 74.1%. The data indicates we are above our Peer and City Horizon Schools. We decreased in student progress; however this is largely due to the recalibration of New State Tests.

Student Performance for English Language Arts and Math indicates the following:

ELA Percentage of Students at Proficiency (Level 3 and 4)	ELA Median Student Proficiency	Math Percentage of Students at Proficiency (Level 3 and 4)	Math Median Student Proficiency
46.0%	2.96	47%	2.93

The percentage of students at proficiency for ELA Level 3 and 4 is 46.0% compared to our Peer Horizon which is 36.6% and City Horizon which is 33.7%. The median student proficiency is 2.96 compared to 2.51 for Peer Horizon and 2.44 for City Horizon. Taken as a whole, our percentage of students at proficiency for Mathematics is higher than our Peer Horizon (15.7%) and City Horizon schools (46.8%).

The percentage of students at proficiency for Mathematics Level 3 and 4 is 47.0% compared to our Peer Horizon which is 15.7% and City Horizon which is 0.4%. The median student proficiency is 2.93 compared to 2.62 for Peer Horizon and 2.60 for City Horizon. Taken as a whole, our percentage of students at proficiency for Mathematics is higher than our Peer Horizon (15.7%) and City Horizon schools (46.8%).

Our student progress has been consistently improving as indicated on the Student Performance section of the 2009-2010 Report Card where we received an A.

Greatest accomplishments over the last couple of years

Maintaining an "A" on our Progress Report 2009-2010	Progress Report results were positive
Improvement on the State standardized tests: ELA, Math, Science and Social Studies	Professional Development Protocol sessions weekly, Professional Reading for the school community, Using Action Research data to plan for instruction. PD 360 to differentiate instruction and improve classroom management strategies. I-Observation to facilitate constructive feedback and improve instruction.
Utilizing the Teaching Matters "Moodle" online to house curriculum for grades K-5	Integration of Technology with Smart Media Boards and Senteos. Laptops in most classrooms.

The school is organized in an effective and meaningful way, holding all stakeholders to high expectations	Administrators, coaches, lead teachers and support staff serve as valuable educational and professional resources to raise student performance. Our school schedules reflect collaborative planning times.
Customized grade leveled conference sheets and rubrics for reading on mini laptops	

Significant Aids or Barriers

ELA, Math, Science, Social Studies, Workshops	Low parental participation and involvement
Classroom leveled libraries, Content (Social Studies and Science) based libraries	Students do not have library cards, and do not use local libraries as a resource
Online Programs: Achieve 3000, Study Island, and Rally Reading Online	Students lack home computers and do not have access to the internet when away from school.
Uniform Curriculum aligned with standards	High Transient Population
Guidance Workshops for students and Parents	Increase in our special needs population
Book Clubs for Parents	

Aids

Barriers

Aids to Continuous Improvement

An aid to our continuous school improvement can be attributed to our School Inquiry team. The student target population selected for the Inquiry Team was made based on several formal and informal academic assessment findings. Data collection was focused towards the selection of middle and upper grade students across all levels of ability and experience, with particular emphasis on improving both oral and expressive language of average and above average students. Major findings included discrepancies in students' production of both written and oral language. Vocabulary instruction was found to be inconsistent across grades. Implementation of structured, technological, and learner focused instructional methods produced promising findings that will form the basis for further vocabulary instruction on a school wide level.

The Inquiry Team's focus on vocabulary provided faculty members with opportunities to observe, evaluate, and implement vocabulary instruction across and between each grade. Peer walkthroughs and protocol sessions allowed for horizontal and lateral exchange of ideas. Teachers observed increased attempts made by students to utilize more sophisticated language during Accountable Talk that transferred to other areas outside of the classroom. It was also observed that general vocabulary terms were more readily acquired than domain specific words. Consideration for the next school wide focus may be towards assisting students in the acquisition and retention of domain specific

vocabulary. Our students improved on the New York State ELA 2010 vocabulary content strands. We will continue to focus on vocabulary instruction to improve our students' written vocabulary.

We also think additional reasons for our improved performance on the ELA 2010 exam are because we:

- focused on non-fiction writing across the curriculum
- implemented benchmark writing throughout the school year
- implemented and analyzed assessments throughout the year in various content areas
- analyzed data from multiple sources and reflected on discrepancies in the data
- staff members participated in ongoing professional dialogue related to student work with a goal of improving student achievement

Barriers

We realize the relationship between student performance, classroom management and attendance has impacted student achievement. We have included classroom management sessions for teachers who needed improvement. Nonetheless, we notice a decline in performance in those classrooms that had inconsistent rituals and routines that resulted in poor classroom management. Also, we have implemented school wide plans to improve our attendance which significantly impacted our progress for Environment. We did however, make adequate progress.



	2007-2008	2008-2009	2009-2010
Environment	58%	62%	35%
Performance	48%	73%	29%
Progress	93%	93%	74%

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, students in grades K, 1, and 2 will demonstrate a 3% increase toward achieving state standards as demonstrated by moving up three BeBop Benchmark reading levels as determined by the DIBELS assessment.	<input type="checkbox"/> The analysis of our Inquiry Team, who is examining reading performance of students in grades 3, 4, and 5, encouraged us to look more closely at our early childhood reading program. It is with this lens that we noted weaknesses in vocabulary and comprehension strategies of students entering the middle grades.
<input type="checkbox"/> By June 2011, there will be a 3% combined increase in the number of students in Grades 3, 4 and 5 achieving Level 3 and 4 on the NYS ELA assessment.	<input type="checkbox"/> Through teacher analysis and collaboration goal setting was established which was based upon multiple sources of data.
<input type="checkbox"/> By June 2011, 3% of our special needs students will demonstrate an increase of at least two Fountas and Pinnell reading levels as measured by the June, 2011 Teachers College reading assessment inventory.	<input type="checkbox"/> During collaborative planning periods, teachers established student goals based upon the initial reading assessments. These assessments were analyzed to pinpoint instruction. Further analysis of these students' IEPs helped to set goals for achievement.
<input type="checkbox"/> By June 2011, 60% of our teachers will implement standard based assessment and instruction as evidenced by project based learning assessed through rubrics established collaboratively based upon the units of study from the NYS Social Studies Curriculum.	<input type="checkbox"/> With the support of our Inquiry Team's test analysis it was noted that students needed to increase non-fiction reading skills in a differentiated approach. As a result we have made reading in the content areas and project based learning a priority and we are working to insure Standards are included on all revised curriculum maps.
<input type="checkbox"/> By June 2011, 75% of our students will achieve proficiency of the Science	<input type="checkbox"/> Through teacher surveys we have noted that there was a need to focus on student achievement in science. In identifying this need, we noted that additional support for teachers in curriculum mapping,

<p>Performance Standards as evidenced by the end of units of study assessments, collaborative projects and participation in our school science fair.</p>	<p>curriculum design and differentiation were needed. As a result we have made science achievement a goal for 2010-2011 school year.</p>
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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) : English Language Arts ACTION PLAN
Early Childhood Education – Pre K -
2

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, students in grades K, 1, and 2 will demonstrate a 3% increase toward achieving state standards as demonstrated by moving up three Bebop Benchmark reading levels as determined by the DIBELS assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>From September 2010 through June 2011, all classroom teachers will be responsible for the implementation of the 90 ninety minute of balanced literacy block:</p> <p>Shared Reading and Writing, Guided Reading and Writing, Read Aloud, Interactive Writing, Independent Reading and Writing and Word Study. The Teachers College Reading and Writing Calendar Units implemented through the workshop model, represent the core curriculum for literacy instruction. Additionally, school based curriculum mapping will support read alouds and shared readings as well as reading skills and strategy lessons.</p> <p>Teachers on each grade level choose appropriate Shared Text to study with students for a period of one week. The four/five day plan will consist of teaching one strategy per day for a four or five day period utilizing the same shared text.</p> <p>Small group intervention and individualized conferring are an integral part of this instructional process, which facilitates ongoing needs assessments and differentiated</p>

	<p>instruction.</p> <p>Trade books are used to facilitate instruction in reading and writing. Word study and phonemic awareness instruction are driven by Saxon Phonics and Text Talk.</p> <p>Teachers will utilize assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement. Teachers will share data and goals with parents during parent/teacher conferences at least twice a year. Students will share their new goals with their parents as part of their homework assignments.</p> <p>The Principal and Assistant Principal will monitor the implantation of instruction through walk-through observations and provide professional development as needed.</p> <ul style="list-style-type: none"> * Whole school yearly pacing calendars and curriculum maps indicate specific scheduling of ELA * ELA grade level individual coaching facilitated by consultants and staff developers with an emphasis on differentiation aligned to data from balanced assessment model. * Professional development/planning sessions will be scheduled for teachers to work on curriculum maps. Consultants scheduled to work will assist teachers and administrators with the completion of the task.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>We will use the following resources to implement our program: Saxon Phonics Program, Text Talk, Strategies discussed in Growing Readers by Kathy Collins, Interactive Writing by McCarrier, Pinnell and Fountas and Continuum of Teacher Development Booklet.</p> <p>Technological resources for professional development will include “PD 360” web-based support for teachers. Funding for additional consultants will come as available resources are aligned.</p> <p>Scheduling will reflect common planning periods as well as imbedded professional development time.</p>

	<p>ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on choosing appropriate texts for teaching comprehension strategies in Shared Reading</p> <p>* Common preps for grade teams to analyze student progress on individual and class spreadsheets and discuss student performance across grade level</p> <p>* June Planning: Staff Developers and consultants to lead teachers in planning next steps to improve rigor and progress.</p> <p>* ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on creating curriculum maps aligned to State Standards.</p> <p>* Common preps for grade teams to develop maps and make necessary changes as new data is introduced.</p> <p>* June Planning: Staff Developers and consultants to lead teachers in planning next steps to improve rigor and progress.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Assessments will be given weekly and monthly. The students will be given a pre-test in September, a mid-year assessment in January and a post-test in June to monitor progress.</p> <p>The students in grades K-2 will go up a minimum of 3 reading levels as indicated on their running records and conference notes (Matching Books to Readers). Conference binders and running records will be viewed bi-weekly and a report of students' growth will be prepared and shared with senior leaders.</p> <p>Teachers will include the title and strategy taught daily on the ELA Curriculum Map. Curriculum Maps will be shared school wide. Teacher observations done by administrators will evidence that teachers are utilizing the texts strategies to teach comprehension during Shared Reading sessions.</p> <p>*Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52. Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps to guide instruction throughout the school year.</p> <p>*Monitor reading logs, conferring notes, running records, shared reading, guided reading, Dibels, periodic assessment data (spelling, phonics, reading comprehension,</p>

	<p>fluency</p> <p>*Conduct thorough walk-throughs and informal observations and provide ongoing feedback and encourage self-reflection</p>
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**Subject Area
(where relevant) :**

**English Language Arts ACTION PLAN
Grades 3-5**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, there will be a 3% combined increase in the number of students in Grades 3, 4 and 5 achieving Level 3 and 4 on the NYS ELA assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Demonstrate/model/coach teachers in Balanced Literacy scaffolding students to write with more rigor and deeper understanding of ELA concepts.</p> <p>*Teachers on each grade level choose appropriate Shared Text to study with students for a period of one week. The four/five day plan will consist of teaching one strategy per day for a four/ five day period utilizing the same shared text.</p> <p>*Ensure teachers’ use of the Teachers College units of study enhanced with school based curriculum maps.</p> <p>*Look at Student Work PD” in scoring, Writing Response Tasks, and Units of Study.</p> <p>*Facilitate tracking of students’ progress on individual and class progress checklists through technology to gather, and analyze data.</p> <p>* Ensure teachers are aware of scoring policy nuances on NYS ELA tests and how they can be embedded in daily classroom practices</p> <p>*Embed test prep within daily lessons through monthly pacing calendars and school generated curriculum maps.</p> <p>* Analyze and monitor progress of students’ writing to compare last year’s progress with this year’s progress. Checklists and technology will help to develop and establish implications for instruction from data gathered.</p> <p>*Professional development/planning sessions will be scheduled for teachers to work on</p>

	<p>curriculum maps. Consultants scheduled to work will assist teachers and administrators with the completion of the task.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Whole school yearly pacing calendars and curriculum maps indicate specific scheduling of ELA reading skills and strategy lessons.</p> <ul style="list-style-type: none"> * ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on differentiation aligned to data from balanced assessment model. * Common preps for grade teams to analyze student progress on individual and class spreadsheets and discuss student performance across grade level. * June Planning: Staff Developers and consultants to lead teachers in planning differentiated tiered Workshop Model lessons to facilitate understanding in differentiating by content to include planning for differentiated homework. * June Planning: teachers meet their future students' current teachers to plan and learn about students' abilities. * Teachers, Consultants, Staff Developers <p>ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on choosing appropriate texts for teaching comprehension strategies in Shared Reading</p> <ul style="list-style-type: none"> * Common preps for grade teams to analyze student progress on individual and class spreadsheets and discuss student performance across grade level * June Planning: Staff Developers and consultants to lead teachers in planning next steps to improve rigor and progress. * ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on creating curriculum maps aligned to State Standards. * Common preps for grade teams to develop maps and make necessary changes as new data is introduced. * June Planning: Staff Developers and consultants to lead teachers in planning next steps to improve rigor and progress.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> * The number of students making at least one year’s progress in State ELA exam increases by 3 %. *ELA intervention is based on analysis of data to inform teaching at classroom and AIS levels * Lessons planned indicate differentiation for students in tiered activities * Formal observations indicate teachers differentiating lessons. * Teachers will include the title and strategy taught daily on the ELA Curriculum Map. Curriculum Maps will be shared school wide. Teacher observations done by administrators will evidence that teachers are utilizing the texts strategies to teach comprehension during Shared Reading sessions. *Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52. Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps to guide instruction throughout the school year. *Monitor reading logs, conferring notes, running records, periodic assessment, Acuity, Achieve 3000 data, monthly assessments, reading notebooks/folders, writing notebooks/folders *Conduct thorough walk-throughs and informal observations and provide ongoing feedback and encourage self-reflection
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Subject Area
(where relevant) :

English Language Arts ACTION PLAN
Special Needs Students

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/>By June 2011, 3% of our special needs students will demonstrate an increase of at least two Fountas and Pinnell reading levels as measured by the June, 2011 Teachers College</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>reading assessment inventory.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Demonstrate/model/coach teachers in Balanced Literacy scaffolding students to write with more rigor and deeper understanding of ELA concepts. *Teachers on each grade level choose appropriate Shared Text to study with students for a period of one week. The four/five day plan will consist of teaching one strategy per day for a four/ five day period utilizing the same shared text. *Ensure teachers’ use of the Teachers College units of study enhanced with school based curriculum maps. *Look at Student Work PD” in scoring, Writing Response Tasks, and Units of Study. *Facilitate tracking of students’ progress on individual and class progress checklists through technology to gather, and analyze data. * Ensure teachers are aware of scoring policy nuances on NYS ELA tests and how they can be embedded in daily classroom practices *Embed test prep within daily lessons through monthly pacing calendars and school generated curriculum maps. * Analyze and monitor progress of students’ writing to compare last year’s progress with this year’s progress. Checklists and technology will help to develop and establish implications for instruction from data gathered. *Professional development/planning sessions will be scheduled for teachers to work on curriculum maps. Consultants scheduled to work will assist teachers and administrators with the completion of the task.</p> <p>*Utilize available technology resources (Senteo) so that results can be analyzed quickly and planning can reflect identified student needs. (Technology support staff and outside Consultants)</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/></p> <p>Whole school yearly pacing calendars and curriculum maps indicate specific scheduling of ELA reading skills and strategy lessons.</p> <p>* ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on differentiation aligned to data from balanced assessment model.</p>

<p><i>action plan.</i></p>	<ul style="list-style-type: none"> * Common preps for grade teams to analyze student progress on individual and class spreadsheets and discuss student performance across grade level. *June Planning: Staff Developers and consultants to lead teachers in planning differentiated tiered Workshop Model lessons to facilitate understanding in differentiating by content to include planning for differentiated homework. *June Planning: teachers meet their future students' current teachers to plan and learn about students' abilities. *Teachers, Consultants, Staff Developers <p>ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on choosing appropriate texts for teaching comprehension strategies in Shared Reading</p> <ul style="list-style-type: none"> * Common preps for grade teams to analyze student progress on individual and class spreadsheets and discuss student performance across grade level *June Planning: Staff Developers and consultants to lead teachers in planning next steps to improve rigor and progress. *ELA grade level/individual coaching facilitated by consultants and staff developers with an emphasis on creating curriculum maps aligned to State Standards. * Common preps for grade teams to develop maps and make necessary changes as new data is introduced. *June Planning: Staff Developers and consultants to lead teachers in planning next steps to improve rigor and progress.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> *ELA intervention is based on analysis of data to inform teaching at classroom and AIS levels * Lessons planned indicate differentiation for students in tiered activities * Formal observations indicate teachers differentiating lessons. * Teachers will include the title and strategy taught daily on the ELA Curriculum Map. Curriculum Maps will be shared school wide. Teacher observations done by

	<p>administrators will evidence that teachers are utilizing the texts strategies to teach comprehension during Shared Reading sessions.</p> <p>*Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52. Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps to guide instruction throughout the school year.</p>
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**Subject Area
(where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 60% of our teachers will implement standard based assessment and instruction as evidenced by project based learning assessed through rubrics established collaboratively based upon the units of study from the NYS Social Studies Curriculum.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>From September 2010 through June 2011 all classroom teachers in grades Kindergarten-Grade 2, will plan and implement standard based Social Studies lessons, utilizing units of study by identifying an essential question. Instruction will be provided through read alouds, mini-lessons, class discussions, independent reading, community resources and field trips. End of unit assessments will be implemented and may include final projects.</p> <p>All classroom teachers, K-2, will integrate Social Studies and Literacy through the use of Non-fiction read alouds and the implementation of Teachers College Non-Fiction Unity of Study.</p> <p>Teachers will continue to utilize and revise curriculum maps that were prepared in the Spring as they plan for instruction.</p> <p>The Principal and Assistant Principal will monitor and support the implementation of instruction and provide professional development as needed.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>The following resources will be used to implement our program: K-8 Social Studies Scope and Sequence, Harcourt Social Studies Books and Curriculum. Technological resources for professional development will include Teachscape Teacher Resources. We will also use Brain POP Jr. Brain POP Jr. is an animated, curriculum based program that supports the teachers and engages the students. These programs were purchased with NYSTL software funding.</p> <p>*Technology implementation to support the accessing of sites and documents to support instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>The first semester term ends on October 31st, 2010. Notices pertaining to Parent /Teacher conferences will be sent home with your child. Progress toward our goal will be measured by monthly assessment, class projects, portfolios and conference notes.</p> <p>Teachers' programs include common prep periods to facilitate professional learning time and planning with colleagues.</p>

Subject Area
 (where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 75% of our students will achieve proficiency of the Science Performance Standards as evidenced by the end of units of study assessments, collaborative projects and participation in our school science fair.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.



* Teams of science teachers will set goals for students for the year in their class reflective, life-long learners of science. Teachers will help their students create personal measurable goals for science, monitor review and revise throughout the year.

* Goals monitored, reviewed and revised through out the year at professional development meetings. (January/March/May)

*Teams of teachers will help to design assessments to identify areas of strengths and weaknesses and areas of need so differentiated instructional strategies can be created.

*Teachers will continue to utilize and revise curriculum maps established in the Spring, 2010.

*Professional development will be scheduled for teachers on a regular basis throughout the school year. Professional study books/resources will be read and discussed by teachers in an effort to deepen knowledge in the following areas: action research, science notebooks, scientific inquiry, and writing in science. The science teacher will communicate with teachers and any other support services to monitor ELL student progress and the progress of students with IEP's.

Early Childhood

From September 2010 through June 2011 all classroom teachers in grades Kindergarten-Grade 2, will plan and implement standard based Science lessons, utilizing units of study by identifying an essential question. Instruction will be provided through read alouds, mini-lessons, class discussions, independent reading and field trips. End of unit assessments will be implemented and may include final projects.

All classroom teachers, K-2, will integrate Science and Literacy through the use of Non-fiction read aloud and the implementation of Teachers College Non-Fiction Unity of Study.

The Science and Technology Cluster teachers will provide hands-on science instruction to selected classes in grades K-2 in the Science and Computer Labs, once a week.

Teachers will continue to revise curriculum maps that were prepared in the Spring as they plan for instruction.

The Principal and Assistant Principal will monitor and support the implementation of instruction and provide professional development as needed.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Principal, Assistant Principal, Classroom Teachers, Program Teachers</p> <p>Consultants funded with Title I funding Inquiry Team Members funded with DOE Inquiry Team funding Data Specialist funded with DOE Data Specialist Funding</p> <p>Early Childhood: The following resources will be used to implement our program: K-8 Science Scope and Sequence, Harcourt Science Books and Curriculum. Technological resources for professional development will include “iOBSERVATION” and “PD 360” web-based support for teachers. “iOBSERVATION” is part of an observation tool that will provide support links to the teachers as well as other resources that will assist them with observations and walk-through. Our teachers will also use Brain POP Jr. These programs were purchased with NYSTL software funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Progress toward our goal will measure by monthly assessment, class projects, portfolios, conference notes and classroom observations.</p> <p>Teachers’ programs include common prep periods to facilitate professional learning time and planning with colleagues.</p> <p>School Science Fair will have participation of at minimum 75% of our students.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	15	15	N/A	N/A			3	3
1	17	17	N/A	N/A	3		3	12
2	11	10	N/A	N/A			1	10
3	10	12	N/A	N/A	4		2	7
4	15	14	9	9			1	9
5	12	14	9	11	2		1	9
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Targeted students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week. These students will receive differentiated instruction in their classroom. Small Group Instruction Study Island Extended Day (Monday-Thursday/37.5 minutes) Peer-Assisted Learning (Pairing a stronger student with a weaker student) Partner Reading Tier II Intervention is scheduled for two 45 minute periods per week. These students will receive differentiated instruction that is tailored to their unique academic need(s). Achieve 3000 One-on-One Instruction Reading Rescue (designed for students who need intensive intervention/ Daily one-on-one instruction with a tutor) Raising the Bar After-School Program (Tuesdays/Thursdays-2:50 p.m.-4:50 p.m.) Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ELL period. Tier II Intervention is scheduled for two 45 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner. <input type="checkbox"/>
Mathematics:	<input type="checkbox"/> Targeted students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week. These students will receive differentiated instruction in their classroom. Small Group Instruction

	<p>Study Island Extended Day (Monday-Thursday/37.5 minutes) Peer-Assisted Learning (Pairing a stronger student with a weaker student) Math Games (Small group instruction with the classroom teacher)</p> <p>Tier II Intervention is scheduled for two 45 minute periods per week. These students will receive differentiated instruction that is tailored to their unique academic need(s). Achieve 3000 One-on-One Instruction Raising the Bar After-School Program (Tuesdays/Thursdays-2:50 p.m.-4:50 p.m.)</p> <p>Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ELL period. Tier II Intervention is scheduled for two 45 minute periods per week so that the ELL teacher can provide differentiated instruction tailored to the unique academic need(s) of the English Language Learner.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>Targeted students will receive the following services (Grade 4): Tier I Intervention is scheduled for one 45 minute period week. These students will receive differentiated instruction with their classroom and science cluster teachers. Small Group Instruction Peer-Assisted Learning (Pairing a stronger student with a weaker student) Extended Day (Monday-Thursday-37.5 minutes)</p> <p>Tier II Intervention is scheduled for two 45 minute periods per week. These students will receive differentiated instruction tailored to their unique academic needs. One-on-One Instruction with science teacher. Science After school Program (Tuesdays/Thursdays-March-May/2:45 pm-4:50 pm)</p> <p>Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ELL period.</p> <p>Tier II Intervention is scheduled for two 45 minute periods per week so that the ESL teacher can provide differentiated instruction tailored to the unique academic needs of the English Language Learner.</p>

<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>Targeted students will receive the following services: Tier I Intervention is scheduled for one 45 minute period week. These students will receive differentiated instruction in their classroom. Small Group Instruction Peer-Assisted Learning (Pairing a stronger student with a weaker student) Extended Day (Monday-Thursday-37.5 minutes)</p> <p>Tier II Intervention is scheduled for two 45 minutes periods per week. These students receive differentiated instruction tailored to their unique academic needs. One-on-One Instruction with classroom teacher</p> <p>Targeted ELL students will receive the following services: Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ESL period.</p> <p>Tier II Intervention is scheduled for two 45 minute periods per week so that the ESL teacher can provide differentiated instruction tailored to the unique academic needs of the English Language Learner.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>Targeted students will receive the following services as needed: At Risk Counseling (individually and/or group for 6 weeks) Peer Mediation (one day per week) Peer Counseling (two days per week) Parent Workshops (during the school day and/or in the evening during monthly PTA meetings)</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p> <p>The School Psychologist provides consultative and support services to school staff and parents to assist them in managing at-risk students. Services will be provided as needed.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Targeted students will receive the following services as needed: ERSSA Counseling (individually and small group for 6 weeks)</p> </div> <p><input type="checkbox"/></p>

At-risk Health-related Services:	<input type="checkbox"/> Targeted students will receive the following services as needed: Asthma Classes Diabetic Classes

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **OPB/SES** by the manner 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.

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

For the past 2 years, PS 52 has had a steady increase of ELL children in grades 3-5. Most of these students are newcomers to the United States and are coming to school with limited literacy skills in their native language in order to address this growing problem, our Title III program will provide supplemental services for these children in order to address their academic needs. An Educational Assistant will be providing Tier 2 tutoring during the school day using the Reading Rescue program. Reading Rescue is an intervention program that is used with struggling readers and English language learners who are in need of remediation. It provides one-on-one tutoring based on each child's individual needs so that they can become fluent readers and writers. Each lesson focuses on phonics, decoding, comprehension, and vocabulary. Individual students will be tutored for 25-30 minutes four days a week. The program will begin on January 3, 2011 and continue through the end of the school year. This school will provide additional to the mandated maintenance service that these students are entitled to receive. The ESL teacher will determine which students are eligible for this program and will coordinate all aspects of the program.

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. Our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding).
 - Describe the school's budget as described in section program below.
 The 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 Staff Information

It is the school's goal to attend professional development workshops that are provided by the district and then share that information with the staff members who have ELL students in their classroom. The ESL teacher will also attend various teacher team meetings and articulate with Grade Level teachers as needed. The educational assistant responsible for the tutoring will attend Reading Rescue workshops throughout the year. In addition, our school is now using the Teachscape website as a professional development tool. Teachscape provides technology based educational consulting based on each staff members needs. Our teachers will now have access to a resource library that includes Number of Students, student work and reference material that are specific to English language learners.

Section III. Title III Budget
Non-LEP 0

Number of Teachers 1
 Other Staff (Specify) 1 Educational Assistant
 SEDS Code: 342900019054
 School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	15,000	<input type="checkbox"/> Our Title III program will provide supplemental services for children in order to address their academic needs. An Educational Assistant will be providing Tier 3 tutoring during the school day using the Reading Rescue program. Reading Rescue is an intervention program that is used with struggling readers and English Language Learners who are in need of remediation.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> None
Educational Software (Object Code 199)	0	<input type="checkbox"/> None
Travel	0	<input type="checkbox"/> none
Other	0	<input type="checkbox"/> none
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	347,966	15,648	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,480		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,399	*	
4. Enter the anticipated 10% set-aside for Professional Development:	1,740	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 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.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

Public School 52 Queens, agrees to implement the following statutory requirements:

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

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Public School 52 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Conduct parent surveys, work closely with parents on School Leadership Team.
2. Public School 52 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Share parent surveys and school needs assessment data, work closely with parent constituents on SLT team, share results during PA meetings and executive PA board meetings.
3. Public School 52 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parent workshops and information sessions, newsletters to parents, invitations to special academic events.
4. Public School 52 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Superstart PreK program by: Implementing workshops for parents in various areas.
5. Public School 52 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. Public School 52 Queens will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Workshops, conferences and retreats will be scheduled to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by conducting workshops during the school day and during PA meetings.
 - c. Parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by partnering with community based organizations and participating in workshops to help develop school initiatives.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Newsletters and calendars will be distributed monthly and during PA meetings. Information will be shared and discussed during PA meetings and SLT meetings.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by conversations with PA and SLT members. This policy was adopted by the Public School 52 Queens on May

2010 and will be in effect for the period of Sept. 2010 – June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

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

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

Public School 52 Queens and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

Public School 52 Queens 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: All teachers teaching in Public School 52 Queens will utilize the state curriculum and standards for teaching. Workshop style teaching will be utilized in self contained classrooms.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: During the month of November and during the month of March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Monthly parent newsletters detailing school events and monthly newsletters from teachers detailing classroom events.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Preparation periods will be utilized for teachers to meet with parents. Teachers will provide information regarding preparation periods and availability.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may contact the parent coordinator to arrange to volunteer in the building or during school outings.

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

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

SIGNATURES:

 SCHOOL PARENT(S) STUDENT

 DATE DATE DATE

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.

1. *Our School-Wide Goals for 2010-2011 School Year is as follows:*
 - *Develop curriculum maps to support mathematics, reading, writing, social studies and science content. To ensure that there is consistency across each grade and that specific goals and objectives are developed for the entire school community. Consistent features are as follows:*
 - a) *Vocabulary development*
 - b) *Monthly assessments*
 - c) *Workshop model*

- d) *Differentiated Instruction*
- e) *Read-Aloud*
- f) *Mentor Texts*
- *Increase standardized ELA scores in grades 3-5 by 5 percentage points so that P.S. 52 is better aligned with neighboring schools.*
 - a) *Conduct interactive read-aloud sessions with accountable talk and incorporate think-alouds to effectively improve reading and writing strategies. Assess and analyze data derived from reading logs, running records, acuity, periodic assessments and vocabulary.*
 - b) *Improve written and spoken vocabulary for all students in grades Pre-K-5.*
 - i. *Provide opportunities for students to speak orally – class performances, debates, contests, writing celebrations.*
 - ii. *Assess vocabulary regularly – monthly assessments, writing assignment*
- *Utilize results obtained from running records, DIBELS, monthly assessments, periodic assessments and standards to drive instruction consistently throughout the school year.*
- *Increase standardized mathematics scores by 5 percentage points across grades 3-5.*
 - i. *Ensure that all students identify, define and explain strategies for problem solving*
 - ii. *Monitor Problem of the Day books consistently.*

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



Our School-Wide Goals for 2010-2011 School Year is as follows:

Develop curriculum maps to support mathematics, reading, writing, social studies and science content. To ensure that there is consistency across each grade and that specific goals and objectives are developed for the entire school community. Consistent features are as follows:

- Vocabulary development
- Monthly assessments
- Workshop model
- Differentiated Instruction
- Read-Aloud
- Mentor Texts

Increase standardized ELA scores in grades 3-5 by 5 percentage points so that P.S. 52 is better aligned with neighboring schools.

Conduct interactive read-aloud sessions with accountable talk and incorporate think-alouds to effectively improve reading and writing strategies. Assess and analyze data derived from reading logs, running records, acuity, periodic assessments and vocabulary.

Improve written and spoken vocabulary for all students in grades Pre-K-5.

Provide opportunities for students to speak orally – class performances, debates, contests, writing celebrations.

Assess vocabulary regularly – monthly assessments, writing assignment

Utilize results obtained from running records, DIBELS, monthly assessments, periodic assessments and standards to drive instruction consistently throughout the school year.

Increase standardized mathematics scores by 5 percentage points across grades 3-5.

Ensure that all students identify, define and explain strategies for problem solving

Monitor Problem of the Day books consistently.

Schoolwide reform strategies that :

Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .

In an effort to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, we will implement the following:

Careful review of teacher's reading/writing conferring notes by administrators.

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.

Targeted students attend the following programs (increased school day)

- Extended Day (37.5 minutes Monday-Thursday)
- Raising the Bar After-School Program (Grades 3-5)
- Edison Learning/S.E.S. Program (Grades 3-5)
- Ready, Set, Go!/S.E.S. Program (Grade 2)

o Help provide an enriched and accelerated curriculum.

Enrichment programs such as Mind Lab are also offered throughout the school year for selected students. Mind Lab is a systemic educational program for the development of thinking abilities and life skills.

o Meet the educational needs of historically underserved populations.



- Provide additional instruction in the area of reading and math.
- Provide additional instruction and enrichment in the area of science, technology and the arts.
- Provide continuous professional development on creating culturally responsive school environments.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



Our intervention program supports our classroom instruction. Targeted students in grades K-2 work with intervention and/or educational assistants to improve vocabulary, reading comprehension and fluency. Text Talk is utilized to support this initiative. *Currently all students in grades 2-5 solve open ended math problems daily using a problem solving format with a reflective comment. Rubrics were created and utilized to grade math journal responses. Math journals are collected consistently so teachers, administrators and staff developers can monitor student responses thoroughly for next steps. Students are provided with opportunities to discuss, interpret and expand their understanding through hands-on investigations and data analysis during accountable talk sessions in mathematics. We also use Acuity data to assess students' deficiencies so that we can address our students' instructional needs. Achieve 3000, Study Island and Progressive Coach are the instructional tools we use during our instructional program.*

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.



Mentoring services will be offered to new teachers as well as to our senior staff members. Our lead teachers conduct professional development workshops and push into classrooms as needed. Coaching will be offered to all teachers periodically throughout the school year.

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.

- Staff Developers from Teaching Matters and AUSSIE conduct demonstration lessons in lab sites for teachers and then debrief with teachers to review next steps, best practices and strategies. Consultant services are contracted throughout the school with Custom Computers and Teaching Matters to assist with our technology initiatives. The assistant principal, literacy coach and lead teachers implement, enhance and assess professional development throughout the year.

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

Our administrators and lead teachers will attend college fairs to recruit new graduates.

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

We feel that the activities listed below will increase parental involvement:

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

Organize a "Literature Day and Night"

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

Family Fitness Night

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

Special Performances and Presentations by Students and Teachers.

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

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.

Our parent coordinator will visit our local pre-schools and daycare centers to meet with the school administrators and then invite individuals from those learning communities to attend workshops in our schools.

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.

Suggestions posed by teachers during planning sessions and grade level meetings will be incorporated in decisions regarding academic assessment. We will also create surveys to provide teachers with opportunities to voice their opinions regarding the use of academic assessments. We will analyze the data and share it with the staff. Our teachers also create monthly assessments for their students. Each teacher is assigned one area of the curriculum to create an assessment for the grade (reading, writing, math, science, social studies).

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.

Instruction is differentiated and AIS services are provided as needed throughout the school year. Periodic Assessment and DIBELS (Early Childhood) results will be utilized to drive instruction.

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.

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 specifically identified needs of its students.

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			292,290	True	1-5
Title I, Part A (ARRA)	Federal	Yes			15,492	True	1-5
Title II	Federal	Yes			11,569	True	1-5
Title III	Federal	Yes			15,000	True	1-5
IDEA	Federal	Yes			116,621	True	1-5
Tax Levy	Local	Yes			2,901,458	True	1-5

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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.

The funding will be used to send our special needs teachers to conferences and staff development that focus on English Language Arts and our special needs population. We will also purchase additional intervention materials (Buckle Down ELA for grade 2, Skill Bridge for grades 3-5 and Kaplan for grades 3-5).

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

Mentoring will be provided by the following:

Lead Teachers (Ms. Barnett and Ms. Hillman)-**English Language Arts, Test Preparation and Differentiated Instruction.**

Data Specialist (Ms. Smith)-**ARIS, Acuity Training, Data Meetings and Differentiated Instruction.**

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.

We will send notices home in the students' backpacks in their home language. We will also share information at School Leadership Meetings, parent/teacher conferences, PA meetings, Curriculum Night and special assemblies.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

38 students

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

We provide uniforms and school supplies to our students who are in need. In October 2010 our Parent Coordinator began making monthly visits to both establishments to encourage our parents and/or guardians to join our PA and become Learning Leaders (school volunteers).

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_29Q052_111210-141431.doc

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 CFN 531	District 29	School Number 052	School Name
Principal Linda Pough	Assistant Principal Deborah Roney		
Coach Deborah Smith	Coach		
Teacher/Subject Area Jill Cagan/ESL	Guidance Counselor		
Teacher/Subject Area	Parent		
Teacher/Subject Area	Parent Coordinator		
Related Service Provider	Other		
Network Leader	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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	556	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	6.29%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At registration, each parent is required to fill out a Home Language Identification Survey (HLIS) which indicates the language(s) spoken in the home. The ESL teacher interviews the parent to determine the parent's preferred language and administers the HLIS using bilingual staff members to translate when needed. If there are no staff members who speak the parent's native language, the translation unit is contacted. An informal interview is conducted with both the parent and the student in order to determine the student's dominant language. The formal initial assessment to determine language dominance is done by reviewing the answers on the HLIS (using the 1/2 formula) and taking into consideration the result of the interview. If the ESL teacher is not available, the assessment will be conducted by our second grade teacher who has an ESL certification or our bilingual staff members who have been trained in administering the HLIS.

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

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

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

Parent Survey forms are collected at the end of the orientation meeting and are kept on file. The original is put in a folder and kept in the office and a copy is placed in the child's cumulative record folder. Parents who do not attend the orientation sessions are contacted by the ESL teacher and another survey form is sent home in English and the native language. The ESL teacher keeps a log recording the dates the forms are sent home and when they are returned. Parents are given the opportunity to return the forms and meet with the ESL teacher before school, at dismissal, during the day, at Parent-Teacher conferences and during individually scheduled meetings. Every effort is made to ensure that a survey form is returned for each child. Although the default program for ELLs is Transitional Bilingual Education as per CR Part 154, we do not have any bilingual programs at PS 52. If the parent does not return the form, they are informed that their child will be placed in our ESL program by default. If they would like their child to be in a bilingual program, they

must fill out the survey form indicating their choice. Parents are informed that the student's placement in a program is for the whole school year.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	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 checked="" type="checkbox"/>
Check all that apply	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"/>

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0

Dual Language																				0
ESL	31	1	2	4																35
Total	31	1	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

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
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	2	5	2	3								21
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian		3		1	1									5
French	1	2												3
Korean														0
Punjabi		1	1	1	1									4
Polish														0
Albanian														0
Other			1											1
TOTAL	5	11	4	7	4	4	0	0	0	0	0	0	0	35

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.

Once a student is identified as an ELL they are placed in groups according to both grade and proficiency level. There are currently three groups of students who are grouped heterogeneously. Group One contains all students in grades k and 1, Group Two contains all students in grades 2-5 who are at the beginning and intermediate level, and Group Three contains our advanced level students in grades 3-5. Based on the small number of entitled students in our building, we are mainly using a pull-out model of instruction. In addition, the ESL teacher will be pushing in with our third grade students once a week during their science period and pushing in with our fourth grade students during AIS time. All students are receiving their mandated instructional time each week from the ESL teacher. Our beginning and intermediate level students receive 360 minutes of explicit ESL instruction and our advanced level students receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. The proficiency level of each ELL based on the LAB-R or NYSESLAT is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. Native language support is provided through the use of bilingual glossaries and dictionaries, bilingual flashcards, interactive bilingual books on CD-rom, trade books in the native language, peer tutoring, and placement in a class with a teacher or student who speaks the child's native language (if possible). Several of our bilingual staff members provide additional support and individual help to students who are newcomers.

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

Academic rigor and consistency are the keys to our students success. The ESL teacher works closely with the classroom teachers and coaches in the building in order to align the ESL instruction with content area instruction in each grade. She attends teacher team meetings and has access to all curriculum maps for each subject so that instruction in the ESL class mirrors what is being taught in the regular classroom. Scaffolding strategies such as modeling, bridging and contextualization are woven throughout each lesson. The ESL teacher provides academic subject area instruction in English using ESL methodology and instructional strategies. Instruction is designed to address the needs of learners at each proficiency level so that language and cognitive skills are developed through content topics and themes. All content area instruction is aligned with the new Common Core Standards for English Language Arts and Literacy in Social Studies and Science and the New York City and New York State standards in all other content areas. The ESL teacher and the content area teachers use formal and informal assessments to determine movement toward content standards.

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

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

Intervention programs such as AIS, extended day, and peer tutoring and small group instruction are implemented for students who are in

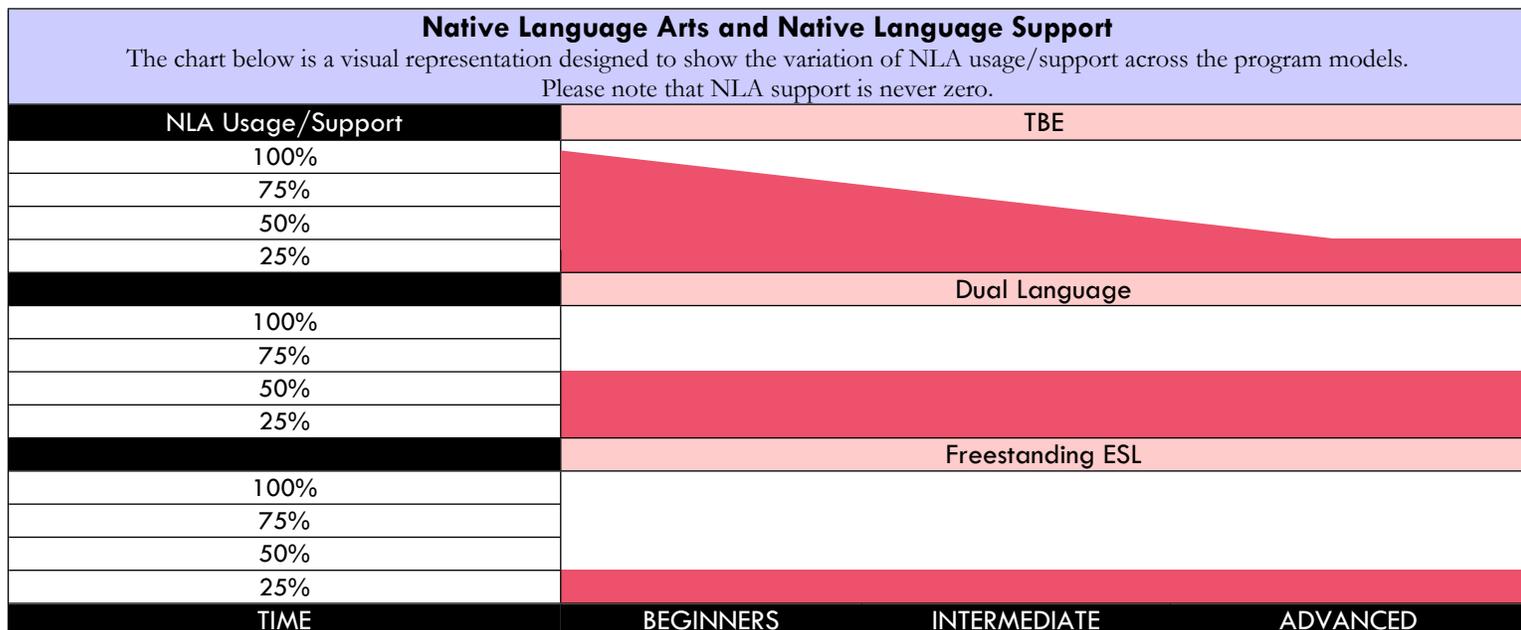
US schools for less than 3 years. The ESL teacher will be working with our fourth grade ELLs during the extended day period to work on math and literacy skills .Since NCLB now requires ELA testing for ELLs after one year, those students who will be taking the ELA for the first time will also attend our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

We have one fourth grade student who is classified as SIFE. This student is not literate in her native language and has been receiving extra help in addition to her daily ESL period. She is in a class with a student who helps translate for her and has also been providing peer tutoring to help her learn the letters and sounds in English. The ESL teacher is working one on one with her during AIS time to provide extra support in the classroom. She has also been provided with a picture dictionary, workbook and flashcards to use at home with family members who are more proficient in English.

Our two special ed students are both receiving speech services in addition to ESL. The ESL teacher has a copy of both IEPs so that their assignments can be modified to best meet their academic needs. During the ESL period they receive individual help when necessary and have access to picture dictionaries, flashcards, a photo library and other tools that can provide them with extra support. The ESL teacher uses multiple scaffolding strategies with these students to help reinforce what they have learned.

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

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



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?

All ELLs in grades 3-5 participate in our extended day program for small group instruction in math and ELA. Two days a week are spent focusing on math and two days a week are for ELA. ELA instruction will focus on reading and writing skills such as comparing and contrasting, fact and opinion, main idea and supporting details, conclusions and inferences, sequencing and using vocabulary in context. Math instruction will focus on areas of students weakness, such as number sense and operations, measurement, geometry, algebra, and statistics and probability. Instruction in the extended day is geared toward the student's individual needs. Time is set aside to work one on one and conference with each student so that the teacher can really provide the academic support that each child requires. All ELL students also benefit from our daily AIS period which provides additional support in math and ELA. Two of our students are receiving individual tutoring in reading through the Reading Rescue program. This program provides intensive one-on-one instruction that develops vocabulary, fluency and reading comprehension.

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

For the upcoming school year we will be using a Smart board in the ESL classroom. This will allow the ESL teacher to provide interactive technology based lessons which will support various learning styles. We will also be using the Brain Pop ESL website and interactive bilingual books on CD to provide additional support for our learners at the beginning levels of language proficiency. In addition, we will be using leveled readers in science and social studies that support the differing reading abilities of our students while allowing them access to the same content. We are also ordering more bilingual materials in order to provide additional language support for our growing Spanish population.

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

Our ELLs are immersed in technology in both their regular classroom and the ESL classrooms. Through the use of Smart Boards, Study Island, Brain Pop and computer based research activities our students receive the extra support they need to meet the standards. Our students in grades 3-5 also use Achieve 3000 in school and have access to it at home. Achieve 3000 is a web based, non-fiction reading

program that differentiates reading instruction. Each student receives a daily e-mail assignment that is written on his/her own grade level. Teachers and students are provided with immediate feedback with regards to student progress. In addition to technology, we use leveled books, picture dictionaries, maps, charts, graphic organizers, Big Books, picture cards, manipulatives, realia, books on tape and computer software to assist our ELLs in learning language and content.

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

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

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

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.

Staff development for all teachers of ELLs will be provided in order to target the needs of second language learners. Our ESL teacher will attend regional staff development workshops and workshops offered by the Office of English Language Learners and will then turnkey important information to our staff when necessary. We will also provide workshops during professional development on second language acquisition, instructional strategies and adaptations for ELLs and providing support for newcomers. All staff members will receive training about the LAP and will be informed of any changes or modifications during the school year.

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

E. Parental Involvement

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

Parents are involved in our school in many different ways. We have parent volunteers that assist in the office and in individual classrooms. Our Parents Association holds monthly meetings that address topics that are important to our school community. Our Parent Coordinator also schedules classes that will benefit parents in many ways. We have workshops on Nutrition, Lead Poisoning Prevention, CPR, ARIS, Literacy, and Energy Saving. We even have a book club that meets monthly. Our ELL parents are invited to attend all meetings and workshops and notices are sent home in the native language when necessary.

Our school partners with EPIC to provide parenting workshops and Learning Leaders to provide training for volunteers who wish to

provide one-on-one tutoring to students. Learning Leaders also provides free workshops in multiple languages for parents.

In order to evaluate the needs of our parents, our Parent Coordinator sends out a questionnaire that asks parents for feedback on important issues and areas of concern. She also speaks directly with parents during student registration, morning drop-off and afternoon pick-up times. Workshops and classes are scheduled according to the needs of our parents. For the upcoming year, we have scheduled a Child ID workshop and will be starting English Language classes for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	5		3	1	2								11
Intermediate(I)	1	2	3	3		1								10
Advanced (A)	2	4	1	1	3	1								12
Total	3	11	4	7	4	4	0	0	0	0	0	0	0	33

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	1	1				3
8									0
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

Our ELLs are mostly performing to the standards on the required New York State exams. One student was at Level 1 on the ELA, 4 students were Level 2 and one achieved a Level 3. The student who scored a 1 was held over and has been recommended for referral. On the Math, we had two students at Level 1, five students at Level two and one student at Level 3. The two students who scored a 1 were both newcomers who took the exam in Spanish. One student is not literate in Spanish and the other student enrolled in school a week before the exam. In Science, 2 students scored a 2 and one student scored a 3. We will continue to provide after school tutoring, AIS and extended day services so that these students can continue to meet or exceed the standards in these areas.

We are carefully examining the results from the Periodic Assessments in order to drive instruction and plan lessons that will best meet the needs of our ELLs. The results on the ELL Periodic Assessments are generally in line with the results on the NYSESLAT, with our students scoring higher on the Listening and somewhat lower on the Reading and Writing sections. We will focus on areas that need improvement and continue to provide rigorous learning and performance tasks in order to support higher achievement. All assessment data will be shared with the classroom teachers so that they can differentiate instruction for the ELLs in their classroom.

Evaluating the success of our ELL program is multi-faceted. Although most of our ELLs are able to keep up with their monolingual peers and are functioning quite well in their classrooms, we will be closely monitoring our newcomers. We will provide as much support as possible so that these students can acquire content area knowledge and learn English at the same time. Success for these students will be measured by how they are performing in the classroom on a daily basis and not just on test results. We will look at student portfolios and notebooks, feedback from classroom and content area teachers, individual student conferences, and formal and informal assessments. The results on the NYSESLAT clearly show that our students are making consistent gains towards achieving language proficiency. Although reading and writing continue to be areas of weakness, we will address the needs of all our students so that they can reach proficiency level as quickly as possible. Our ESL teacher will continue to support the efforts of the mainstream teacher. All teachers will scaffold academic language to support student's participation in the content areas. We will also continue to differentiate instruction in order to align with student's prior knowledge, learning and language needs.

Additional Information

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

Paste additional information here

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 052 Queens					
District:	29	DBN:	29Q052	School		342900010052

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		92.1	92.8	91.1
Kindergarten	74	93	76				
Grade 1	82	100	87	Student Stability - % of Enrollment:			
Grade 2	96	71	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	84	99	81		89.2	87.4	84.3
Grade 4	73	83	85	Poverty Rate - % of Enrollment:			
Grade 5	78	74	83	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	75	0	0		73.3	87.9	87.9
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		6	36	42
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	2	1
Ungraded	0	1	4				
Total	598	557	536				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	19	27	Principal Suspensions	16	39	16
# in Collaborative Team Teaching (CTT) Classes	39	36	30	Superintendent Suspensions	9	15	7
Number all others	23	11	16				

These students are included in the enrollment information above.

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

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	23	23	TBD
# ELLs with IEPs	1	1	TBD
Number of Teachers	47	47	44
Number of Administrators and Other Professionals	10	10	7
Number of Educational Paraprofessionals	4	4	11

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	95.7	100.0	100.0
				% more than 2 years teaching in this school	59.6	72.3	95.5
				% more than 5 years teaching anywhere	46.8	51.1	65.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	87.0	90.9
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	95.5	95.1
Black or African American	88.5	91.0	89.4				
Hispanic or Latino	5.9	3.4	7.5				
Asian or Native Hawaiian/Other Pacific	2.3	2.2	1.9				
White	2.3	3.1	1.3				
Male	50.8	51.2	51.7				
Female	49.2	48.8	48.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White			-				
Multiracial	-	-					
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	64.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.8						

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

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

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