



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 52 SHEEPSHEAD BAY ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K052

PRINCIPAL: ILENE ALTSCHUL **EMAIL:** IALTSCH@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ilene Altschul	*Principal or Designee	
Mary Fills	*UFT Chapter Leader or Designee	
Alison Mayleas	*PA/PTA President or Designated Co-President	
Tina Maffeo	DC 37 Representative, if applicable	
Charles Ungar	Teacher Member/ SLT Chairperson	
Vanessa Romano	Teacher Member	
Robin Nolan	Teacher Member	
Kathleen Beissel	Teacher Member	
Lolita Aviani	Member/ Paraprofessional	
Kathleen Cash	Member/ Parent	
Dara Rojas	Member/ Parent	
Sara Giglio	Member/ Parent	
Annemarie Cardillo	Member/ Parent	
Dawn Campbell	Member/ Parent	
Nicole Calabrese	Member/ Parent	
Gail Motisi	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June, 2012 there will be a 2% increase in reading achievement of the number of students scoring on levels 3 and 4 (Gen Ed, Spec Ed, and ELL students) as measured by Fountas and Pinnell reading levels and assessments, predictive and ITA Assessments and 2012 NYS ELA Assessment.

Comprehensive needs assessment

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

Student performance on the ELA state assessment, the progress report, and data collection of Fountas and Pinnell reading levels indicate that continued progress is needed in ELA. 52% of all tested students scored on levels 3 and 4 on the State ELA test and 57.5% of all students in grades 1-5 are reading on levels 3 and 4 according to Fountas and Pinnell reading level assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Instruction: Classroom teachers will instruct students daily using all the components of Balanced Literacy (Read Aloud, Shared Reading, Guided Reading, Independent Reading, Word Work/Study , Accountable Talk, Shared Writing, Guided Writing, Writing Workshop, and grammar); Grades K-3 will have a 120 Minute Literacy Block (Comprehensive Literacy, including daily writing activities); Grades 4-5 will have a minimum of 90 Minute Literacy Block (Comprehensive Literacy, including daily writing); Teachers will have daily conferences in reading and writing addressing the individual student's goals and needs; Writing is published monthly (10 publications) and submitted every other month to administration for review.; Classroom teachers will differentiate instruction to increase student achievement. Differentiated instruction will be used to instruct students on all levels and challenge the higher level students; Classroom teachers set individual goals and interim goals in literacy; Extended day will be offered to students on levels 3 and 4 in order to prepare them for the State ELA. Mandatory extended day for all students scoring on levels 1 and 2; ELL students will be offered after-school programs (Title III) with emphasis on reading, writing, speaking and listening; Afterschool programs will be offered for students in ELA in preparation for the NYS ELA.

Target Population: All students in grades K-5 including Gen Ed, Spec Ed, and ELL students

Responsible Staff members: Teachers servicing all students in grades K-5 in English Language Arts

Implementation Timeline: September 2011 through June 2012

Activity #2

Assessment/ Using data to drive instruction: Classroom teachers will identify levels of the students every other month using the Fountas and Pinnell reading level system and submit the levels with their data binders to administration; Teachers in grades 3 -5 will use ARIS to identify students strengths and weaknesses; Reading Response logs/notebooks are kept by all students in grades 1-5 to demonstrate a minimum of 25 books read. (30 books in grade 3) ; Classroom teachers in grades K-3 will assess the students using the Fountas and Pinnell benchmark system; Students in Grades 3-5 will take the ELA predictive and the ELA Interim Assessments. Classroom teachers will evaluate the results and identify the students' strengths and weaknesses. Instruction will be aligned to match the students' needs. Students will take the State ELA in May; Teachers will meet with their Inquiry team every week.

Target Population: Teachers servicing all students in grades K-5 in English Language Arts and all students

Responsible Staff members: Teachers on Inquiry teams, administration

Implementation Timeline: September 2011 through June 2012

Activity #3

Professional Development: Literacy Staff Developer will work with the teachers to plan the Units of Study and assist in planning; Grade Conferences and Inquiry teams are used to look at student work, curriculum planning aligned with CCSS, developing tasks and rubrics; Principal has one-on-one meetings with the teachers in September and January to identify needs, set goals and look at student progress; Continuation of our partnership with Teachers College. Teachers will attend lab-sites for 19 sessions and attend off-site Professional Development days at Teachers College. Three teachers will participate in specialty groups as well as the Principal, Assistant Principal, and Literacy Coach groups; Classroom teachers attend off-site Professional Development in CCSS; Teachers set professional goals aligned with the Danielson rubric in areas of planning and preparation, instruction and classroom environment; Teachers feedback from administration to improve teacher effectiveness and increase student achievement.

Target Population: Teachers servicing all students in grades K-5 in English Language Arts

Responsible Staff members: Administration, Coaches, and consultants

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Parent meetings will be held to address homework, curriculum, State testing in Science, Reading and Math. English classes for ELL Parents are held three times a week through the Adult Literacy program.
- Parent workshop with Universal Pre-K inviting parents to be active participants.
- Programs and activities will be planned with parents of participating children such as Family Sports Night, Family Game and Bingo Night, Read Aloud, Informative Testing meetings, ARIS training, Common Core State Standards informational meetings, Promotional Criteria meeting, etc.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Letters will be translated and a translator will be available for parent conferences.
- Parent Association meetings are held in the morning and the evening alternating months; Parent Teacher conferences are held twice a year during the afternoon and evening; Phone calls are made and emails or letters are sent home to contact the parent as needed. Parents that are unable to attend alternative arrangements are made with the classroom teacher.

- Academic updates will be sent home in October, December, February, and April to inform parents of the students reading level.
- Student goals will be shared with parents through correspondence or parent meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and receive full time positions.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title I funding is used to purchase Teachers College professional development, per diem days for substitute coverage for intervisitations and to attend off-site workshops. Teachers will create units of study aligned to the Common Core State Standards. The professional development will in-turn improve instruction and therefore, student achievement.
 - Tax levy fair student funding is being used to purchase materials and provide an afterschool program for students in grades 4 and 5 to prepare them for the State ELA and increase student achievement.
 - Title III funding is used for an afterschool program for our ELL students in grades 3, 4 and 5 to prepare them for the State ELA and NYSESLAT and to increase student achievement.

Budget and resources alignment

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

As a Title I Schoowide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Afterschool program for ELA in grades 4 -5
- Title III afterschool program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during the school day, extended day and afterschool programs
- Teacher per session for after school programs (February through April)
- Literacy Coach/Staff developer
- Per diem days for intervisitation and professional development
- Consultant work with Teachers College

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, there will be a 2% increase in the number of students scoring on levels 3 and 4 as measured by Everyday Math assessments, writing in mathematics, 2012 NYS Math test, Math predictive and ITA assessments.

Comprehensive needs assessment

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

Student performance on the Math state assessment and the progress report indicate that continued progress is needed in Mathematics. 68% of all tested students scored on levels 3 and 4 on the 2011 State Math test and we continue to strive to increase student achievement. Students with Disabilities did not meet AYP in mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Instruction: Classroom teachers will instruct students daily for one hour and 15 minutes following the Everyday Math curriculum incorporating problem solving and writing in mathematics and manipulatives; Classroom teachers will differentiate instruction to increase student achievement. Differentiated instruction will be used to instruct students on all levels; Classroom teachers set individual goals and interim goals in mathematics; Extended day will be offered to students on levels 3 and 4 in order to prepare them for the State Mathematics Assessment. Mandatory extended day for all students scoring on levels 1 and 2

Target Population: All students in grades K-5 including Gen Ed, Spec Ed, and ELL students

Responsible Staff members: Teachers servicing all students in grades K-5 in Mathematics

Implementation Timeline: September 2011 through June 2012

Activity #2

Assessment/ Using data to drive instruction: Classroom teachers will identify levels of the students on the daily problem solving and the Everyday math unit tests and every other month will submit the levels with their data binders to administration; Teachers in grades 3 – 5 will use ARIS to identify students strengths and weaknesses; Students in Grades 3-5 will take the Math predictive and the Math Interim Assessments. Classroom teachers will evaluate the results and identify the students' strengths and weaknesses. Instruction will be aligned to match the students' needs.

Students will take the State Math in May; Teachers will meet with their Inquiry team every week.

Target Population: Teachers servicing all students in grades K-5 in Mathematics and all students

Responsible Staff members: Teachers on Inquiry teams, administration

Implementation Timeline: September 2011 through June 2012

Activity #3

Professional Development: Math Coach will work with the teachers to insure pacing of the lessons and assist in planning; Grade Conferences and Inquiry teams are used to look at student work, curriculum planning aligned with CCSS, developing tasks and rubrics; Classroom teachers attend off-site Professional Development on CCSS; Teachers set professional goals aligned with the Danielson rubric in areas of planning and preparation, instruction and classroom environment; Teachers feedback from administration to improve teacher effectiveness and increase student achievement.

Target Population: Teachers servicing all students in grades K-5 in Mathematics

Responsible Staff members: Administration, Coaches

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent meetings will be held to address homework, curriculum, State testing in Science, Reading and Math. English classes for ELL Parents are held three times a week through the Adult Literacy program.
 - Parent workshop with Universal Pre-K inviting parents to be active participants.
 - Programs and activities will be planned with parents of participating children such as Family Sports Night, Family Game and Bingo Night, Read Aloud, Informative Testing meetings, ARIS training, Common Core State Standards informational meetings, Promotional Criteria meeting, etc.
 - The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Letters will be translated and a translator will be available for parent conferences.
 - Parent Association meetings are held in the morning and the evening alternating months; Parent Teacher conferences are held twice a year during the afternoon and evening; Phone calls are made and emails or letters are sent home to contact the parent as needed. Parents that are unable to attend alternative arrangements are made with the classroom teacher.
 - Academic updates will be sent home in October, December, February, and April to inform parents of the students' math level on the unit tests and problem solving.
 - Student goals will be shared with parents through correspondence or parent meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and receive full time positions.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Through Title I funding, we purchase a math coach to provide professional development to the teachers. The math coach provides model lessons and assistance in curriculum planning to align with the Common Core State Standards.
- Tax Levy fair student funding is being used to purchase materials to align with the Common Core State Standards and to incorporate problem solving and the mathematical processes.

Budget and resources alignment

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

As a Title I Schoowide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during the school day, extended day and afterschool programs
- Teacher per session for after school programs (February through April)
- Math Coach
- Per diem days for intervisitation and professional development

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, 60% of all students (Gen Ed, Spec Ed, and ELL students) will score a level 3 or 4 on Rigorous Common Core State Standard (CCLS) tasks (in both ELA and Math) as measured by Grade-Wide Rubrics, Depth of Knowledge (DOK) Scale, student work, and student observations.

Comprehensive needs assessment

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

This goal was identified as a result of the Citywide Instructional Expectations that all students will be challenged to take on more rigorous and engaging work. In addition our progress report indicates the need to increase student achievement and student progress in ELA and Math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Instruction: Teachers will have daily conferences in reading and writing addressing the individual student's goals and needs; Differentiation of Instruction will be used to instruct students on all levels; Lessons will be aligned with the CCLS; Problem solving and end of unit tasks will be focus on CCLS mathematical practices; Level of questioning will incorporate levels 3 and 4 on the Depth of Knowledge wheel (DOK); Students will complete benchmark tasks in ELA and Math; Teachers will provide scaffolds to support the students to complete the tasks.

Target Population: All students in grades K-5 including Gen Ed, Spec Ed, and ELL students

Responsible Staff members: Teachers servicing all students in grades K-5 in ELA and Mathematics

Implementation Timeline: September 2011 through June 2012

Activity #2

Assessment/ Using data to drive instruction: Teachers will meet with their Inquiry Teams every week; Inquiry meetings will focus on grade level planning aligning CCSS, Depth of Knowledge, and creating tasks to insure rigorous instruction; Teachers will set goals for the Inquiry Team aligned with CCSS; Classroom teachers will use data collection (formal and informal) to drive instruction; Teachers will assess student benchmark tasks and use the data to differentiate and drive instruction.

Target Population: Teachers servicing all students in grades K-5 in ELA and Mathematics and all students

Responsible Staff members: Teachers on Inquiry teams, administration

Implementation Timeline: September 2011 through June 2012

Activity #3

Professional Development: Teachers will receive Professional Development on Depth of Knowledge, and creating rigorous tasks aligned with CCSS and instruction; The agendas for Faculty Conferences, Professional Development Days and Grade Conferences will focus on Depth of Knowledge, and Increasing Rigor in Classroom Instruction; Literacy and Math Staff Developers will work with teachers to plan and assist with Units of Study, rigorous tasks, and pacing of lessons; Classroom teachers will attend off-site CCSS Professional Development; Grade Conferences and Inquiry teams will be used to look at student work, curriculum planning aligned with CCSS, developing tasks and rubrics; Teachers will work with the Teachers College consultant to develop and implement the tasks aligned with the units of study in ELA; Teachers set professional goals aligned with the Danielson rubric in areas of planning and preparation, instruction and classroom environment; Teachers feedback from administration to improve teacher effectiveness and increase student achievement.

Target Population: Teachers servicing all students in grades K-5 in ELA and Mathematics

Responsible Staff members: Administration, Coaches and consultants

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent meetings will be held to address homework, curriculum, State testing in Science, Reading and Math. English classes for ELL Parents are held three times a week through the Adult Literacy program.
 - Parent workshop with Universal Pre-K inviting parents to be active participants.
 - Programs and activities will be planned with parents of participating children such as Family Sports Night, Family Game and Bingo Night, Read Aloud, Informative Testing meetings, ARIS training, Common Core State Standards informational meetings, Promotional Criteria meeting, etc.
 - The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is shared to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Letters will be translated and a translator will be available for parent conferences.
 - Parent Association meetings are held in the morning and the evening alternating months; Parent Teacher conferences are held twice a year during the afternoon and evening; Phone calls are made and emails or letters are sent home to contact the parent as needed. Parents that are unable to attend alternative arrangements are made with the classroom teacher.
 - Student goals will be shared with parents through correspondence or parent meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and receive full time positions.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title I funding is used to purchase Teachers College professional development, per diem days for substitute coverage for intervisitations and to attend off-site workshops. Teachers will create units of study and design tasks that align with the Common Core State Standards. The professional development will in-turn improve instruction and therefore, student achievement.
 - Through Title I funding, we purchase a literacy coach and math coach to provide professional development to the teachers. The math coach provides model lessons and assistance in curriculum planning to align with the Common Core State Standards.
 - Tax Levy fair student funding is being used to purchase materials to align with the Common Core State Standards and to incorporate problem solving and the mathematical processes.
 - Title I funding is used to provide per diem days for substitute coverage for teachers to attend network professional development.

Budget and resources alignment

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

As a Title I Schoowide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Afterschool program for ELA in grades 4 -5
- Title III afterschool program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during the school day, extended day and afterschool programs
- Teacher per session for after school programs (February through April)
- Literacy Coach/Staff developer, Math Coach
- Per diem days for intervisitation and professional development
- Teacher per session for grading ELA and Math task
- Consultant work with Teachers College

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, 60% of ELL students will show progress in reading and writing achievement as measured by reading levels, writing tasks, and ELL Periodic assessments.

Comprehensive needs assessment

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

Based on the New York State report our ELLs did not meet adequate yearly progress in ELA. State ELA data indicates that 12.2% of our ELL students scored in Levels 3 and 4 and 51.2% scored in Level 1 which is up from 44.9% in 2010. According to our NYSESLAT data 46% our students are beginner, 24% is intermediate and 30% are advanced. As a result, our ELL subgroup is a priority for the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Instruction: We have a self-contained ESL classroom taught by a licensed ESL teacher, we have 2 pull-out ESL licensed teachers; ESL students are instructed in blocks of time whenever schedule allows; Emphasis on vocabulary development; Classroom teachers will instruct students daily using all the components of Balanced Literacy (Read Aloud, Shared Reading, Guided Reading, Independent Reading, Word Work/Study, Accountable Talk, Shared Writing, Guided Writing, Writing Workshop, and grammar); Grades K-3 will have a 120 Minute Literacy Block (Comprehensive Literacy, including daily writing activities); Grades 4-5 will have a minimum of 90 Minute Literacy Block (Comprehensive Literacy, including daily writing); Teachers will have daily conferences in reading and writing addressing the individual student's goals and needs; Writing is published monthly (10 publications) and submitted every other month to administration for review.; Classroom teachers will differentiate instruction to increase student achievement; Extended day will be offered to all ELL students. Mandatory; ELL students will be offered after-school programs (Title III) with emphasis on reading, writing, speaking and listening; Afterschool programs will be offered for students in ELA in grades 4 and 5 in preparation for the NYS ELA; Rosetta stone will be used as an intervention four days a week for 20-30 minutes per day for beginner and intermediate level ELL students; AIS is provided for ELL students in Wilson and/or Foundations;

Target Population: All ELL students in grades K-5

Responsible Staff members: Teachers servicing all ELL students in grades K-5 in English Language Arts

Implementation Timeline: September 2011 through June 2012

Activity #2

Assessment/ Using data to drive instruction: Data is collected through periodic assessments, previous years NYSESLAT results; Classroom teachers will identify levels of the students every other month using the Fountas and Pinnell reading level system and submit the levels with their data binders to administration; Teachers in grades 3 -5 will use ARIS to identify students strengths and weaknesses; **Reading Response logs/notebooks are kept by all students in grades 1-5 to demonstrate a minimum of 25 books read. (30 books in grade 3)** ; Classroom teachers in grades K-3 will assess the students using the Fountas and Pinnell benchmark system; Students in Grades 3-5 will take the ELA predictive and the ELA Interim Assessments. Classroom teachers will evaluate the results and identify the students' strengths and weaknesses. Instruction will be aligned to match the students' needs. All ELL students will take the NYSESLAT; Students in grades 3-5, will take the State ELA in May; Teachers will meet with their Inquiry team every week.

Target Population: Teachers servicing all ELL students in grades K-5

Responsible Staff members: : Teachers servicing all ELL students in grades K-5 in English Language Arts

Implementation Timeline: September 2011 through June 2012

Activity #3

Professional Development: LAP Plan will be shared with all teaching personnel; ESL teachers attend network professional development; Assistant Principals will attend Network professional development; ESL teachers will attend off-site workshops from Teachers College and the OELL, ESL teachers will turn-key information with the professional development team and Inquiry teams; ESL teachers will plan and collaborate with each other on Wednesday afternoons; ESL teachers will collaborate with classroom teachers through a communication log; Literacy Staff Developer will work with the teachers to plan the Units of Study and assist in planning; Grade Conferences and Inquiry teams are used to look at student work, curriculum planning aligned with CCSS, developing tasks and rubrics

Target Population: Teachers servicing all ELL students in grades K-5

Responsible Staff members: Administration, Coaches, ELL teachers and consultants

Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent meetings will be held to address homework, curriculum, State testing in Science, Reading and Math. English classes for ELL Parents are three times a week through the Adult Literacy program.
 - Programs and activities will be planned with parents of participating children such as Title III family night, Family Sports Night, Family Game and Bingo Night, Read Aloud, Informative Testing meetings, ARIS training, Common Core State Standards informational meetings, Promotional Criteria meeting, etc.
 - The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Letters will be translated and a translator will be available for parent conferences.

- Parent Association meetings are held in the morning and the evening alternating months; Parent Teacher conferences are held twice a year during the afternoon and evening; Phone calls are made and emails or letters are sent home to contact the parent as needed. Parents that are unable to attend alternative arrangements are made with the classroom teacher.
- Academic updates will be sent home in October, December, February, and April to inform parents of the students reading level.
- Student goals will be shared with parents through correspondence or parent meetings.
- There is an adult continuing education program for ELL parents to learn English 3 days a week.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and receive full time positions.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title I funding is used to purchase Teachers College professional development, per diem days for substitute coverage for intervisitations and to attend off-site workshops. Teachers will create units of study aligned to the Common Core State Standards and will plan for the ELLs and scaffolds to support their instruction. The professional development will in-turn improve instruction and therefore, student achievement for our ELLs.
 - Tax levy fair student funding is being used to purchase materials and provide an afterschool program for students in grades 4 and 5 to prepare them for the State ELA and increase student achievement.
 - Title III funding is used for an afterschool program for our ELL students in grades 3, 4 and 5 to prepare them for the State ELA and NYSESLAT and to increase student achievement.

Budget and resources alignment

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

As a Title I Schoowide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2011- June 2012 as indicated below:

- Afterschool program for ELA in grades 4 -5
- Title III afterschool program
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during the school day, extended day and afterschool programs
- Teacher per session for after school programs (February through April)

- Literacy Coach/Staff developer, Math Coach
- Per diem days for intervisitation and professional development
- Consultant work with Teachers College

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	2	4	6	n/a
1	54	54	N/A	N/A	4	1	3	n/a
2	58	58	N/A	N/A	2	1	1	n/a
3	60	60	N/A	N/A	8	0	1	n/a
4	67	67	21	0	3	0	1	n/a
5	61	61	10	0	2	1	1	n/a
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p> <p>Wilson/Fundations ELA Test Prep Great Leaps Reading Intervention Readers Quick Reads Houghton Mifflin Readers Options Primary Phonics Kaplan Lexia Scientific Learning Reading Assistant Steck-Vaughn Think Alongs</p>	<p>AIS in ELA in being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Two to Five 45 minute periods per week provided by AIS teachers to Tier II students. ▪ Differentiate instruction in all ELA classes – Tier I Intervention ▪ Extended day instruction for 50 minutes 2 times a week for select students. ▪ ELA test preparation program for select students ▪ Through frequent content and skills based assessment (practice tests, running records, Acuity) the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. <p>English as a Second Language:</p> <p>AIS in ESL in being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Two to Five 45 minute periods per week provided by AIS teachers. ▪ Differentiate instruction in all ESL classes – Tier I Intervention ▪ Rosetta Stone program for all beginner and intermediate ELL students four times a week for 25 minutes per session. ▪ Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.
<p>Mathematics</p> <p>Great Leaps Math Kaplan Math Coach Math Test Prep Problems Solvers</p>	<p>AIS in math is being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Two to five 45 minute periods per week provided by AIS teachers to Tier II students. ▪ Differentiate instruction in all math classes -- Tier I intervention ▪ Extended day instruction for 50 minutes 2 times a week for select students. ▪ Math test preparation program for select students. ▪ Through frequent content and skills based assessment (Everyday Math and Acuity) the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.
<p>Science</p> <p>Hands on materials Practice Tests and practice test materials</p>	<ul style="list-style-type: none"> ▪ In addition to the State mandated periods of science instruction students will receive an additional 45 minute period of AIS instruction in science per week. ▪ The additional AIS period will be tailored to meet the specific needs of each student during extended day by classroom teacher.

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

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

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

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

P.S. 52K School Parental Involvement Policy

I. General Expectations

Public School 52 agrees to implement the following statutory requirements:

- As a Title I Schoolwide Project School, PS 52 will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children such as Family Sports Night, Family Game and Bingo Night, Read Aloud, Informative Testing meetings, ARIS training, Common Core State Standards informational meetings, Promotional Criteria meeting, etc.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This will include providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent through the School Leadership Team and monthly Parent Association meetings.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Public School 52 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Through the involvement of the Parent Coordinator, the School Leadership Team where there are 8 parent members, participation of the Parent Association meetings, and the Annual Title I meeting, the Parental Involvement Policy will be reviewed and developed.
2. Public School 52 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Through the School Leadership Team, all members of the school community discuss and review the academic achievement of the school. This information is reported to the parents and the minutes are distributed at the Parent Association meetings.
3. Public School 52 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parent meetings will be held to address homework, curriculum, State testing in Science, Reading and Math. English classes for ELL Parents are held three times a week through the Adult Literacy program.
4. Public School 52 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies in accordance with Universal Pre-K, by holding parent workshops, inviting parents to be active participants.
5. Public School 52 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted by the Parent Association and reviewed with the School Leadership Team. Parents' feedback will be considered and if it is the majority opinion, changes will be made if appropriate.
6. Public School 52 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators through workshops, conferences, and parent meetings
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, through evening programs and workshops during the school day facilitated by the Parent Coordinator.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to

implement and coordinate parent programs and build ties between parents and schools through workshops and faculty conferences.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Letters will be translated and a translator will be available for parent conferences.

P.S. 52, in order to maximize parental involvement and participation in their children's education, will arrange school meetings at a variety of times, Parent Association meetings are held in the morning and the evening alternating months; Parent Teacher conferences are held twice a year during the afternoon and evening; Phone calls are made and emails or letters are sent home to contact the parent as needed. Parents that are unable to attend alternative arrangements are made with the classroom teacher.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership team. This policy was adopted by the Public School 52 on June 14, 2011 and will be in effect for the period of September 2011 through August 2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 23, 2011.

School-Parent Compact

Public School 52, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12.

School Responsibilities

Public School 52 will:

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

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

Parent Responsibilities

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

- Insuring students are in attendance regularly and arriving to school on time.
- Making sure that homework is completed.
- Monitoring amount and content of television their children watch
- Monitor internet access usage.
- Volunteering in my child's school and/or classroom, as needed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Attending parent teacher conferences and keeping informed of my child's progress throughout the school year.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Participating in the Parent Association.
- Attending school programs such as informational meetings, family nights, read aloud, etc.
- Ensuring that my child is dressed appropriately for school. (Remember that the students gather on a carpeted area and often sit on the floor for instruction.)
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz/Wendy Karp	District 22	Borough Brooklyn	School Number 052
School Name The Sheepshead Bay School			

B. Language Allocation Policy Team Composition

Principal Ilene Altschul	Assistant Principal Joy Mendelsohn
Coach Denise Bonagura, Literacy	Coach Mary Early-Fills, Math
ESL Teacher Kathleen Beissel, TESOL	Guidance Counselor Jessica Rosse
Teacher/Subject Area Odette Lozada, TESOL	Parent Alison Mayleas
Teacher/Subject Area Darina Martinovic, TESOL	Parent Coordinator Barbara Warner
Related Service Provider Erica Spadaro-Cuttia	Other Ellen Quigley, AP
Network Leader Wendy Karp	Other type here

C. 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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	782	Total Number of ELLs	120	ELLs as share of total student population (%)	15.35%
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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. 

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

- At enrollment, trained school staff members meet with parents to determine the child's home language.
 - o The pedagogues responsible for conducting the initial screening and administering the HLIS and the LAB-R (if necessary) are our LAB-R Coordinators, D. Martinovic (bilingual-Russian), O. Lozada (bilingual-Spanish) and K. Beissel (English only).
 - o They are fully certified ESL teachers.
- This process is formalized through a Home Language Identification Survey (HLIS) where the parent indicates what language the child speaks at home.
 - o This survey is given to the parent in their native language and/or in English.
- After collecting the HLIS the LAB-R Coordinators conduct an informal interview with the parents in English and in the native language.
- If the student does not speak any language other than English, the student is not an ELL and enters the general education program.
- If it is determined that the student speaks a language other than English and speaks little or no English then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a formal initial assessment that establishes English proficiency level within 10 days of enrollment.
 - A student's performance on this test will determine if the student is entitled to receive ESL services.
 - o Those children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs.
 - o If the LAB-R results show that a child is entitled to ESL services and Spanish is the other language used in the home, the student must also take the Spanish LAB to determine language dominance.
 - If the student scores at or above the proficiency level the student is not considered an ELL and enters the general education program.
- Translation services are available during the entire ELL Identification Process by trained pedagogues and bilingual para-professionals.

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) occur every summer.

- Every August, the principal, assistant principal, and the ESL teachers review the scores from the previous Spring's NYSESLAT.
 - o This data is used to ensure that each child receives the correct amount of instructional time in ESL as is mandated by New York State.
 - Students are grouped by grade according to their proficiency level. A decision is made on how to best meet the needs of our

On the first day back to school for teachers an ESL teacher and administrator identify students who are entitled for continued ESL services based upon the previous' Spring's NYSESLAT scores and also to students who are no longer entitled to receive ESL services because they scored proficient on the Spring's NYSESLAT. Both groups of parents are notified in writing in English and in their native language by mailing home Appendix G and Appendix H with tear-offs to return to school to acknowledge receipt of the entitlement information.

Also, during this time period, if a student scores proficient on the LAB-R a Non Entitlement Letter (Appendix E) is sent home to the parents in both English and in their native language explaining that their child is not entitled to ESL serviced based on scoring at or above the proficiency level on the LAB-R.

A recordkeeping binder is kept to track these compliance documents: HLIS, Parent Survey and Program Selection forms, parent letters sent home (entitlement, placement, non entitled, continued entitled, non entitled/transition), tear-off slips that have been returned, and the parent orientation meetings sign in attendance sheets. Our main goal is to provide ELL parents with the opportunity to make an informed decision and to empower them as the main decision-makers in this process.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs is described below.

- Once all the program selection forms are collected:
 - o and if after attempts are made to contact parents that did not return a Parent Survey and Program Selection Form-by default the student is automatically placed in a bilingual class, if it is available, or an ESL class-the principal meets with the ESL teachers and decides which programs should be offered based on parent's selections.
 - o Parents' choice, coupled with program availability, determines program placement for ELLs within the first ten days of enrollment.
 - o Bilingual classes are formed when there are fifteen or more students on two contiguous grades for grades K-8.
 - o If there are not enough students to form a bilingual class, the parent can opt to transfer to another school in the district where a bilingual class is being offered, or the parent can choose to stay in the ESL program in this school.
 - o School personnel collects information on where these classes are being offered and assist them in contacting the other school.
 - o These parent choices and all other information is explained to the parents through an interpreter when needed.
- At this time, a Placement Letter (Appendix F) will be sent home in both English and in the child's home language to every entitled student explaining their child's placement for that school year with a tear-off slip to be returned to school to acknowledge that they have received this information.

5. After reviewing the Parent Survey and Program Selection Forms from our school for the past several years, the trend is that most parents request Freestanding ESL as their program choice. The table below shows the data that we have collected.

Year	Freestanding ESL	Transitional Bilingual	Dual Language	Totals
2011-2012	111	5	4	120
2010-2011	111	1	9	121
2009-2010	117	8	2	127
2008-2009	48	3	0	51

6. Our program model is that we offer Freestanding ESL to our students. A review of the Parent Survey and Program Selection forms at our school for the past few years show that the parents' preference is to have their child placed in a Freestanding English as a Second Language Program. We feel that our program model is in alignment with parent requests.

- For the school year 2011-2012, all 120 students returned the Parent Survey and Program Selection Forms. Out of 120, 111 parents chose Freestanding ESL as their first choice (92.5%). 5 parents chose Transitional Bilingual (approximately 4 %) and 4 parents chose a Dual Language Program (approximately 3%).
- For the school year 2010-2011, 121 students returned the Parent Survey and Program Selection Forms. Out of 121, 111 parents chose Freestanding ESL as their first choice (approximately 92%). One parent chose Transitional Bilingual (less than 1%) and 9 parents chose a Dual Language program (approximately 7%).

- For the school year 2009-2010, 127 students returned the Parent Survey and Program Selection Forms. 117 out of 127 (approximately 92%) parents chose Freestanding ESL, 8 out of 127 (approximately 6%) parents chose Transitional Bilingual, and 2 out of 127 (approximately 2%) parents chose Dual Language.

As you can see by the numbers and percentages, the trend in the program choices for our school has been consistent. Most parents (over 90% each year) have chosen Freestanding ESL as their first choice for their program selection. Because of our high number of parents who choose Freestanding ESL, and since there is not enough interest in Transitional Bilingual or Dual Language, Freestanding ESL is the only program that we offer. As new ELLs are identified and enrolled, we make sure the parents know about the three program options, show the video so they can make an informed decision, and answer any questions they may have. We keep track of these selection preferences and reevaluate our program choices each year in June when we are looking at reorganization as well as throughout the year. In this way, we are confident that we are meeting the needs of our parents and students by offering the program that the majority of the parents want.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	91
Special Education	23		

Number of ELLs by Subgroups					
SIFE	9	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	7

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	91	5	9	25	0	11	7	0	3	123
Total	91	5	9	25	0	11	7	0	3	123

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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		1	1	1	1									4
Chinese	2				2									4
Russian	16	1	7	3	8									35
Bengali														0
Urdu	2	1		1										4
Arabic	12	8	8	17	7	14								66
Haitian				1										1
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other			2		3									5
TOTAL	32	11	18	23	21	15	0	120						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered through one of our three organizational models, the ESL self-contained model, the ESL pull-out model and the ESL push-in model.

- One self-contained ESL heterogeneous class (mixed levels of proficiency) in kindergarten
- One group of kindergarten students who receive push-in ESL services with Co-Teaching done 8 periods a week
- All other English Language Learners in grades 1 through five receive ESL pull-out services

The students in our self-contained heterogeneous kindergarten class have several different language backgrounds and are grouped by their English language proficiency level. They are all entitled to receive ESL services based on their scores from the LAB-R. Nineteen students scored on the beginner /intermediate level and six students scored advanced. This class incorporates a print-rich, highly captivating, rigorous curriculum while incorporating a natural language learning approach through the use of realia, pictures, technology, and print media. The teacher is an experienced fully certified ESL teacher.

The students in our pull-out program are grouped according to their proficiency level. Scheduling is organized so that most groups of students that are entitled to 8 units of ESL per week are pulled-out for 4 double periods, whenever possible. The pull-out ESL teachers work closely with the classroom teachers to ensure continuity and curricular alignment. The ESL teachers and the classroom teachers have opportunities to collaborate and plan together. The Literacy Coach also works with the ESL teachers to make sure they are following and adapting the Teacher's College Reading and Writing Project to meet the needs of the ELLs. During the time that the students are pulled-

A. Programming and Scheduling Information

out, there are a variety of different instructional practices that are utilized (whole-class, small group, minilessons, individual conferences, learning centers, peer teaching/coaching, partnerships, buddy work, independent work, etc.). All instruction is differentiated and students are grouped according to their needs to teach a specific skill or strategy that the teacher wants to target. The pull-out ESL classroom is set up so that it offers a non-threatening, print-rich environment filled with lots of realia, pictures, technology, and multi-leveled high-interest books. In the ESL pull-out classrooms, students participate in shared reading, shared writing, vocabulary development, the writing process-including publishing, read alouds, guided reading, and partner reading. Work is often centered on a common theme that is related to the science or social studies curriculum. All work that is done in the ESL pull-out classroom parallels and supports the Common Core State Standards and the grade's curriculum. General education teachers who have students serviced in the pull-out model have opportunities to collaborate, discuss, and plan together with the ESL teacher to align curricula and discuss student achievement.

The students in our kindergarten ESL push-in program are homogeneously grouped (The class is a Gifted and Talented class.) In this class, the ESL teacher works with ELLs during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support for eight periods per week to deliver ESL instruction to six students. (Five students scored beginner/intermediate on the LAB-R and are entitled to the eight periods per week and the other one student scored advanced and is entitled to receive four periods per week of ESL instruction.)

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

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

Our entire ESL program features high quality instructional practices that assist in the academic development and achievement of ELLs. Our classes have both an ESL instructional component that is based on the New York State ESL standards and aligns to the Common Core State Standards.

2a. All of our ELL students that are either a beginner or an intermediate as per their NYSESLAT score or for new admits who have scored a beginner or an intermediate on the LAB-R receive a minimum of 360 minutes per week of ESL services as per CR Part 154 regulations. Those students classified as advanced on the NYSESLAT or LAB-R receive 180 minutes of ESL services per week as per CR Part 154 regulations and 180 minutes of English Language Arts instruction per week. The organization of our staff ensures that these mandated hours are met by adjusting the pull-out and push-in ESL teachers' schedules to accommodate for eight 45 minute blocks of time during the school day. Students are grouped together according to proficiency level to maximize instructional time. The ESL and the ELA instruction of ELLs under CR Part 154 is being met while also offering native language supports approximately 25% of the time by the use of buddies and triads, translations, pictures, gestures, bilingual glossaries, and picture dictionaries. Our school aligns the ESL program with CR Part 154 regulations to ensure that ELLs acquire and develop their English language skills while meeting the high standards that are expected of them on their grade level.

3. ELL students receive content area instruction in alignment with the units of study and curriculum of their current grade level. All teachers are trained to use data assessment to drive and plan differentiated instruction in ELA and the content areas to meet the needs of their students. Native language support is used throughout content area instruction. Scaffolding techniques are incorporated into each lesson to help ELLs meet the standards that are required of them. As students develop their vocabulary, language, and academic content,

A. Programming and Scheduling Information

scaffolding begins to change as students take more ownership of their learning.

4. ELLs are appropriately evaluated in their native language. Classroom teachers allow students to respond to questions in their native language-both in class discussions and on formal tests. Students can orally give answers and the information is translated back into English and they also can write their answers in their native language. Also, native language exams are given for New York State Math and Science tests when it is helpful to the student. Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency.

A review of the data from two content areas, English Language Arts and Mathematics show that a majority of our ELLs that have taken standardized tests have not scored as well as native speakers. We feel that the results are better in Math than in the ELA because the ELA

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
5a. Our instructional plan for the situation where we have SIFE students, Students with Interrupted Formal Education: (according to CR Part 154, SIFE is defined as students who come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or are immigrant students and enter a school in the US after grade 2 have had at least two years less schooling than their peers; function at least two years below expected grade level)	100%	75%	50%
comes back to our school, attention must be given to the learning gaps in his/her instruction. One option is to place the student in a lower grade. This is done on a case by case basis and with informed parental consent. SIFE students need intensive special support and assistance. Instruction will be accommodated by CR Part 154 regulations, providing academic interventions	100%	75%	50%
programs to improve literacy and math skills, attending our ESL Title III after-school program and providing access to computer assisted language learning programs.	100%	75%	50%
5b. At PS 52 we are constantly differentiating	100%	75%	50%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and basic English language skills. At this stage, teachers may utilize the student's native language to ensure the students' understanding of content area subjects while the student is acquiring English. We are fortunate to have available bilingual picture dictionaries on CDs in many of the

B. Programming and Scheduling Information--Continued

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

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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9. Our plan to support those students that have passed the NYSESLAT is as follows:

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

10. At the present time we are considering purchasing Rosetta Stone for our ELLs. This computer program uses a combination of images, text, and sound; with increasing difficulty levels as the student make progress, in order to teach various vocabulary words and grammatical functions naturally, without doing drills or rote translations. According to the company, the software is designed to teach languages the way first languages are learned. We are considering it because it incorporates the essential factors of language learning. The factors it focuses on as well as how Rosetta Stone uses them in language instruction is outlined below.

- Structured Input People learn and remember language in memorable chunks that build on previous knowledge in logical ways
 - o Rosetta Stone presents language systematically, beginning with article and noun collocations. It does so in a way that systems are recognized and learned intuitively; students acquire vocabulary and syntax in tandem.
- Meaningful Input New language must be made meaningful within the existing framework in order for the student to learn it, use it, and remember it
 - o Rosetta Stone teaches new words and phrases through direct association with pictures that show meaning clearly. As ideas become more complex, meaning is communicated within the context of previously learned language and images.
- Readiness to Talk Learning begins with observation; students absorb language and understand linguistic information before they produce language (achieve readiness to talk); this observation period can be used to provide the student with a broad and sturdy base of knowledge before they begin production
 - o Rosetta Stone offers many listening and reading exercises that build students' language base during the pre-production period of language acquisition. Vocabulary and grammar are braided together so that when a student begins to speak and write, the correct words are associated with the correct usage, and structures are in place and accessible.
- Individualized Problem Solving Students must have opportunities to negotiate meaning on their own so they can develop and practice language learning skills. This also ensures that learning is active rather than passive
 - o With Rosetta Stone, students must rely on their own knowledge and skills to access the situation and select the correct answer. Because of this, their performance reflects knowledge and areas in need of improvement. The program augments group learning in a traditional classroom; teachers can use the Student Management System to cater to each student's learning styles, goals and needs.
- Confidence Confidence in their own learning and language skills helps students to achieve higher goals more easily. Difficulties are viewed as opportunities for growth rather than insurmountable obstacles or personal flaws
 - o Rosetta Stone equips students with language acquisition skills that allow them to negotiate meaning quickly and effectively. This

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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 - o Rosetta Stone teaches new words and phrases through direct association with pictures that show meaning clearly. As ideas become more complex, meaning is communicated within the context of previously learned language and images.
- Readiness to Talk Learning begins with observation; students absorb language and understand linguistic information before they produce language (achieve readiness to talk); this observation period can be used to provide the student with a broad and sturdy base of knowledge before they begin production
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- Individualized Problem Solving Students must have opportunities to negotiate meaning on their own so they can develop and practice language learning skills. This also ensures that learning is active rather than passive
 - o With Rosetta Stone, students must rely on their own knowledge and skills to access the situation and select the correct answer. Because of this, their performance reflects knowledge and areas in need of improvement. The program augments group learning in a traditional classroom; teachers can use the Student Management System to cater to each student's learning styles, goals and needs.
- Confidence Confidence in their own learning and language skills helps students to achieve higher goals more easily. Difficulties are viewed as opportunities for growth rather than insurmountable obstacles or personal flaws
 - o Rosetta Stone equips students with language acquisition skills that allow them to negotiate meaning quickly and effectively. This encourages students to learn language as a structure rather than as a chance meeting of memorized rules and words. This gives students

A. Programming and Scheduling Information

to academic content areas and accelerate English language development depending on the student's level of language acquisition. All

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)?

Our school does not have a Dual Language Program based upon parent choice.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the lease

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.

1. The professional development plan for all ELL personnel (ESL teachers, general education, and special education teachers that have ELLs in their classes) is coordinated by our Professional Development Team. The team meets at least every two weeks to collaboratively combine ideas on effective professional development planning for teachers. The team provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the Common Core State Learning Standards.

Professional development is presented by the principal, assistant principals, Network staff, Professional Development consultants (i.e. AWARD, Teacher's College) and ESL teachers throughout the year at grade conferences, faculty conferences, and full day workshops. The tentative schedule for professional development for all personnel who work with ELLs is described below. The professional development is presented to the entire staff, including but not limited to: paraprofessionals, common branch teachers, cluster teachers, special education teachers, ESL teachers, Guidance counselor, psychologists, occupational and physical therapists, speech therapists and the parent coordinator. Also, every Wednesday the ESL teachers meet to discuss best practices, strategies, and align curriculum with the CCSS and the ESL Standards and Performance Indicators and share this information with the other teachers. Sign-in sheets and agendas are kept on file in the principal's office in a binder marked "Professional Development."

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

- Professional development from network leaders on the Common Core State Standards
- Professional development on rigor and depth of knowledge to ramp up instruction for all students utilizing the Universal Design for Learning principles
- Professional development on incorporating the Danielson framework to better use questioning and assessment for our ELLs
- NYSESLAT information workshops presented at individual grade conferences to help teachers align classroom instruction with the four modalities
- Turn key professional development on analyzing ELL Periodic Assessment results with classroom teachers
- Turnkey ESL Workshops provided by the Network to incorporate the CCSS
- Professional development on high quality instructional practices across the curriculum for ELLs

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.

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

2. In addition to ongoing professional development for teachers and staff to assist ELLs as they transition from one grade level to another, ESL teachers and the administration share information many different ways. Conferences and meetings allow information to be shared. These include but are not limited to: reorganization meetings, grade conferences, articulation meetings, vertical planning meetings, June planning meetings, AIS and PPT meetings, and June clerical ½ days teachers share and discuss data, information, and student work

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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?

1. At P.S. 52 we recognize the importance of parental involvement in the education of all of our students including the participation of our ELL parents. We offer many opportunities for all parents to learn about the curricula and education that their child receives. Parents are invited and welcomed into the school. The Parent Coordinator sends out a monthly newsletter and daily emails keeping parents informed about what is going on in the school and/or in the community. We keep parents informed of the children's academic progress (reading level and math level) through the academic updates sent home in October, December, February and April. We send home a mid-year Progress Report in January which was created by the school to provide parents more feedback in between the two report card distributions. In our report cards, parents receive the RISA report indicating the students' attendance data. We have a strong Parent Association and we have 8 parents that sit on the School Leadership Team.

Many workshops specifically target ELL parents, such as ELL Parent Orientation meetings (where parents are introduced to the different ELL programs, Title III meetings (orientation for ELL parents on Title III after-school programs and special ELL Family Events), and Title I parent meetings. All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translations services are provided whenever needed. In addition, parents are invited and encouraged to participate in Family Game night where parents participate and learn the value of playing games with their children, Family Sports Night where parents participate and learn about different sports and activities they can play with their child teaching them the importance of physical activity, living a healthy lifestyle and good sportsmanship. Informational meetings to help students achieve in all academic areas are offered throughout the year. Informative testing meetings in both ELA, Math, and Science, SESIS meetings, ARIS meetings, Promotional Criteria meetings, JHS informational night, and Kindergarten Orientation meetings are a few ways that we help parents stay informed of the standards and high expectations that we expect from all our students. Enrichment programs and extracurricular activities such as: music concerts, Science Fair, Art Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, pajama read aloud where Pre-K through grade 2 students read with their parents and friends on blankets spotlight the hard work of our students and shared with parents both during school and at night to accommodate all families. and other parental activities. As a school we hold 2 evening fundraisers that have brought the school community together. Many families attend and look forward to joining the school community and supporting their child's school. Through our Halloween parties and Talent show we have increased parent involvement and have raised funding to purchase extra materials and programs.

We offer our non-English speaking parents an adult education class so that they can learn conversational English and speak to their family and school community members. This program is offered through the Department of Education's Adult and Continuing Education Program. Every year, the class is filled to capacity.

2. Our school works with a variety of Community Based Organizations that provide programs or services for parents of English Language Learners. We teach the children the importance of being part of a community and helping others through our fundraisers for American Diabetes Association, American Heart Association, and St. Jude's children's hospital. Students collect pennies for Penny Harvest and collect canned goods for City Harvest. We have a partnership with the Children's Fellowship and we donate books, materials and clothing to a school in Africa. We have an affiliation with the Brooklyn Botanical Garden and Project Green Reach and 2 classes will participate in a community project. We have an affiliation with the Food Bank of New York. 17 classes are involved in Cookshop where the teachers teach the students about fruits, vegetables and healthy eating. This program also has a parent component where the Parent Coordinator holds a monthly class starting in January and parents learn the same curricula that their students are learning, are provided with healthy recipes and are given the ingredients to go home and cook with their children. Our Parent Coordinator works closely with our local Brooklyn Public Library Branch to assist ELL parents in completing library card application forms and obtaining library cards. The Sheepshead Bay Brooklyn Public Library also offers free ESOL materials, classes and conversation groups which our parents are happy to take advantage of. The Salt Marsh Nature Center in Marine Park serves a vital role in our neighborhood. The parent coordinator assists classroom teachers in arranging field trips to the Salt Marsh Nature Center and many ELL parents accompany their child on these visits. The Urban Park Rangers use the plants and animals of the salt marsh as object lessons in a variety of subjects, including ecology, botany, and ornithology. Also, our school offers several other workshops and meetings throughout the year that are presented by outside agencies. Weekly conversational English classes for ELL parents are offered through the Department of Education's Adult Education Services so ELL parents can improve their verbal and writing skills. The local precinct presents a Crime Prevention Workshop as well as attends our community safety meetings. The Department of Health presents a workshop entitled Healthy Homes which focuses on child safety. Many of our primary classes participate in Cookshop Classroom which also has a parent component where parents come to our school and learn

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

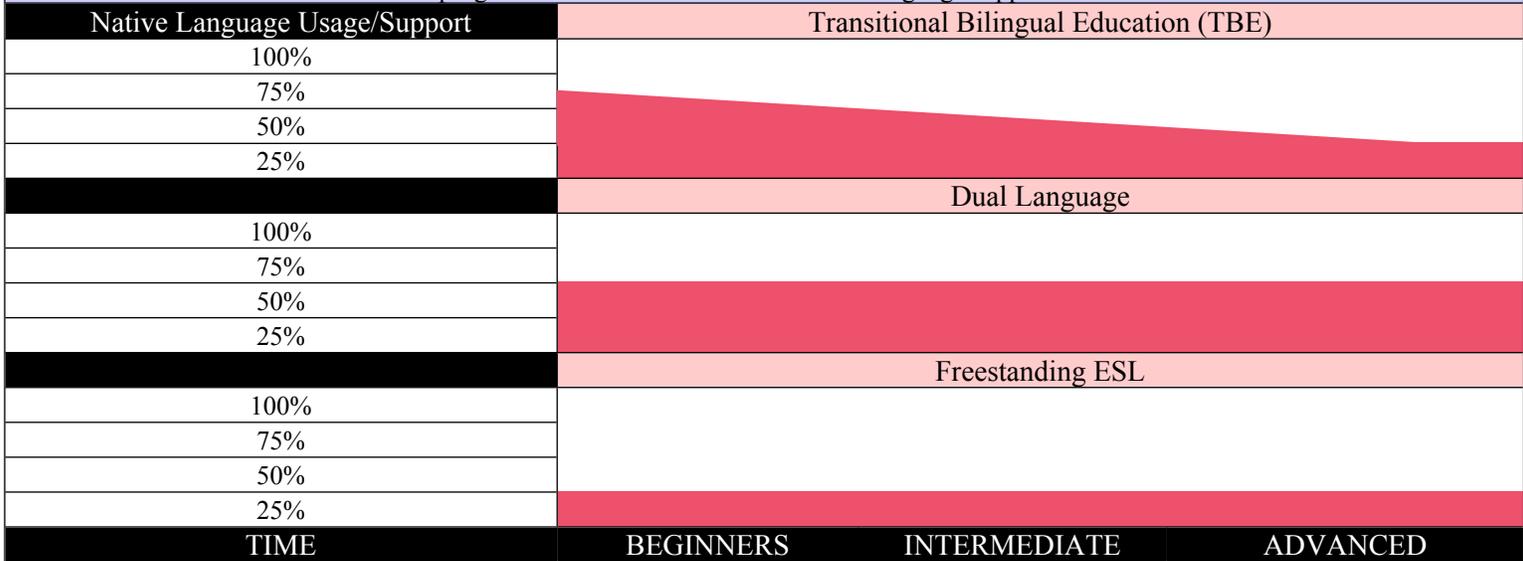
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

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

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

10. At the present time we are considering purchasing Rosetta Stone for our ELLs. This computer program uses a combination of images, text, and sound; with increasing difficulty levels as the student make progress, in order to teach various vocabulary words and grammatical functions naturally, without doing drills or rote translations. According to the company, the software is designed to teach languages the way first languages are learned. We are considering it because it incorporates the essential factors of language learning. The factors it focuses on as well as how Rosetta Stone uses them in language instruction is outlined below.

- Structured Input People learn and remember language in memorable chunks that build on previous knowledge in logical ways
 - o Rosetta Stone presents language systematically, beginning with article and noun collocations. It does so in a way that systems are recognized and learned intuitively; students acquire vocabulary and syntax in tandem.
- Meaningful Input New language must be made meaningful within the existing framework in order for the student to learn it, use it, and remember it
 - o Rosetta Stone teaches new words and phrases through direct association with pictures that show meaning clearly. As ideas become more complex, meaning is communicated within the context of previously learned language and images.
- Readiness to Talk Learning begins with observation; students absorb language and understand linguistic information before they produce language (achieve readiness to talk); this observation period can be used to provide the student with a broad and sturdy base of knowledge before they begin production
 - o Rosetta Stone offers many listening and reading exercises that build students' language base during the pre-production period of language acquisition. Vocabulary and grammar are braided together so that when a student begins to speak and write, the correct words are associated with the correct usage, and structures are in place and accessible.
- Individualized Problem Solving Students must have opportunities to negotiate meaning on their own so they can develop and practice language learning skills. This also ensures that learning is active rather than passive
 - o With Rosetta Stone, students must rely on their own knowledge and skills to access the situation and select the correct answer. Because of this, their performance reflects knowledge and areas in need of improvement. The program augments group learning in a traditional classroom; teachers can use the Student Management System to cater to each student's learning styles, goals and needs.
- Confidence Confidence in their own learning and language skills helps students to achieve higher goals more easily. Difficulties are viewed as opportunities for growth rather than insurmountable obstacles or personal flaws
 - o Rosetta Stone equips students with language acquisition skills that allow them to negotiate meaning quickly and effectively. This

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- Individualized Problem Solving Students must have opportunities to negotiate meaning on their own so they can develop and practice language learning skills. This also ensures that learning is active rather than passive
 - o With Rosetta Stone, students must rely on their own knowledge and skills to access the situation and select the correct answer. Because of this, their performance reflects knowledge and areas in need of improvement. The program augments group learning in a traditional classroom; teachers can use the Student Management System to cater to each student's learning styles, goals and needs.
- Confidence Confidence in their own learning and language skills helps students to achieve higher goals more easily. Difficulties are viewed as opportunities for growth rather than insurmountable obstacles or personal flaws
 - o Rosetta Stone equips students with language acquisition skills that allow them to negotiate meaning quickly and effectively. This encourages students to learn language as a structure rather than as a chance meeting of memorized rules and words. This gives students

Additional Information

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

Paste additional information here

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)?

Our school does not have a Dual Language Program based upon parent choice.

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.

1. The professional development plan for all ELL personnel (ESL teachers, general education, and special education teachers that have ELLs in their classes) is coordinated by our Professional Development Team. The team meets at least every two weeks to collaboratively combine ideas on effective professional development planning for teachers. The team provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the Common Core State Learning Standards.

Professional development is presented by the principal, assistant principals, Network staff, Professional Development consultants (i.e. AWARD, Teacher's College) and ESL teachers throughout the year at grade conferences, faculty conferences, and full day workshops. The tentative schedule for professional development for all personnel who work with ELLs is described below. The professional development is presented to the entire staff, including but not limited to: paraprofessionals, common branch teachers, cluster teachers, special education teachers, ESL teachers, Guidance counselor, psychologists, occupational and physical therapists, speech therapists and the parent coordinator. Also, every Wednesday the ESL teachers meet to discuss best practices, strategies, and align curriculum with the CCSS and the ESL Standards and Performance Indicators and share this information with the other teachers. Sign-in sheets and agendas are kept on file in the principal's office in a binder marked "Professional Development."

The Teacher's College schedule for Professional Development lasts for 90 minutes, 10 times per year for each individual grade. This year the focus will be on incorporating ESL strategies for ELLs in the Readers and Writers Workshops. For grades K-2 and K. Beissel and O. Lozada, (ESL teacher) the dates are: November 3, 2011, November 17, 2011, December 8, 2011, March 2, 2012, March 9, 2012, March 16, 2012, May, 1, 2011, May 15, 2012, May 22, 2012, and June 6, 2012. The dates for grades 3-5 and D. Martinovic (ESL teacher) are: October 4, 2011, October 11, 2011, January 9, 2012, January 23, 2011, January 30, 2012, February 6, 2012, April 26, 2012, May 3, 2012, May 11, 2012, and June 14, 2012. In addition, two ESL teachers attended a full day of professional development at Teacher's College called Thinking Across the Year with an Eye to Support English Language Learners on October 17, 2011 and two ESL teachers will also attend a full day workshop at Teacher's College called Thinking Through Language Goals and Vocabulary Development: Making Plans that Support English Language Learners Across Units of Study March 7, 2012. Finally, an ESL teacher, K. Beissel, and the AIS teacher will attend a workshop entitled Distinguishing Between Language Acquisition and Learning Disabilities on November 4, 2011.

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

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- Professional development from network leaders on the Common Core State Standards
- Professional development on rigor and depth of knowledge to ramp up instruction for all students utilizing the Universal Design for Learning principles
- Professional development on incorporating the Danielson framework to better use questioning and assessment for our ELLs
- NYSESLAT information workshops presented at individual grade conferences to help teachers align classroom instruction with the four modalities
- Turn key professional development on analyzing ELL Periodic Assessment results with classroom teachers
- Turnkey ESL Workshops provided by the Network to incorporate the CCSS
- Professional development on high quality instructional practices across the curriculum for ELLs.
- Professional development on interventions for struggling ELLs
- Professional development on how to contextualize academic language for ELLs by using visuals, manipulatives, film and other types of realia.
- Professional development on high quality instructional practices for ELLs provided by the Network or the Office of English Language Learners
- Professional development on best practices from our Literacy Coach
- In addition ESL Teachers will receive on-site professional development on the Award Reading Program provided by Award Reading PD consultants.

2. In addition to ongoing professional development for teachers and staff to assist ELLs as they transition from one grade level to another, ESL teachers and the administration share information many different ways. Conferences and meetings allow information to be shared. These include but are not limited to: reorganization meetings, grade conferences, articulation meetings, vertical planning meetings, June planning meetings, AIS and PPT meetings, and June clerical ½ days teachers share and discuss data, information, and student work

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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?

1. At P.S. 52 we recognize the importance of parental involvement in the education of all of our students including the participation of our ELL parents. We offer many opportunities for all parents to learn about the curricula and education that their child receives. Parents are invited and welcomed into the school. The Parent Coordinator sends out a monthly newsletter and daily emails keeping parents informed about what is going on in the school and/or in the community. We keep parents informed of the children's academic progress (reading level and math level) through the academic updates sent home in October, December, February and April. We send home a mid-year Progress Report in January which was created by the school to provide parents more feedback in between the two report card distributions. In our report cards, parents receive the RISA report indicating the students' attendance data. We have a strong Parent Association and we have 8 parents that sit on the School Leadership Team.

Many workshops specifically target ELL parents, such as ELL Parent Orientation meetings (where parents are introduced to the different ELL programs, Title III meetings (orientation for ELL parents on Title III after-school programs and special ELL Family Events), and Title I parent meetings. All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translations services are provided whenever needed. In addition, parents are invited and encouraged to participate in Family Game night where parents participate and learn the value of playing games with their children, Family Sports Night where parents participate and learn about different sports and activities they can play with their child teaching them the importance of physical activity, living a healthy lifestyle and good sportsmanship. Informational meetings to help students achieve in all academic areas are offered throughout the year. Informative testing meetings in both ELA, Math, and Science, SESIS meetings, ARIS meetings, Promotional Criteria meetings, JHS informational night, and Kindergarten Orientation meetings are a few ways that we help parents stay informed of the standards and high expectations that we expect from all of our students. Enrichment programs and extracurricular activities such as: music concerts, Science Fair, Art Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, pajama read aloud where Pre-K through grade 2 students read with their parents and friends on blankets spotlight the hard work of our students and shared with parents both during school and at night to accommodate all families. and other parental activities. As a school we hold 2 evening fundraisers that have brought the school community together. Many families attend and look forward to joining the school community and supporting their child's school. Through our Halloween parties and Talent show we have increased parent involvement and have raised funding to purchase extra materials and programs.

We offer our non-English speaking parents an adult education class so that they can learn conversational English and speak to their family and school community members. This program is offered through the Department of Education's Adult and Continuing Education Program. Every year, the class is filled to capacity.

2. Our school works with a variety of Community Based Organizations that provide programs or services for parents of English Language Learners. We teach the children the importance of being part of a community and helping others through our fundraisers for American Diabetes Association, American Heart Association, and St. Jude's children's hospital. Students collect pennies for Penny Harvest and collect canned goods for City Harvest. We have a partnership with the Children's Fellowship and we donate books, materials and clothing to a school in Africa. We have an affiliation with the Brooklyn Botanical Garden and Project Green Reach and 2 classes will participate in a community project. We have an affiliation with the Food Bank of New York. 17 classes are involved in Cookshop where the teachers teach the students about fruits, vegetables and healthy eating. This program also has a parent component where the Parent Coordinator holds a monthly class starting in January and parents learn the same curricula that their students are learning, are provided with healthy recipes and are given the ingredients to go home and cook with their children. Our Parent Coordinator works closely with our local Brooklyn Public Library Branch to assist ELL parents in completing library card application forms and obtaining library cards. The Sheepshead Bay Brooklyn Public Library also offers free ESOL materials, classes and conversation groups which our parents are happy to take advantage of. The Salt Marsh Nature Center in Marine Park serves a vital role in our neighborhood. The parent coordinator assists classroom teachers in arranging field trips to the Salt Marsh Nature Center and many ELL parents accompany their child on these visits. The Urban Park Rangers use the plants and animals of the salt marsh as object lessons in a variety of subjects, including ecology, botany, and ornithology. Also, our school offers several other workshops and meetings throughout the year that are presented by outside agencies. Weekly conversational English classes for ELL parents are offered through the Department of Education's Adult Education Services so ELL parents can improve their verbal and writing skills. The local precinct presents a Crime Prevention Workshop as well as attends our community safety meetings. The Department of Health presents a workshop entitled Healthy Homes which focuses on child safety. Many of our primary classes participate in Cookshop Classroom which also has a parent component where parents come to our school and learn

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	1	10	4	4	2								29
Intermediate(I)	3	4	10	4	8	4								33
Advanced (A)	1	9	8	8	7	4								37
Total	12	14	28	16	19	10	0	0	0	0	0	0	0	99

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	4	4	0	15
4	9	7	1	0	17
5	5	5	0	0	10
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	4	0	9	1	6	1	0	0	21
4	3	3	8	0	6	0	1	0	21

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6	0	1	0	5	0	0	0	12
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	10	1	5	1	2	1	1	0	21
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. Our school uses Fountas and Pinnell to assess the early literacy skills of our ELLs. In kindergarten, the assessment is given in January and May. The areas that are assessed in kindergarten in January are letter recognition, sight words, and the early literacy profile checklist. In May, the entire assessment is given. The entire benchmark assessment from Fountas and Pinnell is given to all students in grades 1-3 in September and May. The assessment consists of letter recognition, early literacy behaviors, reading high frequency words, initial sounds, blending words, segmenting words, rhyming words, word writing, writing picture names, phonograms, consonant blends, vowel clusters, suffixes, compound words, one- and two-syllable words, syllables in longer words, and grade 1, 2, and 3 word features tests.

Data from last year shows that approximately 83% of ELLs improved at least two levels as measured by Fountas and Pinnell.

- In Kindergarten, 8/15 students moved up at least two reading levels-approximately 53%
- In First grade, 19/20 students moved up at least two reading levels-95%
- In Second grade, 28/31 students moved up at least two reading levels-approximately 90%
- In Third grade, 20/21 students moved up at least two reading levels-approximately 95%
- In Fourth grade, 17/21 students moved up at least two reading levels-approximately 81%
- In Fifth grade, 8/12 students moved up at least two reading levels-approximately 67%

This information helps drive instruction in our school in several ways.

- First, this data informs the teachers (both classroom and ESL) what skills the student has when s/he comes into their class.
- Second, teachers use this information to group students according to their strengths and weaknesses.
- Third, teachers also use this data to drive instruction so that they know what skills are needed to be taught.

This assessment is crucial to our classroom teachers and ESL teachers because students are given a reading level based on accuracy, fluency, and comprehension and from there, the teacher can determine what the students' independent level and instructional level are so that instruction is accurate and aligned to their appropriate level. The EPAL assessment is given to students who are reading on a level H and above in second grade and all third graders. As with the Fountas and Pinnell assessments, this data is used to drive instruction in both the ESL classroom and the child's regular classroom. The child's ability to read passages and answer comprehension questions will help the teachers focus on the skills and strategies needed to meet grade level standards. In general, ELL students score below their general education classmates on both the Fountas and Pinnell and EPAL assessments.

This information helps inform our school's instructional plan in several ways.

- The data is carefully analyzed by the data team and the professional development team as well as the leadership team.
- This information is shared with the ESL staff and the classroom teachers

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ilene Altschul	Principal		10/14/11
Joy Mendelsohn	Assistant Principal		10/14/11
Barbara Warner	Parent Coordinator		10/14/11
Kathleen Beissel	ESL Teacher		10/14/11
Alison Mayleas	Parent		10/14/11
Odette Lozada	Teacher/Subject Area		10/14/11
Darina Martinovic	Teacher/Subject Area		10/14/11
Denise Bonagura	Coach		10/14/11
Mary Early-Fills	Coach		10/14/11
Jessica Rosse	Guidance Counselor		10/14/11
Wendy Karp	Network Leader		10/14/11
Erica Spadaro-Cuttia	Other <u>Related Service Prov</u>		10/14/11
Ellen Quigley	Other <u>Assistant Principal</u>		10/14/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K052** School Name: **The Sheepshead Bay School**

Cluster: **6** Network: **CFN605**

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.

We conduct our assessment of written translation and oral interpretation needs through our annual needs assessment survey, informal interviews of parents and staff, Parents' Preferred Language Survey, and data from the Home Language Survey that is filled out by every parent when they enter a student in the New York City Department of Education. This document states any languages spoken in the student's home and provides an accurate census of the languages spoken by both the parents and students. The Home Language Survey also shows whether or not a child and his/her family speaks English to a proficiency level high enough to understand school communications without translations. These documents provide us with the necessary information needed to communicate with the parents in the parent's preferred language for both oral and written communication.

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

The major findings of our school's written translation and oral interpretation needs were that parents, teachers and school personnel indicated that there was a need for bilingual interpreters and translators and written translations of all important school communication to assist in communicating with non-English speaking parents. The majority of non-English proficient students and parents at PS 52 are Arabic and Russian speakers, but we also have a need for language translation and interpretation services for speakers of Spanish, Albanian, Chinese, French, Urdu, and Turkish. Parents have mentioned that they often are unable to bring their own interpreters to school meetings. These findings were reported to the staff and parent coordinator so that accommodations can be made to prepare for written translations and oral interpretations in a timely manner. Also, the findings are reported at the school's leadership team meetings.

Part B: Strategies and Activities

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

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

- Home Language Survey and Program Selection Forms;
- ELLs Parent Brochure;
- Parents' Preferred Language Form;
- Parent Notification Letters regarding ELLs, Former ELLs, and Non-entitled LEP students (entitlement letters, continued entitlement letters, non-entitlement letters, placement letters, non-entitlement/transitional letters, and Title III letters);
- The New York City Department of Education Citywide Standards of Discipline and Intervention Measures;
- Guide to NYC Public Schools-A Grade-Specific Handbook for Supporting Your Child's Education;
- The New York City Department of Education Respect for All brochures;
- School-Parent Compact;
- School-Parental Involvement letter;
- PS 52 Welcome to school letter;
- PS 52 Homework Policy letter;
- PS 52 Discipline Policy letter;
- PS 52 School Store letter;
- Parent-Teacher Conference notice
- Chancellor's Welcome letter
- standards and performance;
- placement letters for any special education, English Language Learner or non-standard academic program
- transfers and discharges.
- academic updates, report cards, and progress reports
- fundraisers, school events

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s)

indicating how a parent can request a translation or interpretation of such document will be made available and we will seek other resources such as obtaining Translation services from the DOE Translation and Interpretation (T&I) Unit or contracting with approved DOE vendors with allocated translation/interpretation funds.

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

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

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

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

- a. Making telephone calls to parents to obtain or provide specific information
 - b. Interpret at informal meetings between the family and the teacher
 - c. Interpret at formal meetings between the family and the teacher or administrator
 - d. Interpret at formal meetings between the family and the teacher to explain specific procedures or student difficulties
 - e. Interpret at formal meetings with members of the SBST to explain results and recommendations to the family
 - f. Interpret at orientation meetings for parents of newly-arrived English Language Learners
- If we are unable to provide our own in-house oral interpretation services, we will obtain over-the-phone interpretation services provided by the DOE to assist in communicating with a non-English speaking parent.

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Sheepshead Bay School	DBN: 22K052
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✳3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III direct instruction program will supplement instruction for our English Language Learners by providing an ESL After-school Literacy program. This program will be offered to approximately 45 ELL students (grades 3-5). The program participants will meet ten times from January 2011 to April 2011. This program will include NYSESLAT preparation in order to offer our ELLs the opportunity to prepare for the NYSESLAT as well as test preparation for the New York State ELA Assessment. The Title III ESL After-school Literacy program will be taught by 3 certified TESOL teachers (Ms. Beissel-English only, Ms. Martinovic-bilingual-Russian, and Ms. Lozada-bilingual-Spanish) in English and one administrator (Ms. Mendelsohn) will be available to supervise and assist in administrating the program.

The rational for the direct instruction supplemental program is to increase academic achievement for our English Language Learners in grades 3-5 with a focus on reading and writing. After careful analysis of our data of NYSESLAT scores, NYS ELA scores, and Extension of Services Report, we chose this subgroup to help close the learning gap and improve English language proficiency.

We have chosen to provide an after-school program because many studies have shown that after-school programs do make a difference. Research shows that students participating in after-school programs show an increase in positive attitudes and behaviors linked to success in school and improves academic achievement especially for struggling ELLs (McLaughlin, 2002; Miller, 2003, Hall, et. al, 2004). To supplement quality classroom instruction in reading for grades 3-5 we will offer intensive reading and writing instruction using a variety of materials including, but not limited to: Rosetta Stone software licenses for all 83 ELLs who scored Beginner or Intermediate on the NYSESLAT or LAB-R, curriculum maps from Teacher's College Readers and Writers workshop and test sophistication preparation materials: Buckle Down New York-which is fully aligned to all testing performance indicators; New York Ready Instruction-which is aligned to Core Performance Indicators and Grade Specific Performance Indicators and Getting Ready for NYSESLAT books, audio CDs, and materials-to help students improve their English language proficiency in reading, writing, listening, and speaking.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: The professional development plan for all ELL personnel (ESL teachers, general education, and special education teachers that have English Language Learners in their classes) is coordinated by our Professional Development Team. The team meets every two weeks to collaboratively combine ideas on effective professional development planning for teachers. The team provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the Common Core State Learning Standards.

High Quality Professional Development will take place throughout the school year in the areas of but not limited to, 20 days of on-site professional development in Readers and Writers Workshops through Teacher's College, 20 off-site calendar days that 20 teachers can sign up to attend workshops that are aligned with specific areas of interest and concern in the classroom, incorporating how to teach students with special needs and the ELL student population, differentiating instruction for ELLs, teaching vocabulary, and scaffolding techniques. These workshops will be presented during professional development sessions, off-site workshops, as well as during monthly grade conferences and faculty conferences. All ESL and classroom teachers will have the opportunity to attend these sessions. In addition, all three certified ESL teachers meet weekly to collaborate and share ideas on best practices, student achievement, and make plans to address the needs of our ELLs-based on data, teacher feedback, conferences, and kid-watching. These professional development activities are supplemental to the school's general Professional Development plan and will be conducted in English.

Part D: Parental Engagement Activities

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

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

Begin description here: We want the parents of our ELLs to feel welcomed, valued, and most importantly involved in their child's education. We offer many opportunities for parental engagement with activities that are targeted toward parents of ELLs. An extremely popular Adult ESL program is offered for the entire school year, three times a week in our school on Mondays, Tuesdays, and Friday mornings for 3 hours through the Department of Education's Adult and Continuing Education Program. This program is filled to capacity and allows our parents of ELLs an opportunity to learn to read, write, listen, and speak in English. This program is essential to our school community because it helps parents to become more involved in their child's education while also enhancing their communication skills. Topics covered range from basic social interaction and daily communication skills to helping your child with homework, and reading and writing for a purpose.

Part D: Parental Engagement Activities

All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translations services are provided whenever needed at all of our school events. Informational meetings designed to help students achieve in all academic areas are offered throughout the year. Informative testing meetings in ELA, Math, and Science, SESIS meetings, ARIS meetings, Promotional Criteria meetings, JHS informational night, and Kindergarten Orientation meetings are a few ways that we help parents stay informed of the standards and high expectations that we expect from all or students. Enrichment programs and extracurricular activities such as: music concerts, Science Fair, Art Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, pajama read aloud where Pre-K through grade 2 students read with their parents and friends on blankets spotlight the hard work of our students and shared with parents both during school and at night to accommodate all families. As a school we hold 2 evening fundraisers that have brought the school community together. Many families attend and look forward to joining the school community and supporting their child’s school. Through our Halloween parties and Talent show we have increased parent involvement and have raised funding to purchase extra materials and programs. By providing translation services during these activities, it allows parents to feel welcomed and a part of our school community.

In addition, we will also incorporate a parental involvement component that will specifically coincide with our Title III program where ELL parents and their children will be invited to participate in enrichment activities. We will host an ELL Family Night where families are invited in to the school to participate in activities that will encourage the development of the English language in a fun non-threatening way. For the ELL Family Events, the three certified ESL teachers (Ms. Beissel, Ms. Lozada, Ms. Martinovic) and Assistant Principal, Ms. Mendelsohn, will be assisted by the school’s Parent Coordinator, Ms. Warner, and bilingual translators who can help in translating information into the parent’s native language.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		