



**JOHN C. THOMPSON
P.S. 52**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 31R052
ADDRESS: 450 BUEL AVENUE, STATEN ISLAND, NY 10305
TELEPHONE: 718-351-5454
FAX: 718-667-8900**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 052 **SCHOOL NAME:** John C. Thompson School

SCHOOL ADDRESS: 450 Buel Avenue

SCHOOL TELEPHONE: 718-351-5454 **FAX:** 718-667-8900

SCHOOL CONTACT PERSON: JoAnne Cancel **EMAIL ADDRESS:** Jcancel2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alyson Goodman

PRINCIPAL: Jane McCord

UFT CHAPTER LEADER: Jessica Jacobs

PARENTS' ASSOCIATION PRESIDENT: Laura Timoney

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 604

NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Erminia Claudio

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
Jane McCord	*Principal or Designee	
Jessica Jacobs	*UFT Chapter Chairperson or Designee	
Laura Timoney	*PA/PTA President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Annette Moncada	Staff/ Assistant Principal	
Alyson Goodman	Member/Staff	
Emily Berlen	Member/Staff	
Marie Venditti	Member/Staff	
Kathy Sabbatino	Member/Parent	
Anne Marie McDonough	Member/Parent	
Patti Leung	Member/ Parent	
Dawn Longo	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

VISION:

To build an academic and social foundation to enable all students to be respectful and responsible members of the community.

MISSION STATEMENT:

P.S. 52 has the highest expectations and performance standards for all students. Our teachers and staff dedicate their time to improve children's growth. With the help of our parents, we strive to strengthen communications between home and school to further enhance the educational process. We pledge to do everything in our power to ensure that all children reach their full potential.

Children are our future and we encourage and support them in attaining our school goals.

NARRATIVE DESCRIPTION OF THE SCHOOL

Public School 52 is located in the Dongan Hills section of Staten Island, New York. The pre-kindergarten to fifth grade school serves a population of approximately 669 students from culturally diverse backgrounds. The community is home to many new immigrants from Albania, Russia, Mexico and the Middle East. The school is a central part of the community to many of the students and their families.

The school building is a well-kept building, where pride in student accomplishment is evident in the prominently displayed student work. To keep up with our growing population, 6 new state of the art classrooms were added in 2005.

To maximize progress for each student, in core learning areas of the curriculum, we offer departmentalization in grades 3, 4 and 5.

The latest technology is used to support all curriculum areas and includes wired and wireless internet capability, a State of the Art Library, Smart Boards in every classroom, and mobile Lap Top Labs.

Student data from standardized, interim, and classroom assessments is reviewed frequently so that the delivery of instruction can be individualized to better meet the needs of each student.

The latest remedial programs, including the Wilson Reading System, push in Academic Intervention Services and Leveled Literacy Intervention, are in place to help the struggling students. The extended school day (37 ½ minutes) further addresses the individual needs of

the students. Also, our numerous after school programs further enhance students opportunities for learning.

English Language Learner (ELL) students are addressed by two full time teachers who use a “push in” model. Students are placed in classes together on each grade level so that this model may be implemented. This enables the ESL teachers to work with ELLs during content area instruction in collaboration with their regular classroom teachers. In so doing, language acquisition and vocabulary are supported while retaining content instruction time. Where this model is not possible, students receive services through an ESL pull-out program. In this case, students are educated with students of similar grade and English proficiency level.

PS 52 is also rich in the Arts. There is a full time, licensed Art teacher .Grants for the Arts have enabled us to further enrich this program.

In addition, our full time licensed Music teacher provides classroom music instruction for all grades, as well as a band and choral program.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 52 John C. Thompson School				
District:	31	DBN #:	31R052	School BEDS Code:	353100010052

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	34	31		93.3	94.0	TBD		
Kindergarten	93	111	98						
Grade 1	108	95	116	Student Stability: % of Enrollment					
Grade 2	96	103	102	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	110	93	100		95.7	93.4	TBD		
Grade 4	107	108	104						
Grade 5	82	103	109	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					39.2	38.9	56.5		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	1	TBD		
Grade 12									
Ungraded	11	6	8	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	643	653	668		3	2	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	60	57	52						
No. in Collaborative Team Teaching (CTT) Classes	47	71	67	Principal Suspensions	8	20	TBD		
Number all others	44	33	29	Superintendent Suspensions	1	4	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	71	86	95	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	20	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	54	54	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	23	25	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	16	12	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.3	Percent more than two years teaching in this school	72.2	70.4	TBD
Black or African American	3.1	3.1	2.8	Percent more than five years teaching anywhere	51.9	51.9	TBD
Hispanic or Latino	16.5	14.7	14.1				
Asian or Native Hawaiian/Other Pacific Isl.	8.9	8.7	8.2	Percent Masters Degree or higher	87.0	91.0	TBD
White	71.4	72.9	72.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.3	92.0	TBD
Multi-racial							
Male	52.7	52.8	52.8				
Female	47.3	47.2	47.2				

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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	72.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	3.4	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	13.8	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	50.8	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 52 has received a C rating on the 2009-2010 Progress Report. The areas of concern based on the report were the decrease in the Learning Environment and the decrease of student performance. Students with Disabilities subgroup went from 43% of students who achieved a Level 3 & 4 in 2008-2009 to 10% in 2009-2010.

Prior to 2009-2010, there had been an upward trend in the number of students in Levels 3 and 4 and in the number of students making at least one year's progress in ELA and Math. Significant gains had been made in the percentage of students in the school's lowest 1/3 making at least one year's progress in both ELA and Math. The most recent state assessments (spring 2010) showed decreases in those gains. Therefore, it is priority for the school year 2010- 2011 to address these issues and to regain the upward trend of students achieving a Level 3&4 and students making at least one year's progress.

There has been a steady increase in the number of ELL and Special Education students at P.S. 52 who require additional support. There was a significant decrease in the percentage of ELL students who achieved Level 3 & 4 on the 2010 NYS ELA and MATH Assessments. Similarly, the Children with Disabilities subgroup had a significant decrease as previously discussed.

We will be focusing much attention on communication and engagement with parents in our school building. The School leadership Team as well as the Inquiry Team have begun addressing this issue. We will arrange a variety of opportunities for families to take part in workshops and school-wide events. In addition, the use of the school messenger system (automated phone message system), email (www.ps52.org), and conferences will be the vehicles used to keep establish ongoing lines of communication among the school's constituencies.

The use of data is a focal point for improving differentiated instruction. Our teachers will put a spotlight on gathering data on their students. Teachers will use the data to create goals along with each student. These goals will then be shared with parents to continue the open lines of communication between home and school. Teachers have high expectations for students who in turn have positive attitudes and respect for one another.

There will be an increase in the number of teachers who will be a part of the Inquiry Process. Grade meetings, common prep periods as well as meetings during the extended day provide a time for collaboration among teachers and encourage involvement in the inquiry process. To further increase communication between administration and staff we will begin to re-culture our school by building professional learning communities.

Thus, PS 52's Comprehensive Education Plan for 2010-2011 reflects a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the Students with Disabilities and ELL students, closing the gap between student performance and students meeting the standards in the Early Childhood grades ,moving students to Levels 3 and 4, decreasing the number of students not making at least one year's progress on the NYS Assessments and better communication and cohesion between administration, staff and parents.

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	DESCRIPTION
1. By June 2011, there will be an increase of 5% in the number of students achieving a Level 3 and 4 in ELA as measured by the NYS ELA assessment.	After reviewing our data it was determined that there was a significant decrease in the percent of students achieving a Level 3 and 4 on the NYS ELA Assessment Therefore, an increase in the number of students who will achieve a Level 3 or above in this category will be one of our school goals.
2. By June 2011, there will be an increase of 5% in the number of students making one year's progress in MATH as measured by the NYS Math assessment.	After reviewing our data it was determined that there needs to be an increase in the number of students making one year's progress on the NYS MATH Assessment. Therefore, an increase of the number of students who achieve at least one year's progress in this category will be one of our school goals.
3. By June 2011, there will be an increase of 10% in the number of students reaching their independent reading benchmark on TCRWP in grades K-2.	After reviewing our data it was determined that we need to close the gap between student performance and students meeting the standards in the Early Childhood grades. Therefore, an increase of the number of students who achieve their independent reading benchmark in grades K-2 will be one of our school goals.
4. By June 2011, the administration, staff and parents will continue to make adjustments to our communication policy which will increase opportunities for all stakeholders to communicate more effectively as evidenced by an increase in communication score of at least 10% on the Learning Environment Survey in both Teacher and Parent sections.	After reviewing our data it was determined that we received an overall C on the Progress Report for the 2009-2010 school year. There was a significant increase in the number of parents and staff responding with a low level of satisfaction on the <i>Communication</i> portion of the Learning Environment Survey. This is a major area of concern and will be one of our goals.
5. By June 2011, there will be an increase of 15% in the number of Special Education students who achieve standards as measured by the ELA and MATH NYS Assessments.	After reviewing our data it was determined that there was a significant decrease in the number of Special Education students who met the standards on the NYS Assessments in both ELA and Math. Therefore, an increase of the number of students who achieve Level 3 and 4 in ELA and Math will be one of our school goals.

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 2009-10 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 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): ELA (in response to the deficiencies noted in the Progress Report)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2011, there will be an increase of 5% in the number of students achieving a Level 3 and 4 in ELA as measured by the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u> (All will be implemented from Sep. 2010 to June 2011) Departmental structure Academic intervention services – push-in model Extended Day Program (37 ½ min) Wilson Balanced Literacy Monitoring and Modifying IEPs for Special Needs Students Listening Comprehension- Daily Activities Differentiated Instruction Ongoing Reviews of Data to drive instruction Student and Teacher Goal Setting Utilization of Smart-boards Knowledge of Common Core Standards Systematic communication of analyses of sub-group data to assist planning and instruction <u>Target Population:</u> Grades 3, 4, and 5 (all, general education, special needs, and ELL students) <u>Responsible Staff Members:</u> All teachers, Data specialist, Administration</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding</i>, <i>Title I Schoolwide Program</i> funds and <i>Contract for Excellence</i> funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Daily and monthly teacher assessments Teacher Informal and Formal Observations Acuity: Predictives and ITA Assessments Portfolios (on a daily basis) NYS assessments The percentage of students achieving a Level3 & 4 in ELA will increase.</p>

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): MATH (in response to the deficiencies noted in the Progress Report)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. By June 2011, there will be an increase of 5% in the number of students making one year’s progress in MATH as measured by the NYS Math assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u> (All will be implemented from Sep. 2010 to June 2011) Departmental structure Academic intervention Services – push in model Extended Day Program (37 ½ min) Everyday Math Program Monitoring and Modifying IEPs for Special Needs Students Differentiated Instruction Student Goal Setting Ongoing review of data to drive instruction Knowledge of Common Core Standards Parents as Partners / student and parent workshops Utilization of Smart-boards Systematic communication of analyses of sub-group data to assist planning and instruction <u>Target Population:</u> Grades 3, 4, and 5 (all, general education, special needs, and ELL students) <u>Responsible Staff Members:</u> All teachers, Administration, Data Specialist</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of Tax levy Fair Student Funding, Title I Schoolwide Program funds and Contract for Excellence funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Daily and monthly teacher assessments Teacher Informal and Formal Observations Acuity: Predictives and ITA Assessments Portfolios (on a daily basis) NYS assessments The percentage of students making at least one year’s progress in Math will increase.</p>

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. By June 2011, there will be an increase of 10% in the number of students reaching their independent reading benchmark on TCRWP in grades K-2.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities: (All will be implemented from Sep. 2010 to June 2011) Academic intervention services – push-in model Extended Day Program (37 ½ min) Oral Language Development Program Leveled Literacy Intervention(LLI) Wilson Lindamood Phoneme Sequencing (LiPS) Program Balanced Literacy Listening Comprehension- Daily Activities Monitoring and Modifying IEPs for Special Needs Students Differentiated Instruction Ongoing of review of Data to drive instruction Student and Teacher Goal Setting Utilization of Smart-boards Knowledge of Common Core Standards Systematic communication of analyses of sub-group data to assist planning and instruction <u>Target Population:</u> Grades K, 1, and 2 (all, general education, special needs, and ELL students) <u>Responsible Staff Members:</u> All teachers, Data specialist, Administration</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding, Title I Schoolwide Program</i> funds and <i>Contract for Excellence</i> funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Daily and monthly teacher assessments Teacher Informal Observations Monitoring TCRWP-Assessment Pro Portfolios (on a daily basis) The percentage of students making progress in reaching a higher Independent Reading Level will increase.</p>

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): Communication (in response to the deficiencies noted in the Progress Report)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By June 2011, the administration, staff and parents will create a new communication policy which will increase opportunities for all stakeholders to communicate more effectively as evidenced by an increase in communication score of at least 5% on the Learning Environment Survey in both Teacher and Parent sections.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities: (All will be implemented from Sep. 2010 to June 2011)</p> <ul style="list-style-type: none"> School Leadership Team- to conduct Parent Surveys regarding Communication Phone Messenger System Parent Teacher Association/evening meetings Schoolwide Email Messages PS52.org-Echalk Parent Coordinator ESL Outreach – translation services (verbal and written) Staff Survey/parent survey-needs assessment Clear Vision for the School to all stakeholders Professional Learning Communities Family Involvement Activities Parent Workshops Inquiry Team Student communication folder to reflect school website Parent Reflection sheets Communicating school and student goals <p>Target Population: All, general education, special needs, and ELL students, parents and/or caregivers</p> <p>Responsible Staff Members: All staff</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I Part A-1% set aside for Parent Involvement.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Analysis of surveys from Staff and Parents</p> <p>Follow up survey</p> <p>Learning Environment Survey</p> <p>Progress Report</p> <p>The communication sector of the Learning Environment Survey will increase.</p>

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 2009-10 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 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): ELA (in response to the deficiencies noted in the Progress Report)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. By June 2011, there will be an increase of 15% in the number of Special Education students who achieve standards as measured by the NYS ELA and Math Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u> (All will be implemented from Sep. 2010 to June 2011) Departmental structure Academic intervention services – push-in model Extended Day Program (37 ½ min) Wilson Lindamood Phoneme Sequencing (LiPS) Program Balanced Literacy Monitoring Progress using Performance Indicators Monitoring and Modifying IEPs for Special Needs Students Differentiated Instruction Review of Data to drive instruction Student and Teacher Goal Setting Utilization of Smart-boards Knowledge of Common Core Standards Systematic communication of analyses of sub-group data to assist planning and instruction <u>Target Population:</u> Grades 3, 4, and 5 (all, general education, special needs, and ELL students) <u>Responsible Staff Members:</u> All teachers, Data specialist, Administration</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding</i>, <i>Title I Schoolwide Program</i> funds and <i>Contract for Excellence</i> funding. C4E allocations</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Daily and monthly teacher assessments Teacher Informal and Formal Observations Acuity: Predictives and ITA Assessments Portfolios (on a daily basis) NYS assessments The percentage of Special Education students achieving standards will increase.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a	n/a	N/A	N/A	1	0	1	0
1	34	34	N/A	N/A	1	0	1	0
2	32	32	N/A	N/A	1	0	0	0
3	32	32	N/A	N/A	1	0	3	0
4	36	36	36	36	1	0	2	0
5	30	30	30	30	1	1	3	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Wilson Reading System LLI LiPS Skills development teams Test Sophistication Skills</p>	<p>Differentiated Instruction during all literacy blocks and student teacher conferencing (Tier 1 Intervention) Students requiring further intervention, identified through content and skill based assessment and teacher observation, are referred for Tier II intervention during the school day and extended day sessions Wilson – small group pull-out K-5. This is a multi-sensory approach to internalizing the sound/symbol relationship. Decoding and encoding fluency is included. Leveled Literacy Intervention is implemented in small groups during the school day. LiPS, one on one, during extended day Skills development twice weekly grades 2-5. Small group team teaching occurs during this skills development period. Extended Day</p>
<p>Mathematics: Sucessmaker Acuity Test Sophistication Skills</p>	<p>Differentiated Instruction during all math blocks and student teacher conferencing (Tier 1 Intervention) Students requiring further intervention, identified through content and skill based assessment and teacher observation, are referred for Tier II intervention during the school day and extended day sessions Extended Day Everyday Math Games/Skill development.</p>
<p>Science: Test Sophistication Skills</p>	<p>Test Sophistication Skills to increase use of non-fiction text through small group instruction. Instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and science based literature both during the school day and extended day.</p>
<p>Social Studies: DBQs Test Sophistication Skills</p>	<p>Test Sophistication Skills to increase use of non-fiction text through small group instruction. Instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and historical literature both during the school day and extended day. DBQs</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and group counseling services focused on social/emotional needs related to academic and behavioral performance. Parent outreach and communication Crisis Intervention Classroom group and individual interventions</p>

At-risk Services Provided by the School Psychologist:	Participation in PPT meetings. Students with IEPs are pulled out for services to address IEP goals.
At-risk Services Provided by the Social Worker:	Assists non IEP students grades K-5 to support behavioral, emotional issues that may affect their academic performance.
At-risk Health-related Services:	Two full time Board of Education nurses are on site to monitor health needs. Workshops on using the Epi pen, CPR, AED, hepatitis right to know, hygiene, dental health and asthma are provided.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 100 LEP NA Non-LEP

Number of Teachers 2 Other Staff (Specify) NA

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

Our one hundred English Language Learners (ELLs), grades K-5, are serviced in English by two TESOL licensed teachers. As per the results of our Parent Survey and Program Selection Forms they are supported by the freestanding English as a Second Language program model. When possible, the ESL teachers work with students in their mainstream classroom. Our ELLs are placed in classes together on each grade level so that this model may be implemented. This enables the ESL teachers to work with ELLs during content area instruction in collaboration with their regular classroom teachers. In doing so, language acquisition and vocabulary is supported while retaining content instruction time. Otherwise, students receive services through an ESL pull-out program. In this case, students are educated with students of similar grade and English proficiency levels. Our instruction focuses on students' development of standards based reading, writing, listening and speaking skills. Students who score at the beginner/intermediate proficiency level on the LAB-R or NYSESLAT receive 360 minutes of ESL instruction per week.. Students whose proficiency level is advanced based on the aforementioned assessments receive 180 minutes of ESL instruction per week.

Core-curriculum material is taught with the aid of Harcourt's *Moving into English*, and Rigby's *On Our Way to English*. In addition, the Pearson's *Success Maker* technology program is implemented in Grades 3, 4, and 5. This is an individualized program that assesses and monitors students' strengths and weaknesses to efficiently improve their knowledge in math, reading, writing and science. Pearson's *ELLIS Essentials* is used with the beginner level students in order to strengthen their language skills. The Balanced Literacy approach, which is the program used to teach English Language Arts in all classes, is also emphasized. Balanced literacy includes: Independent Reading, Shared Reading, Interactive Writing, Read Aloud, Word Study, Guided Reading and Accountable Talk. The *Everyday Math Program*, a hands-on approach, is used throughout the grades. The Arts are infused throughout our school's curriculum. All students, including ELLs receive Art instruction via a full time, certified Art teacher. ELLs may also participate in our band, chorus, and theater productions.

Also, ELLs and "long-term" ELLs may receive academic intervention for reading and math. Academic intervention services are provided to all students who are considered "at risk." "At risk" children receive support in small groups during the school day. Our ESL teachers provide this support via the "push in" model. Children are selected and strategies are developed based on standardized, interim, and classroom assessment, teacher input and scores on TCRWP Assessment and NYS Assessments. *Wilson, Leveled Literacy Intervention* and *Schools Attuned* are programs that are available to these "at risk" students. Students are selected to participate in these programs based on their individual needs.

In addition to academic interventions such as *Wilson*, and *Leveled Literacy Intervention* during the school day, additional ESL support is offered during the extended school day. After-school programs such as AIS, Wilson and Title III are also available.

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.

Throughout the school year, coaches and ESL teachers provide all staff with two hour staff development seminars. During these meetings, the facilitators discuss ways in which teachers can use scaffolding techniques in order to support the learning of ELLs in their mainstream classrooms. An additional seven to ten hours will be provided by these facilitators for new teachers who have not met their ELL professional development requirement. During these hours, the facilitators will turn-key West Ed's Quality Teaching for English Language Learners (QTEL) as well as other critical information. Teachers are also given the opportunity to observe an ESL classroom.

In addition, teachers will attend workshops geared towards the development and implementation of ESL teaching strategies *The Workshop Model and ELLs*, and *Guided Reading and ELLs*. These workshops will be given by our school's support network and will focus on the methodologies used to meet the standards in all subject areas. Technology will also be used to support instruction. Teachers will receive training on the use of ESL computer programs, such as *Rigby On Our Way to English Interactive Language and Phonics*, and *ELLIS Essentials*. Instructional supplies will be provided to further promote the use of these programs. Ongoing professional development will be provided as assessments warrant.

Section III. Title III Budget

School: PS 52 John C Thompson BEDS Code: 0353100010052

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,085	242 hours of per session for ESL and Special Education teachers to support ELL students: 242 hours x \$49.89= \$12,085
Purchased services - High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,915	Supplies for after school enrichment program for ELL students i.e. <i>Getting Ready for the NYSESLAT and Beyond</i> , K-5 Attanasio & Associates, Inc
Educational Software (Object Code 199)	N/A	N/A
Travel		
Other		
TOTAL	\$15,000	

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 school's written translation and oral interpretation needs each parent/guardian is given a home language survey when their child registers for PS 52. This survey includes the opportunity for parents/guardians to indicate the language in which they prefer information to be given. Also, if parents indicate a different language preference other than English, they are then informed in writing (in their native language) of our schools translation and interpretation services.

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.

Our school needs the translation services for Albanian, Russian, Spanish, Polish, Italian, Punjabi, and Chinese speaking parents. We are fortunate to have many staff members who are bilingual and are willing to help when a parent is in need. These findings were reported to the school community through the School Leadership Team and PTA.

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.

Written translation services for documents such as letters, notices, flyers, permission slips, consent forms, parent handbooks, hearings, suspension letters and any other information that needs to be disseminated to an ELL parent or any other written communication will be provided in their native language whenever possible. Translations are done by school staff or we utilize the services provided by the NYCBOE Translation Department. Also any information provided by the school staff on E-Chalk (www.ps52.org) can be instantly translated into twenty-four different languages.

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.

During all PTA, Parent Teacher Conference meetings and any other time that an ELL parents needs to communicate with the school, bilingual translators will be made available for their services. These translators will be school staff or community volunteers. We also utilize the NYCBOE interpretation services. These services provide On-site interpretation, subject to availability, and also Over- the- phone Interpretation. Over-the- phone Interpretation allows teachers and administrators the ability to communicate with limited or non English speaking parents.

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 regarding parental notification requirements for translation and interpretation services, the school policy to notify parents of the services that the school offers. We meet this requirement by making sure all parents whose primary language is not English are aware that we offer translation and interpretation services. When it is established that the parents have another primary language then they are verbally notified of the services. Also, written notification in their primary language is sent home as well as a posted notice in many different languages is on the PTA bulletin board.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$256,451	\$24,980	\$281,431
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2564.51	\$249.80	\$2814.31
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,822.55	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$25,645.10	*	

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

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

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

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

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

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

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

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.

The findings of a comprehensive needs assessment indicated that we did not meet our AYP in the Students with Disabilities subgroup. As well as a decrease in the percentage of **all** students achieving Level 3 & 4 in ELA and Math. These areas are identified as priorities for improving student performance. These priorities include: the implementation of effective strategies to address a number of students still lacking basic skills in both reading and mathematics, improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations, the implementation of effective strategies for meeting the needs of the growing ELL population and greater collaboration between SETSS, TESOL, AIS and classroom teachers. Thus, PS 52's Comprehensive Education Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic achievement of **all** students, with an emphasis on focused interventions for the Students with Disabilities and ELL students. Our educational goals and philosophies are aligned with the needs of these subgroup populations.

We have also found that common planning (weekly common preps) and Professional Development for General Education, ELL and Special Education educators is instrumental in the implementation of differentiated instructional strategies for all learners. Flexible reading groups are formed and rotated based on ongoing assessments (data-driven instruction).

Our results have indicated that intense professional development in the highly successful approaches implemented in both reading and math is crucial to the success of our target students.

We have found through parent surveys that we need to reach a larger number of parents to become actively involved in the education process. One of our target groups is the growing number of our ELL parents. We are currently working on developing and expanding our support system.

Our goal is to continue the use of the assessment and reflective practices outlined above, to provide well planned, appropriate instruction to all of our varied school populations.

2. Schoolwide reform strategies that:

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

Current strategies for improving instruction and student performance begin with short and long term goal setting for teachers and students, in all curriculum areas based on all current data sources.

English Language Arts includes the continued implementation of a Balanced Literacy Approach for reading, which consists of: independent/paired reading, shared reading, guided reading, accountable talk, literacy centers, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach forms the basis for the uniform citywide literacy program. Classroom libraries, small group instruction and academic support personnel (paraprofessionals included) in the classroom will further support literacy instruction.

Everyday Mathematics is the primary vehicle for math instruction in the school. This instructional program uses exploration and hands on activities to allow children to discover the many different methods problem solving in the real world. All grades have been using the Workshop Model as a guide for instruction in all areas of the curriculum.

The purpose and focus of science education at PS 52 is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have 3 full-time science clusters that serve grades K-2 as well as a departmentalized Science program in grades 3-5.

PS 52 continues to follow the NYS Core Curriculum for Social Studies. A strong focus on the use of document-based instruction begins in the lower grades and continues till 5th grade to prepare students for the future. Research projects in Social Studies for all grades will increase the higher level of understanding of basic concepts. Departmentalized program is used in grades 3-5.

Technology is infused into all curricular areas through the use of in-classroom computers, a mobile laptop lab, smartboards and a state-of-the-art Library Media Center. Students have multiple opportunities to use technology to demonstrate and support their learning.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all Grade 3-5 students performing in Levels 1 and 2, and Early Childhood students deemed to be at risk, including students in special education and English language learners, will receive appropriately targeted services.

We have a Pupil Personnel Team (PPT) that meets monthly. This team consists of the School Assessment Team, the principal, assistant principal, school psychologist, two special education teachers, OT/PT and coaches. Teachers are encouraged to bring any academic, physical, social or behavioral concerns about students in their classes to the team to discuss strategies as well as, additional services on an as needed basis. In addition, our Inquiry Team is comprised of two parts. The Core Inquiry Team meets weekly to discuss concerns and set the agenda for the Complete Inquiry Team that meets once a month. This teams purpose is to prioritize a school-wide focus and to continuously monitor the schools progress. The team develops and implements differentiated, targeted instructional practices in response to research and analysis of data.

The school's Family Support Team, with representation by administration, staff, parent, and support personnel, tailors pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources.

3. Instruction by highly qualified staff.

Student body is served by professionals and support staff, including one (1) principal, one (1) assistant principal, one (1) parent coordinator, fifty-two (52) teachers, one (1) part-time guidance counselor, one (1) part time Social worker, one (1) full time psychologist, thirty (30) paraprofessionals, two (2) secretaries, one (1) school safety officer, five (5) school aides and additional academic support personnel including

one (1) part time hearing teacher, one (1) part time vision teacher, OT, PT and speech teachers. Of the 52 teachers on staff, all are fully licensed and certified. (3) Three of the teachers on staff are Nationally Board Certified, (2) two of which are middle school generalized, (1) one is an Early to Middle Childhood Visual Arts Specialist.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is coordinated by our Instructional Cabinet Team, which includes the Principal, Assistant Principals, UFT Chapter Leader, and Data Specialist, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula, on goal setting strategies and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction.

Each staff member will receive professional development on formulating their own individual professional learning goals. Each staff member will be given an opportunity to reflect on their practices and choose professional development topics based on their individual needs. These topics align with school wide goals, and the Professional Teaching Standard of Engaging Students in Learning. Administrators and teachers meet to guide, monitor and assess the progress of a teacher's practice toward these professional goals.

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

N/A. All our positions are filled with highly qualified teachers.

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

Strategies to increase Parent Involvement include:

- Involve School Leadership Team in planning and decision making.
- Hold Title I committee meetings to further develop the parent involvement plan.
- Carefully analyze responses to Learning Environment Survey to find ways to further involve parents.
- Improve the dissemination of information to parents who have limited English proficiency by identifying those parents by revisiting the home language surveys and providing translated notices appropriately.
- To provide professional development to the staff to encourage the use of parents in the classroom.
- To provide workshops for parents to explain how to access and use data to meet the needs of their children.
- To provide workshops for parents on how to help their child with homework.
- To provide workshops for parents on how to use technology to assist their children.
- To provide workshops for parents on the language used in the Everyday Math Program.

- To provide workshops for parents to explain the different components of Balanced Literacy.
 - To provide workshops on the New York State Assessments for grades 3, 4 and 5.
 - Create a parent center located in the new Library Media Center, that will utilize resources that encourage parents in the academic support of the students.
 - Provide workshops to bridge the gap between home and school.
 - To implement “School Messenger” phone program as a way of increasing communication to parents and to disseminate information pertaining to school functions.
 - To implement “E-chalk” an email system, used by teachers, administration and parents to communicate with all members of the school community.
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 Pre-Kindergarten program is part of NCLB Universal Pre-K. It services 36 children divided into two separate classes, one morning class and one afternoon class. The Pre-K teacher understands the importance of a smooth transition into the elementary school program from Pre-Kindergarten. She approaches the transition by introducing the children to the Kindergarten class by: making classroom visits to the kindergarten rooms periodically, comparing and contrasting the Kindergarten classroom and their classroom (both have a sink, bathroom, tables, centers, etc.), and they read books about Kindergarten. These activities reduce the children’s anxiety which could be elevated as they begin their elementary education experience.

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.

New York State Assessments are in place in grades 3-5 and TCWRP is used in Grades K-2 to identify problem students are having on the road to becoming proficient readers. Everyday Math includes benchmark secure goals to assess the students’ progress. Common prep periods for our teachers are provided for grade meetings to discuss standards based rubrics for all appropriate assignments. Staff development on how to access and use the data provided by ARIS as well as standards based portfolios, classroom assessments and teacher observations are also used to make decisions regarding the use of different academic assessments.

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

Teachers are directed to present students at risk of academic failure to our school’s Pupil Personnel Team. This committee uses a case management approach in recommending and implementing interventions appropriate to individual students and monitoring their effectiveness or lack thereof.

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.

Programs are offered to students and parents in violence prevention, child abuse, health and nutrition, fire prevention, and dental health. These programs are typically presented by outside agencies. Additionally, our guidance counselor works with groups of children to address issues such as: working together, conflict resolution, bullying, suicide threats, etc which often leads to referrals to resources within our community.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$256,451	✓	14,15,16,17,18,21,22
Title I, Part A (ARRA)	Federal		✓		\$ 24,980	✓	14,15,16,17,18,21,22
Title II, Part A	Federal		✓		\$ 1,614	✓	
Title III, Part A	Federal		✓		\$15,000	✓	26
Title IV	Federal			✓			
IDEA	Federal		✓		\$117,295	✓	14,15,16,17,18,21,22
Tax Levy	Local	✓			\$2,953,014	✓	14,15,16,17,18,21,22,

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

N/A

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

P.S. 52 *The John C. Thompson School*

PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

P.S. 52 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, 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.
- Consistent with section 1118, the school will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this school wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- 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.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools 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—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) 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;

(D) 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.

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S.52 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - To involve our School Leadership Team in all planning and decision making.
 - To hold parent meetings that provide appropriate information in keeping with the guidelines of Section 1112 of the ESEA
 - To hold Title I committee meetings to further develop the parent involvement plan.
2. P.S.52 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - To analyze the data provided by the school report card, progress report, periodic assessments (ITA, Predictives and TCRWP), State ELA, Math and Science exams, and NyStart reports.
3. P.S.52 will coordinate and integrate parental involvement strategies in all schoolwide programs by:
 - To hold Title I committee meetings to further develop the parent involvement plan.
 - To maintain the Title I committee, composed of representatives of all constituencies.
4. P.S.52 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. 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.
 - Carefully analyzing responses to the Learning Environment Survey to find ways to further involve parents.

- Improving the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisiting home language surveys and providing translated notices appropriately.
5. P.S.52 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- A. The school will, with the assistance of its Title I, Part A schools, 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:

P.S.52 will provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:

- Providing informational workshops on a regular basis. The workshops will be presented by our teachers, Parent Coordinator, Data Specialist, Science Cluster Teachers and ESL Teachers.
 - Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE and NYSED websites.
- 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:
- Expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children's academic achievement.
- C. The school will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
 - Collaboration between parents and staff will be fostered in all areas of P.S.52's school activities.

- 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, by:
- Conduct parent outreach and provide translation services during curriculum conferences held in September.
 - Pre-kindergarten social workers incorporate parent involvement in their programs on an on-going basis through out the school year.
 - Host workshops to train parents to participate in Learning Leaders in our school.
- 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:
- Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
 - Translators will be available during Parent Teacher Conferences and at PTA meetings.

PART III. DISCRETIONARY 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 to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

- establishing a parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

P.S.52 remains committed to improving and enhancing parent involvement through effective communication, quality workshops, adult ESL classes and collaboration between our parents and all staff members.

* * * * *

PART IV. ADOPTION

This 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 parent attendance.

This policy was adopted by P.S.52 on September 7, 2010 and will be in effect for the period of September 7, 2010-June 30, 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2010.

(Signature of Authorized Official)

(Date)

P.S. 52
The John C. Thompson School

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 52 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - **By providing high quality instruction to all of our students.**
 - **By implementing appropriate interventions to those students at risk of not meeting the State Standards. These interventions include; Wilson Program, Leveled Literacy Intervention, at-risk AIS and SETSS.**
 - **By providing high quality professional development to our faculty.**
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held during November, 2010 and March, 2011.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Report cards distributed in November, March and June for Grades 1-5.
 - Report cards distributed in January and June for Kindergarten.
 - Annual Goals Progress Reports for children with IEPs.
 - Periodic Assessment Results (ITA, Predictive Assessments, TCRWP)
 - NYS Assessment Individual Student Report

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - During Parent Teacher Conferences
 - During IEP Conferences
 - As requested for individual appointments throughout the year.
 - www.ps52.org as a tool for on going communication with staff.
5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:
 - Visits during “Open School Week”.
 - Class performances, class trips, in-class celebrations.
 - Science Fair
 - Holiday and Spring Concerts
 - Parent requests for additional classroom visits are typically honored.
 - Student/Parent Workshops

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television 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 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

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

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

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

P.S.52 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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.
8. 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve

the State's high academic standards, P.S.52 will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation programs operating within the school/district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 052 John C. Thompson						
District:	31	DBN:	31R05	School		353100010052	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	34	31	36		93.3	94.0	93.6
Kindergarten	111	98	89	Student Stability - % of Enrollment:			
Grade 1	95	116	114	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	103	102	112		95.7	93.4	96.2
Grade 3	93	100	93	Poverty Rate - % of Enrollment:			
Grade 4	108	104	94	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	103	109	110		39.2	56.5	56.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		0	1	0
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		3	2	3
Grade 12	0	0	0	Special Education			
Ungraded	6	8	6	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	653	668	654		3	2	3
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	57	52	58	Principal Suspensions	8	20	4
# in Collaborative Team Teaching (CTT)	71	67	63	Superintendent Suspensions	1	4	0
Number all others	33	29	31	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		30	30	10
# receiving ESL services only	86	95	TBD	Number of Teachers	54	54	56
# ELLs with IEPs	3	20	TBD	Number of Administrators and Other Professionals	23	25	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	16	12	29

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.2	70.4	92.9
				% more than 5 years teaching anywhere	51.9	51.9	76.8
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		87.0	91.0	96.4
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers	93.3	92.0	98.9
Black or African American	3.1	2.8	2.1				
Hispanic or Latino	14.7	14.1	14.4				
Asian or Native Hawaiian/Other Pacific	8.7	8.2	8.0				
White	72.9	72.8	75.2				
Male	52.8	52.8	54.1				
Female	47.2	47.2	45.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	30.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 604	District 31	School Number 052	School Name John C Thompson
Principal Jane McCord		Assistant Principal Annette Moncada	
Coach Gayle Pincus		Coach N/A	
Teacher/Subject Area Bonnie Morrone/ 1st Grade		Guidance Counselor Keith McFall	
Teacher/Subject Area Alyson Goodman/ 2nd Grade		Parent AnnMarie Palmieri	
Teacher/Subject Area Emily Berlin/ 2nd Grade		Parent Coordinator Dolores Galyas	
Related Service Provider Lisa McManus/ Speech		Other Donna Tait/ SETTS	
Network Leader Greg Jaenicke		Other Joanne Cancel/ Data Specialist	

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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special 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	664	Total Number of ELLs	100	ELLs as Share of Total Student Population (%)	15.06%
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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.

Families of incoming students registering for the first time in the New York Public School System receive Home Language Identification Surveys (HLIS). These surveys are completed with the assistance of the pupil accounting secretary and the admissions team. The majority of our incoming students come from native Russian, Albanian, and Spanish speaking backgrounds. Therefore, we have formed our admissions team accordingly. This team consists of Nicole Luster, and Diana Puma, both TESOL licensed ESL teachers. Dhurata Klobocista provides interpretation for our Albanian and Arabic speaking families. Maria Pasquale, a certified bilingual paraprofessional, assists Spanish and Italian speaking families. In the event that a family requires interpretation in a language other than those mentioned above, we utilize the Department of Education’s Translation and Interpretation unit. Informal oral interviews are conducted by the admissions team, in English and in the native language of the families. Native and English language use and understanding, as well as educational history are discussed during these informal interviews.

All HLIS are carefully reviewed by TESOL licensed teachers in order to determine eligibility for testing. These teachers use the New York state guidelines in order to determine whether the answers provided by families on the HLIS warrant LAB-R administration. The LAB-R is administered within ten school days of admission.

Eligible students are administered the appropriate exam according to their grade level. If a student scores below the state’s determined cut score for their particular level, they are entitled to receive bilingual services. Students who have been deemed to have beginner or intermediate language proficiencies receive three hundred sixty minutes of ESL instruction a week. Advanced students receive one hundred eighty minutes per week. Additionally, students whose HLIS indicates that Spanish is used in the home and are eligible for bilingual testing are administered the Spanish LAB in order to determine their dominant language.

Once designated as being an ELL, students are required to take the NYSESLAT exam each spring. This exam assesses students’ English proficiency in the reading, writing, listening, and speaking modalities. Results of this exam determine whether or not students will continue to receive bilingual services, and if so, their mandated amount of minutes.

We take many steps to ensure that all of our parents understand the options that they have for their child’s ELL program placement. Our first action is to notify parents that their child is entitled to receive bilingual services by sending out appropriately translated entitlement letters. We then invite the parents of each new student to a parent orientation. Parent orientations and phone conferences are held multiple times throughout the year. We also encourage parents to attend a conveniently held orientation during Parent-Teacher conferences in both the spring and fall. These orientations are also announced at PTA meetings, on the PTA bulletin board and also on the school’s website, www.ps52.org.

At this orientation, parents are shown a video which thoroughly explains the Free-standing English as a Second Language, Transitional Bilingual, and Dual Language educational programs, along with each of their benefits. This video is shown in many of the languages that are spoken by our parents. Spanish, Albanian, Italian and Arabic translators are also on hand for further clarification when needed. Translated pamphlets are made available to any parents who are unable to attend an orientation. These pamphlets also discuss each program type, as well as their benefits.

Once all the necessary information is distributed, parents are asked to complete translated Parent Survey and Program Selection forms which ask parents to make an informed decision for their child’s program placement. Some families choose to return the completed Parent Selection forms directly to the facilitator at the time of orientation. In other cases, families may bring home the information to further discuss and evaluate the programs with other family members. In this circumstance, families are asked to return the form with their child to the school’s ESL department. Original completed Parent Selection forms are stored in students’ cumulative folder; copies are stored in the ESL room.

ELL programs implemented at this school reflect the input received on the Parent Survey Selection forms. As indicated by these documents, sixty percent of parents of incoming students chose for their child to be placed in a free-standing ESL program as is provided. Additionally, twenty percent chose the Transitional Bilingual program, and twenty percent of families chose the Dual Language program. Of these surveys that reflected a dual or transitional bilingual program we did not have enough students of any one language, across two grades to form a class. Below is a breakdown of parental choice trends that we have been seeing over the last few years.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	74	0	12	26	0	10	0	0	0	100
Total	74	0	12	26	0	10	0	0	0	100

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

C. Home Language Breakdown and ELL Programs

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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	6	5	2	4	5	3								25
Chinese	3	3	3	2	2									13
Russian	6	5	7	1										19
Bengali														0
Urdu			1											1
Arabic	1	2	1	1		1								6
Haitian														0
French														0
Korean														0
Punjabi			1											1
Polish	3	2			2	3								10
Albanian	2	4	2	2	2	1								13
Other	1	1	3	6	1									12
TOTAL	22	22	20	16	12	8	0	100						

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.

Each year, we measure student progress toward developing English language proficiency by means of the LAB-R, ELL Interim Assessment and the NYSESLAT. With the help of these instruments, we have come to realize that fifty-seven percent of our students are beginners/intermediate, and forty-three percent are advanced English language learners. The majority of our language learners deemed beginner are in kindergarten or first grade; while each year of service yields students advancement to higher proficiency levels.

It can be noted that students, regardless of their grade and/or proficiency level, scored highest on the speaking and listening portions of the tests mentioned above. On the contrary, most students scored their lowest marks on the reading and writing portions of these tests. After giving these results careful consideration, we have concluded that ELL instruction will place more emphasis on English reading and writing proficiency. In order to achieve this feat, two TESOL licensed providers will support students' learning by pushing-in to students' monolingual classroom while using a Team Teaching model of instruction. This is made possible by careful reorganization each spring semester for the following school year. Whenever possible we try to place students in monolingual classrooms with other ELLs on the grade level. This heterogenous grouping allows students to receive ESL services without missing classroom instruction. Smaller groups are made within mainstream classrooms based on proficiency levels.

During these "push-in" periods, providers will implement methodologies proven to be especially effective when educating English Language Learners, such as scaffolding, picture supports, etc. By "pushing-in" providers and classroom teachers are able to collaboratively

give students content area and language based instruction, thus further developing academic language acquisition. ESL teachers spend about half of the time pushing-in during ELA instruction and the other half in math or content areas. This provides support in all disciplines.

On occasion, we are not always able to place students in the ESL homerooms. This can be due to class size regulations and other programming needs (i.e. CTT, self-contained special education). Therefore, students may be serviced through a pull-out model of instruction. In this event students are pulled-out in groups based upon their grade level and language proficiency. These groups range in size from six to sixteen students and sessions last forty-five minutes. This small group instruction ensures that the teachers are able to hone in on each student's individual strengths and needs. Special materials created for ELLS are used, such as On Our Way to English, Moving into English, and the Into English series which facilitate proficiency in language and content areas.

In both models of instruction, teachers present the same task in different ways and at different levels so that all students can approach it in their own way. In addition, support materials that correspond to the classroom curriculum are utilized. This includes the Scott Foresman Reading Street ELL components which is grade specific, as well as other books and realia gathered by the teachers. ESL methodologies such as Whole Language, Cooperative Learning, and Total Physical Response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material.

Students that achieved an advanced designation on the NYSESLAT/ LAB-R receive one hundred eighty minutes of ESL instruction per week; students that achieved a beginner/intermediate designation receive three hundred sixty minutes. This may be in addition to, or overlap with the required one hundred and eighty ELA minutes required each day

Although all instruction is conducted in English, students are provided with native language supports whenever possible. This is accomplished in many ways including but not limited to native language translations for exams, interpretation services, the use of L1 to English glossaries and dictionaries.

Although none of our current students are considered to have had interrupted formal education (SIFE), we have devised the following plan in the event of future admissions. These students will be qualified to receive additional academic support through site-based after-school language labs and Saturday academies. The language labs will focus on the unique literacy development and academic needs of these students.

In order to best accommodate newcomers, native language "buddies" are assigned to each student in order to lessen the stress of entering a new environment where communication and cultural norms differ from their own. Newcomers also receive small group instruction tailored to their individual needs. In order to help prepare these students for the ELA exam, which they are required to participate in after only one year of attendance in a US school, these students are invited to participate in an afterschool program. This program introduces students to the format of taking standardized tests as well other test taking strategies.

Long-term ELLs may receive academic intervention for reading and math. Academic intervention services are provided to all students who are considered "at risk." "At risk" children receive support in small groups during the school day. Our teachers provide this support via the "push in" model when possible. Children are selected and strategies are developed based on standardized, interim, and classroom assessment, teacher input and scores on Teacher's College Reading Assessment. Wilson, and Leveled Literacy Intervention are programs that are available to these "at risk" students. Students are selected to participate in these programs based on their individual needs.

In order to meet the needs of our ELLs identified as having special needs, our staff is comprised of a variety of support specialists. This includes a part-time social worker, and a full-time psychologist, occupational, physical, hearing and speech therapists. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs that are identified as having special needs have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. These services are monitored by the Department of Education and the Administrators of Special Education to ensure, that special education ELL students are placed in the legally-mandated least restrictive environment.

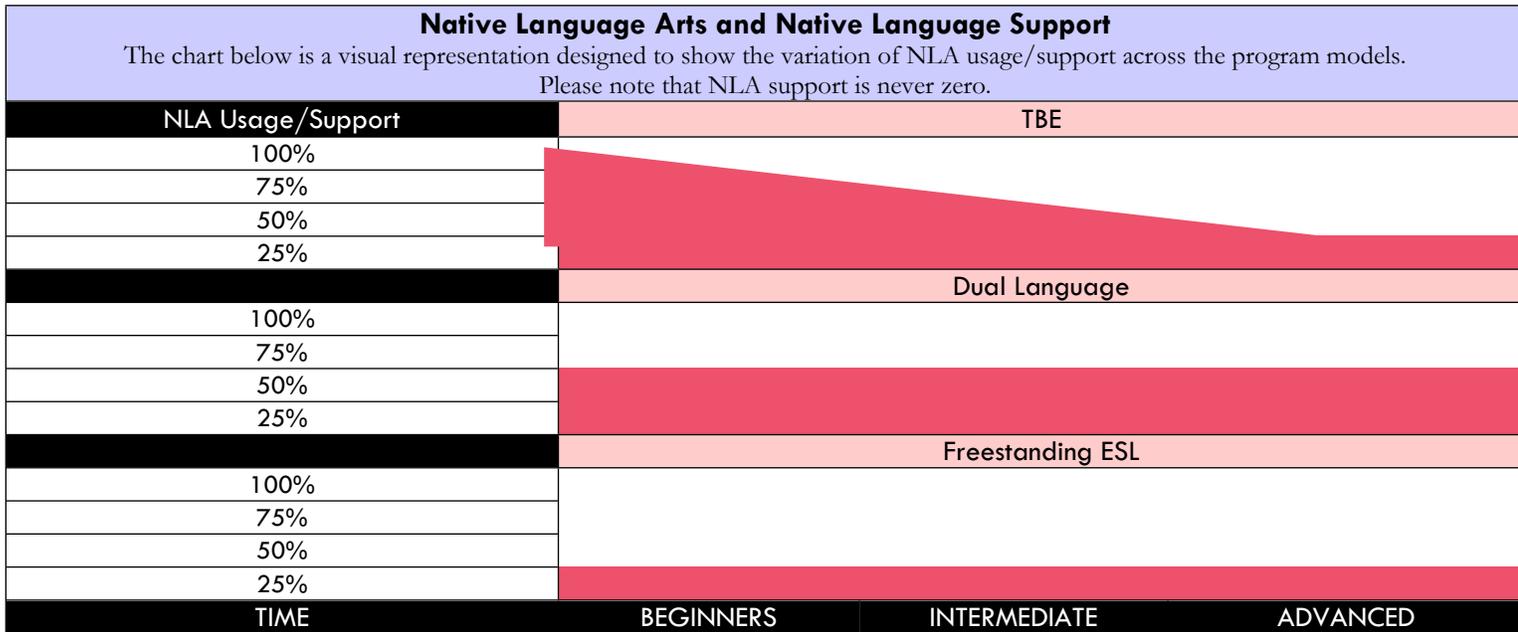
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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 teachers utilize ESL methodologies during content area instruction. They employ strategies learned during extensive professional development, in order to make content accessible to all students. There are many targeted intervention programs in place in our school for ELLs. These include academic interventions such as Wilson, and Leveled Literacy Intervention during the school day. After-school programs such as AIS, Wilson and Title III are also available. In addition ELLs are also afforded equal access to other school programs such as chorus, band, and art.

All ELLs are invited to our extended day program (37 ½ minutes) which meets from Monday through Thursday for Reading and Math support. This program parallels the regular school day instructional program in literacy and mathematics, and uses a data-driven approach to curriculum design. Teachers use the workshop model in a small group setting to support literacy strategies, apply skills to real text, respond to focused writing tasks and respond to literature for specific skill development. In mathematics, teachers use the interactive learning model in a small group setting to support the understanding and application of skills. All participating students in grades K-5, including English language learners and special education students will be grouped based on assessed needs for additional instruction to improve Literacy and Math skills. Students will also have access to bilingual dictionaries, and content area glossaries whenever necessary.

Transitional students are placed in the ELL homerooms so they too can benefit from being taught using ESL methodologies. Although these students have demonstrated proficiency on the NYSESLAT, they can still benefit from a smaller teacher-to-student ratio. In addition, all former ELLs are given testing accommodations for two years after scoring proficient on the NYSESLAT.

After reflecting upon the effectiveness of our ELL program in the past we have identified some strengths and needs for improving instruction. For example, we have found that simply grouping students by grade level is not the most effective way to plan for instruction. Instead more of an emphasis will be placed on grouping students' based upon their language proficiencies. We will also be discontinuing the use of Scott Foresman Accelerating English Language Learning program. We have found that students can benefit from a more multi-sensory approach and also that instruction should be better aligned to the classroom curriculum. Therefore, we will incorporate the use of the Reading Street English Language Learner component which parallels and supplements the Reading Street program being used in each classroom. Additional funds have been allocated for the ESL programs. Materials such as a Smartboard, picture libraries, manipulatives, and leveled libraries have been purchased to prepare students to better meet grade level standards.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

During their first year of employment all teachers and administrators receive seven and a half hours of professional development in order to support the learning of ELLs. In addition, special education teachers receive ten hours. These in-house and off-site professional development workshops are provided by a certified ESL teachers and other trained specialists. During these workshops, teachers are shown ways in which they can use ESL methodologies in their own classroom. Colleagues are also encouraged to discuss, and problem solve ELL related issues. In order to stay abreast of the best practices for education ELLs professional development is given throughout the school year. All school personnel, including paraprofessionals and therapists, attend these workshops during non-attendance days for students. Topics of upcoming workshops to be attended include Academic Literacy for English Language Learners, Scaffolding Writing for ELLs and Demystifying Figurative Language, Assessing Students' Writing, Modified Guided Reading for English Language Learners, Looking at the Writing Response in the NYSESLAT and the ELA, Integrating Grammar In the Writing Workshop, Building Academic Vocabulary, Team Teaching in the ESL Program, and Effective Strategies and Literacy Instruction for ELLs.

In order to evaluate student progress and prepare future teachers for the particular needs of each student, the ESL teachers along with the classroom teachers create a portfolio with both grade –level assessments, and work completed at the students' independent level. This is used to show growth for each stage of language development it also exhibits the student's effort, progress, and achievements in subject areas across

the curriculum.

E. Parental Involvement

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

The Parent Teacher Association (PTA) of P.S.52 holds monthly meetings to keep parents informed and involved in the current issues concerning their child's education. All parents, including parents of English Language Learners are encouraged to attend these meetings. When necessary, interpreters are on hand to make ELL parents more comfortable, and able to participate.

Parents are also invited to participate in the Learning Leaders program. Participants are provided with training, which outlines the best practices to help children succeed in school. They then put this training into practice by working in the classrooms under the guidance of teachers, aiding small groups and individual students.

Parent workshops are offered throughout the school year for ELL parents to encourage their participation in the school community. Three times a year parents will be invited to join the students in an after school program, and participate in project based learning. They will also be invited to share their culture with our students through crafts, foods, books and personal narratives throughout the year. While working with the parents during the aforementioned workshops we have concluded that many parents are eager to improve their own English language literacy. Therefore, our parent coordinator informs families of community workshops and adult education opportunities.

Our school employs a full-time Parent-coordinator whose role is to address family issues and concerns, and to conduct outreach to engage families in their child's education. In order to strengthen family involvement in the children's education the parent coordinator regularly communicates with and shares news between the school and home through handouts, postings on a bulletin board, and the PTA newsletter. The parent coordinator serves as a point of contact for families, providing information about available services and resources in our school and in the local community. She organizes supports and facilitates family workshops and meetings to help parents support their child's education.

Another tool we use to evaluate the needs of our parents is an online parent survey located on our school's website. Questions include whether parents feel informed about what is happening in their child's education, questions or concerns they may have regarding school safety, topics of parent workshops that they would be interested in attending, and their preferred method of communication. This survey and all other material on our school's website can be translated into over thirty-five languages. Each spring parents are also asked to complete The New York City Department of Education Learning Environment Survey.

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)	10	10	3	3	1	0								27
Intermediate(I)	-0	9	7	6	2	3								27
Advanced (A)	12	4	11	7	9	4								47
Total	22	23	21	16	12	7	0	0	0	0	0	0	0	101

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		2	0	0	0	0							
	I		1	2	0	0	1							

	A		9	10	7	6	2							
	P		10	6	7	6	4							
READING/WRI TING	B		9	2	2	1	0							
	I		9	5	5	2	3							
	A		3	8	6	9	4							
	P		1	3	1	0	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			5		3		2		10
4			4		1			1	6
5			2		2	1			5
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					4			2	6
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

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

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

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

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

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

Other than the NYSESLAT, New York state does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At P.S. 52 we use the Teacher's College Reading Writing Project (TCRWP) from Columbia University. TCRWP offers a number of assessments to support our teachers in this critical work. Our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, and for their independent reading levels in fiction and non-fiction text.

After analyzing the data from the TCRWP we have come to realize that students identified as being ELLs in the lower grades are performing close to their native English counterparts. However, as reading requirements become more demanding in the upper grades, the disparity between students identified as ELLs and their monolingual peers begin to widen. We use this data to inform instruction, and therefore we begin to offer the Wilson program to struggling readers in the first grade. It is also in the first grade that students are first invited to receive supplemental small group tutoring four days a week. Please see Appendix 1 for results.

After analyzing the results of various state assessments we have come to the following conclusions. Firstly, when looking at NYSESLAT data it is revealed that there is a close correlation between the number of years and increased ESL proficiency in each of the four modalities. Last spring fifteen (18%) of our students tested scored proficient on this exam. One (6%) of these students were in kindergarten, seven (47%) of the students in this population were completing the first grade, two (13%) were in the second grade, one (6%) was in third grade, and three (20%) were in the fourth grade at the time that the exam was taken.

Overall, the data has shown that students in all grades perform the greatest in the listening and speaking components of the NYSESLAT. Eighty percent of students receiving services for three years or less scored advanced or proficient in these modalities. Only five percent of all ELLs scored beginner or intermediate on these modalities. These students are all considered to be newcomers having received three years of service or less.

Conversely, the data reveals that our students are obtaining lower scores on the writing and reading modalities. Of our newcomers, twenty percent scored at the beginner level, forty-five percent scored at the intermediate level, and thirty-five scored at the advanced level of the NYSESLAT. Of our students who have received three or more years of service, sixty-three percent scored at the advanced level on the reading and writing subtest, while twenty-five percent scored at the intermediate level. Only two students (twelve percent) scored at the beginner level of this portion of the exam.

In an attempt to use these results to inform instruction, we realize that more of an emphasis needs to be placed upon strengthening our students reading and writing skills. We plan to achieve this goal by using graphic organizers in order to strengthen reading comprehension and organize ideas for writing assignments. In addition, materials will be presented using methodologies found most effective in educating ELLs. An importance will be placed on choosing teaching texts that fulfill certain criteria to make content more accessible to ELLs. We will use books that have numerous illustrations that help clarify the text, story plots that are action based, high-frequency vocabulary and useful words, simple sentence structures and repetitive, predictable phrases. To increase students' academic vocabulary we implore Dr. Marzano's Six Step Process for Vocabulary Instruction. This allows students to take ownership and make personal connections to the vocabulary necessary for achieving to their fullest potential.

In order to measure our Freestanding English as a second language program's effectiveness, students are routinely assessed throughout the school year. Pre- and post-assessments are given regularly in order to measure students' progress toward mastering English language objectives.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/27/10
	Assistant Principal		10/27/10
	Parent Coordinator		10/27/10
	ESL Teacher		10/27/10
	Parent		10/27/10
	Teacher/Subject Area		10/27/10
	Teacher/Subject Area		10/27/10
	Coach		10/27/10
	Coach		10/27/10
	Guidance Counselor		10/27/10
	Network Leader		10/27/10

	Other <u>ESL Teacher</u>		10/27/10
	Other <u>Related Service Pro</u>		10/27/10
	Other <u>SETTS</u>		10/27/10
	Other <u>Data Specialist</u>		10/27/10