



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME

THE GWENDOLINE N. ALLEYNE SCHOOL, P.S. 152Q.

DBN

30Q152

PRINCIPAL:

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SUPERINTENDENT

DR. PHILIP A. COMPOSTO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Vincent J. Vitolo	*Principal or Designee	
Jessica Baity	*UFT Chapter Leader or Designee	
Lily Foley	*PA/PTA President or Designated Co-President	
Margaret Connors	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Elizabeth Economakos	Member/Administration	
Enid Maldonado	Member/Administration	
Mario Sideridis	Member/Upper Elementary	
Amy Muenzen	Member/Special Education	
LeeAnn Snyder	Member/Early Childhood	
Lillian Orrego	Member/Parent	
Decired Carrillo	Member/Parent	
Maria Chabla	Member/Parent	
Maria F. Medina	Member/Parent	
Daniela Gonzalez	Member/Parent	
Amandeep Dhiman	Member/Parent	
Lorraine Christie	Member/Parent	

The original copy, along with any written communications pertaining to this page, is on file in the principal's office and will be made available upon written request.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, students in grades 3 – 6 will apply varied techniques and strategies to increase performance in literacy as evidenced by a 3% increase in the percentage of students scoring at or above proficiency Level 3 on the Spring 2012 New York State English Language Arts assessment.

Comprehensive needs assessment

Data Source: *Progress Report*

Student Performance for English Language Arts indicates the following

- **Percentage of Students at Proficiency Levels 3 and 4: 57.5%** of the students scored at levels 3 and 4 (a 2.2% increase from prior year) which is 37.0% of the way from the lowest (35.1%) and the highest (95.7%) in comparison to peer schools and 48.3% in comparison to City schools.
- **The Average Student Proficiency: 2.98** represents 31.6%% of the peer range (2.74) and the highest (3.50) in comparison to peer schools and 45.7% of the City range

Student Progress for English Language Arts indicates the following:

- **Median Adjusted Growth Percentile: 68.0%** of the students made the expected growth. It further indicates that this group is 39.8% of the peer range (54.2%) and 47.3% of the City.
- **Median Growth Percentile for School's Lowest Third: 66.5%** of this group made the expected growth percentile which is 21.6% of the peer range (57.4%) and 28.7% of the City range.

Data Source: *The New York State School Report Card*

Accountability and Overview Report 2010 -2011

English Language Arts Accountability (All Students):

- Met *Annual Yearly Progress* (AYP) and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 150 with an expected *Effective Annual Measurable Objective* (AMO) of 117.

English Language Arts Accountability (Ethnicity):

- Hispanic / Latino met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 131 with an expected *Effective Annual Measurable Objective* (AMO) of 115.
- Asian and Other Pacific Islanders met *Annual Yearly Progress* and criterion for *Participation* (99% tested). Test Performance- met criterion with a performance index of 165 with an expected *Effective Annual Measurable Objective* (AMO) of 116.

English Language Arts Accountability (Other Groups):

- Limited English Proficient met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 118 with an expected *Effective Annual Measurable Objective* (AMO) of 115.

- Economically Disadvantaged met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 150 with an expected *Effective Annual Measurable Objective* (AMO) of 117.
- Students with Disabilities met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion using safe harbor targets since the performance index of 96 was far lower than the expected *Effective Annual Measurable Objective* (AMO) of 109.

The subgroup of students with disabilities will continue to be a focus in the 2011 – 2012 school year. There is a need to focus attention on alternative instruction and modifications in the teaching to better meet the needs of this subgroup.

2011 New York State English Language Arts (NYS ELA) test

The data for all students tested shows that 9.0% of the children performed at a level 1 (1.7% less students performing at this level than in the prior year). Students in this group consists of special needs, long term and 2 – 3 year English Language Learners, and general education students who have reached the testing grades with weaknesses and deficiencies in phonics, vocabulary, and phonemic awareness in the early childhood grades.

The percentage of students performing at Levels 2 included 34% (a 0.8% increase from prior year). This group is a targeted concern for the 2011 – 2012 school year. Children at level 2 range greatly in performance. Many of the weaknesses noted in the data result analysis shows deficiencies linked to short response and writing about text read independently and text they have listened to. It is a priority for the 2011 – 2012 school year to significantly reduce the number of children performing at this level with efforts aimed at getting them to gain mastery levels in writing and reflecting about text. In doing so we seek to increase the number of student performing at or above level 3. The needs implicate an added analysis of the elements in our instructional program and curriculum in order to further understand what is impeding the progress of this group. Prior School Leadership Team (SLT) reviews of the conditions of learning and administrative observations all point to a need to approach writing from as a holistic process. Through discussion and tracking of the progress of students in writing we have concluded that there is a need to change how writers compose and write by helping them employ sophisticated and rigorous composing processes. The second element that is impeding progress in the Level 2 and Level 3 performers is vocabulary.

The 56 % of the children who scored at or above grade Level 3, denote no real change from the year before, therefore, we propose to make an impact at this level to change this trend. We will need to focus the work on supporting students who are already performing at this level in order to maintain and augment the progress they have made to date. This needs to be achieved through an instructional program that is differentiated and specific to their developmental needs with ongoing assessment to note progress and adjustments to their teaching as needed.

For all learners, this process will include a much more rigorous program of assessing, goal setting, planning, tracking, and grouping. It will also involve a literacy program that targets skills and strategies through ongoing interaction and manipulation of text.

Data specific to **Special needs** students prior to 2010 showed the percentage of Special Education students scoring at or above grade Level 3 had increased by 8.3% to 33.3%. General education performance at this level that had increased by 4.6% to 78.2%. However noted is the fact of the disproportion between Special Education student grade level performance and that of general education students. The gap between these groups shows a 44.9% difference. This further shows the need to address this group through differentiated methods that are needs specific and true to the methods and modalities by which this group of children can be reached. This includes training teachers in diverse methods of instruction and diversified teaching.

In 2010 the data showed the following: the percentage of Special needs students performing at or above proficiency level 3 was 10.9% compared to 60.9% in general education classes (a significant difference of 50%). Most of the special needs children not performing at grade level are at a level 1. Curiously at level 2 the difference between Special needs students and general education students is only 1.5%. In 2011 the data shows that only 4% of the special needs students scored at or above the proficiency level 3 while 62% of the general education students scored at this level (a 58% difference). This further indicates that the gap in performance at this level between General education and Special education students has increased by 8%.

Instructional implications dictate a change in procedures for teaching Special education students. While balanced literacy is the method by which literacy will continue to be delivered, structures for strategy exposure and ongoing practice will be set in place through a program that is suited to meet the need of this group.

Data by Grade

Grade 3:

The data shows that out of 191 students tested 15% scored at Level 1; 33% scored at Level 2; 52% scored at or above Level 3. Further interpretation of this data indicates that approximately half of the children tested were found to be performing below the standard Level 3. This again indicates a negative trend in the performance of students in this grade level since in the 2010 – 2011 school year this same grade level showed that 46.7% of those tested scored below a Level 3 in ELA.

Grade 3 literacy instruction has to change. Students at this level are required to transition from understanding and applying the concepts of print to using what they know about these concepts to gain knowledge. In looking at data resulting from teacher made tests and conferences and the ECLAS-2 results of our second graders for the last 3 years, there is a link between the results obtained on the Grade 3 State ELA and the second semester Grade 2 ECLAS-2 assessment. We continue to see high percentages of students who are leveling grade 2 with data that shows level specific performance, however, when begin the transition process from Early childhood to upper elementary in grade 3, deficiencies in reading comprehension become evident.. If we are going to impact on Grade 3 performance in order to change this trend and increase the number of children reaching Level 3, we have to address literacy instruction in the Early childhood grades by raising the expectations and the rigor of each program and we have to work with the grade 3 programs to aid students in making adequate transitions in reading and writing.

The work is twofold at this point with needed changes to address the concerns on the trends noted in the grade and the work needed to support this group of students in making progress not that they are in Grade 4.

Grade 4:

The data shows that of the 170 students tested 3% scored at Level 1; 33% at Level 2; and 58% scored at or above Level 3. This data shows an excess of children performing at level 2. The focus previously stated targets this groups specifically in making the necessary changes to assist this group reaching the proficiency standard level 3 performance.

Grade 5:

The data shows that of the 192 students tested 8% scored at Level 1; 29% at Level 2; and 63% scored at or above Level 3. The focus in Grade 5 as previously stated is to address level 2 performance in identifying the deficiencies that are keeping students from reaching level 3.

Grade 6:

The data shows that of the 44 students tested 16% scored at Level 1; 34% at Level 2; and 50% scored at or above Level 3. Similar to the results obtained by third graders, half of this group scored below the proficiency standard level 3. Because these children have graduated and we are not able to address their specific weaknesses, we must focus on the circumstances that produced this outcome in order to change it and return to the positive trends noted in prior years.

Additional Data

Data in the form of formal and informal walkthroughs show that differentiation in each lesson has led to sustained support for learners at their performance level however, there is an essence of retention and lack of movement amongst performance levels in the class and therefore inadvertently we are fostering the maintenance of levels instead of working for the increase in performance. Therefore we seek to transition the method of differentiation and goal specific grouping to promote a universal design in which Common Core Learning Standard aligned tasks serve as “goal” and the instruction shifts to methods of unique instruction that forces teachers to enable learners to get to that ultimate goal.

Data obtained from the Reading diagnostic assessment used schoolwide, Rigby *Reading Evaluation and Diagnostic System (READS)* indicates deficiencies across all grade levels linked to vocabulary, decoding of unfamiliar words, and word recognition in context. In an effort to address this weakness more genuine concerted efforts have to be made to teach vocabulary and word attack skills. With the high percentage of ELLs and children who have recently exited ELL programs in P.S. 152, vocabulary instruction must account for the fact that the children may lack the sophistication in the language to be able to deduce meaning from text and therefore vocabulary has to be taught explicitly and in context with practice to follow in interacting with those words they do not know. With a focus on literacy many of these weaknesses transfer into the children’s ability to write with a level of accurate proficiency also.

Instructional strategies/activities

Targeted students will consist of Grade 4, 5, and 6 students who scored at or above a Level 2 on the Spring 2011 New York State ELA and Grade 3 students who scored at Level 5 or above on the Spring 2011 ECLAS-2 assessment in the ***Phonics*** (Decoding) and ***Reading and Oral Expressions*** (Sight Words, Reading Accuracy, Reading Comprehension, Oral Expression, Reading Expression) strands.

Teacher Development / Professional Learning Community

Teachers will participate in professional development sessions that will enable them to gather data, analyze to identify weaknesses, and addressing weakness based on a developmental continuum.

Teacher training will be based on the Department of Education’s Citywide Instructional Expectations to increase the rigor in all classrooms by sustaining individual teacher needs assessed via a research based rubric for pedagogues. School Administrators will visit with a focus based on specific competencies, feedback, and professional resources for growth will be provided for each teacher in accordance to their pedagogical needs. Professional Learning Communities will be focused on setting instructional goals based on the Common Core Learning Standards and school wide Literacy curriculum which includes Rigby’s *Literacy By Design* and the *Wilson’s FUNdations* (Grade 3 and Special Needs). Phonics program. Further Professional Development will be provided to increase the teacher’s implementation of all instructional and assessment components of the programs that are part of the Literacy curriculum.

Citywide initiatives regarding the Common Core Learning Standards tasks will serve to launch instruction that increases rigor in Literacy across the grades through Science. In order to enable teachers to shift their instructional practices from delivering curriculum to enabling all learners to reach a common goal, teachers will participate in professional development sessions where they will analyze and discuss the sample units on grade specific Common Core Aligned tasks. They will be guided to focus on the culminating task, the Universal Design for Learning attempted in the sample, the rubric / scoring guide, annotated student work, student supports, and additional assessments. Subsequently schools administrators will collaborate in unit analysis, themes, and unit templates in addition to the training supports needed to further prepare teachers. On November 8, 2011, teachers will engage in all day professional development where they will analyze a final Common Core Aligned task sample as a group. Each element will be highlighted to gain a thorough understanding. Teams of grade specific teachers will work collaboratively to develop a Common Core Aligned task specific to the unit in Science highlighted during the presentation and develop a rubric with which to measure the task as well as plan the progressive development of the unit.

Once teachers are prepared with the initial presentation phase grade specific and content area teachers will work in Teacher Inquiry Networks (TINs) focused on the development of a literacy task embedded in a rigorous curriculum aligned to the Common Core Learning Standards. The focus of each team will include the

development of a task that focuses on the Universal Design for Learning enabling the task to all learners, and focusing on the strategies that will sustain learners in higher order, critical thinking tasks. Each Team will meet for 45 minutes on Mondays, 2 days per month, and as they deem necessary during common preparation periods. Units will be developed in a Science theme and topic however, the skills and strategies focus will be specific to literacy. Units will be launched in each classroom in early January. Prior to launching students will be pre assessed in order to fix performance levels. During the 6 – 8 weeks of implementation, teachers will gather student work for discussion during TIN sessions where student work will be assessed based on the rubric included in the task package. The focus of the work share sessions will include maintaining the cohesiveness and scoring uniformity in addition to noting progression. With this information, teachers will set mid benchmarks and reassess possible changes, alternative lessons, resources, or other items needed to ensure that the task is accessible to all learners. Curriculum maps used to pace instruction will be altered so that the unit being taught in Science is supported throughout instruction in Reading, Writing, Social Studies, the Arts, and all other instruction.

In order to develop curriculum that promotes higher levels of thinking and interpreting reading and developing skills for detailed and comprehensive writing, the design of the common development of the CCLS driven ELA task will transfer to a shift in instructional planning for lessons in literacy that are focused on the principles of Universal Design for Learning as follows:

- **Provide multiple means of representation (what is being learned)** Learners differ in the ways that they perceive and comprehend information that is presented to them. Teachers will plan for learning, and transfer of learning, using multiple representations, because it will allow students to make connections within, as well as between concepts. In differentiating whole group tasks and planning small group goal driven tasks, teachers understand that there is not one means of representation that will be optimal for all learners; providing options for representations is essential.
- **Provide multiple means of action and expression (how to learn it)** Learners differ in the ways that they can navigate a learning environment and express what they know. Students will approach learning tasks very differently. Students will need to provide options for action and expression.
- **Provide multiple means of engagement (why do I need learn this)** Differentiation and level specific grouping will address students in the ways in which they can be engaged or motivated to learn. There is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

The Core Data Inquiry Team working under the guidance of the Data Specialist will support the work of the TINs. This Team will be responsible for:

- Guiding TINs in completing and updating their Inquiry Spaces.
- Providing feedback on Units.
- Training staff on options under the Universal Design for Learning
- Researching resources for suggestions based on the themes of each grade.
- Enhancing units with technology suggestions
- Documenting results based on the findings of each TIN

The 2011-2012 continuum of development of pedagogues will be based on a decision- making empowerment, engagement level. Through their participation in Inquiry Networks, teachers will formulate and implement corrective courses of action developing improvement strategies while analyzing the data to monitor and refine their efforts eventually leading to systemic changes. Format of ongoing work will include meeting (at least) twice per month to:

- Analyze targeted student data
- Evaluate the conditions of learning including classroom instruction and curriculum as well as pacing calendars and other instructional pieces
- Define instructional strategies and set goal
- Define an action plan–implementation phase
- Monitor student progress via commonly defined and developed assessments
- Revisit and revise

Teachers will participate in training and grade specific best practices development specific to providing feedback to students in order to maximize student reflection and focus on progress. Teachers will work on methods by which to address student tasks with specific and constructive feedback. Through this feedback students should be able to identify why they received the grade they did, specifically what they should have done differently, and what skill or strategy they may to focus on in the future.

Other Activities

Grouping specific to student performance, strengths, and abilities will continue to be the focus of intervention and support for learner as they work on skills they have not mastered in reducing gaps in their development. Students will engage in differentiated activities specific to their instructional group once the whole group instruction has taken place. Teachers will adjust tasks to meet the needs of each group in their class therefore challenging at or above level performers. Students are tracked in accordance with their scale score for a period of instruction that builds upon the proficiency levels adding techniques to strategically move learners in Reading comprehension and/or writing development. Writing and vocabulary development will be strategically incorporated into each lesson. Writing Fundamentals will be the source for units on writing. Students will participate in a Saturday Academy. Sessions will engage learners at this level in challenging literacy activities. The School Enrichment Model (SEM) also adds a higher order derivative to our magnet theme by which to build high-end learning and develop the strengths and talents of all students. SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for the children based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression. Such activities allow for divergent thinking that improves children's ability to read and write at a higher level. Students in this subgroup will participate in an extended day program aimed at building on critical thinking literacy skills at the higher levels of Bloom's Taxonomy.

Students in the targeted population will participate in an extended day program 3 days per week for 1 hour and 50 minutes which will commence in October 2011 and continue until April 2012. During each session the children will participate in small group targeted sessions to build strategies for addressing each of the reading comprehension skills. Each lesson concludes with a practice using the Buckle Down by Triumph Learning (New York State version). A Saturday Academy will be held from January to April for 3 hours and 40 minutes for 20 sessions for students who are not able to attend the after school program. The instructional structure of the Saturday academy will be consistent with the after school program with extended lessons that focus on literacy (Reading and Writing).

In an effort to raise the level of rigor addressed in each classroom, the implementation of the CCLS ELA task will engage learners in activities specific to their learning ability. The goal will be for all learners to engage in a common task with the necessary differentiation and scaffolding that will enable each student to meet the same standard.

Progress Tracking:

Identification / Initial Indicator September – October 2011

Students whose proficiency rating ranged between 2.0 and 4.5 on the *Winter 2011 State ELA exam* will be identified. Initial predictors and needs assessment to be done through an analysis of the June 2011 item analysis of the *New York City Acuity ELA Spring Predictive Assessment*. A second needs assessment conducted in Fall 2011 with *Acuity NYC ELA Predictive* item analysis along with the *Rigby running record* serves to identify reading levels (starting level using equivalent to Fountas and Pinnell reading levels). Data results will serve for the development of student tiered placement for which teachers and students will develop long and short term goals for the initial 10 week instructional cycle.

Mid point Check

Running records level progression checked for half way growth (approximately half a year's progression from starting level using Rigby's Literacy by Design in February. Initially-Targeted Assessment (ITA) in ELA administered in February will be checked for skills growth pertinent to weaknesses noted in the Initial data. A 3% increase in students performing at or above Tier 3 is expected. TC Running records will be analyzed to assess growth as follows: **Grade 3** reading at *Level N/O*, **Grade 4** reading at *Level Q/R*, **Grade 5** reading at *Level U/V*, and **Grade 6** reading at *Level W/X*. These levels correspond to a half-year's growth in reading. Inquiry Team Target Population students (bottom 1/3 Level 3 in ELA) will serve as control group to inform future change focus. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle.

End point Review and Reflections

Teachers will access the data results of the final predictive and running records administered in June 2011 will serve to assess the children's 1-year growth as follows: **Grade 3** readers at or above *Level Q*, **Grade 4** readers at or above *Level T*, **Grade 5** readers at or above *Level V*, and **Grade 6** readers at or above *Level Y*. The 2012 NYS ELA exam results will be analyzed. A year's growth will be assessed based on students at the 3.0 to 4.0 proficiency levels with positive gains at or above 0.1. The percentage of students with proficiency rating at or above 3.0 making a year's growth will increase by 5%.

Strategies to increase parental involvement

To increase and improve parent involvement and school quality, our school will:

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress (sharing student goals, progress toward meeting their goals, and comments in student assignments)

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers who are highly qualified for their respective assignments, support our students in their learning. The latest data available on the School Report Card shows that 100% of the teachers are fully licensed. A collegial “buddy” system allows for teacher support from an experience grade / department specific teacher. This allows teachers to transition with ease and support as the year progresses.

Professional development ensures that teachers are trained in the most updated and effective methods and techniques. A prepared teacher knows what to teach, how to teach, and has command of the subject matter being taught (Cohen & Hill, 1998). At P.S. 152, we understand the critical importance of establishing a common focus for guiding professional development that will maintain our teachers prepared to impart the highest level of standard based instruction. Professional development provided enables teachers to shift their focus on teaching through extensive self-reflective opportunities. Teachers are able to customize instruction to meet the individual needs of students. As indicated in the Instruction Strategies / Activities section, professional development is an integral part to the development of the action plan (see section above for specifics on teacher training).

P.S. 152 hosts a Professional Learning Community each for one period three days per week. The purpose of each session is driven by the Department of Education Initiatives, the Principal’s Performance Review, Quality Review, School-wide goals, and teachers’ pedagogical needs as these are identified in formal and informal walkthroughs and teacher feedback visits. In addition periodically half day sessions are dedicated for teachers to meet and work collaboratively in the development of student goals where they are able to share best practices. Common preparation periods various across the week in the early childhood grades provides the forum for teachers to meet and share practice and seek support. Inter visitation is also a forum for learning used to support the qualifications of teachers.

Service and program coordination

P.S. 152 has a Universal Pre K supporting four half-day groups of 18 students. This allows children to get a head start on structured development. The program provides the services of a social worker to assist parent with workshops on transitioning to school. We have coordinated the program to adjust curriculum to allow students to be exposed to literacy practices that will later serve in transitioning to Kindergarten. The data shows that students who have early starts to literacy have greater chances of succeeding in school.

“Woodside on the Move” a City program of the Department of Youth and Community Development provides support for children in grades K – 6 every day from dismissal time to 5:30 PM. A part of their time each day is dedicated to providing tutoring and homework for the children. This support will support the needs of children who need the additional help in understanding reading skills they may be struggling with. Day school teachers communicate with the program coordinator in situations where an additional focus is needed. The program provides extracurricular activities that support student wellness and self confidence.

Budget and resources alignment

Funding for Substitute Teachers for Professional Development and Data Days Title I / Contract for Excellence FY 09
Supervisors/Assistant Principals Conducting Professional Development Tax Levy / Title I SWP / Contract for Excellence FY 09
Academic Intervention Teachers Title IIA Supplemental/Title I
Per Session Teachers Title I SWP
Professional Learning Contract: Title I SWP

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012 the percentage of children in the lowest third reaching the 75th growth percentile or higher in Mathematics will increase by 3% as evidenced by the results of the 2012 State Mathematics assessment and documented on the 2011-2012 Progress Report.

Comprehensive needs assessment.

Data Source: **Progress Report**

Student Performance for Mathematics indicates the following:

- **Percentage of Students at Proficiency Level 3 and 4: 75.9%** which indicates 53.9 percent of the peer range and 65.0% in the City range.
- **The median Student Performance: 3.48** denote a 0.3 increase from the previous year. This places the school at 46.2% of the peer range and 56.3% of the City range.

Analysis of the assessment items where students sustained the greatest degree of difficulty indicates a need to include more analytical thinking and writing around word problems. In addition numeration and number sense continues to be an area of added concern that arises in the item analysis of the exam. So as we explore methods by which to reduce the instructional gap for the group that was not successful at reaching performance level 3, we will address methods by which to address the needs of students through differentiated instruction.

Additional concerns found in this data lay in developing methods that will increase student performance. Replicating methods used and expanding these in order to maintain an upward trend are of huge importance.

Closing the Achievement Gap Mathematics:

Credit of 0.5 was achieved for exemplary gains of SETSS students and Black and Hispanic Males in the Lowest Third Citywide. Full credit (1 point) was achieved for exemplary gains in Ells, the Lowest Third Citywide, and Self-contained/CTT/STTSS at the 75th Growth Percentile or Higher.

Data Source: **The New York State School Report Card**

Mathematics Accountability (All Students):

- Met *Annual Yearly Progress* (AYP) and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 174 with an expected *Effective Annual Measurable Objective* (AMO) of 132.

Mathematics Accountability (Ethnicity):

- Hispanic / Latino met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 164 with an expected *Effective Annual Measurable Objective* (AMO) of 130.
- Asian and Other Pacific Islanders met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 182 with an expected *Effective Annual Measurable Objective* (AMO) of 131.

Mathematics Accountability (Other Groups):

- Limited English Proficient met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 154 with an expected *Effective Annual Measurable Objective* (AMO) of 130.
- Economically Disadvantaged met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 174 with an expected *Effective Annual Measurable Objective* (AMO) of 132.
- Students with Disabilities met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 146 with an expected *Effective Annual Measurable Objective* (AMO) of 124.

Trends in the New York State Mathematics test

English Language Learners

Over a four-year period from 2006 – 2009 and observing the results of 2010 - 2011 all students tested shows the following:

- The percentage of English Language Learners tested scoring at Level 1 on the Mathematics assessment decreased from 10.4% in 2006 to 5.3% in 2009.
- The percentage of students scoring at Level 2 decreased by 20.9% (from 32.5% to 11.6%).
- Students scoring at Level 3 increased by 13.6% (from 48.7% to 62.3%).
- Students scoring at Level 4 increased by 12.4% (from 8.4% to 20.8%).
- The percentage of English Language Learners who scored at or above the standard Level 3 increased from 57.1% to 83.1% in 2008. This demonstrates a 26.0% increase in performance on grade level.
- In 2010 the following can be noted amongst ELLs tested: 61.5% are performing at or below Level 2. Although a large percentage of the children at this performance level can be linked to recent ELLs whose lack of exposure to the language limit their ability to comprehend the content, there is also a group of students at this level that have some experience with the language. Analyses of their results show that the struggle is with questions that require them to analyze beyond the literature and computational level in order to respond.
- There is a need to infuse content and language instruction in order for ELLs to engage in the language of math at a different level so that they are able to master it.
- When comparing results across grades in 2010 the following emerges:
 - There are more Grade 5 ELLs performing at Level 1 (27.1%) than in any of the other grades.
 - There are more Grade 4 ELLs performing at Level 2 (59.3%) than in any of the other grades.
 - Grade 3 ELLs reached level 3 at a higher percentage than the other grades, while Grade 4 shows the most Level 4 performers.

When comparing the performance of English Language Learners (ELL) with the performance of English Proficient students on the State Math Exam over a four-year period from 2006 – 2009 and observing the results of 2010 the following results emerge:

- ELLs performance at Level 1 is not reducing consistently as was our goal. In 2008 a 0.2% increase, in 2009 a 5.5% decrease, and most recently in 2010 a 0.2% increase. The results for EP students showed consistency in movement toward higher performance levels.
- ELLs performance at Level 2 decreased from 2006 by 24.9%. The data showed a consistent movement, however, the performance of EP students at this level is far less -11% of ELLs compared to only 1.2% of EP students performing at Level 2.
- ELLs performing at or above grade level had increased from 57.1% in 2006 to 83.1% in 2009. However, there were a higher percentage of EP students performing at Levels 3 and 4 than there are ELLs at this level.
- The largest performance gap amongst ELLs and EP students could be found at Level 4 where the later outperform by 31.6% in 2009.
- In 2010, the data shows large performance disparity between ELLs and English Proficiency (EP) students. While 18.1% of EPs are performing below grade level, the percentage is much higher (61.5%) amongst ELLs. There is a difference of 43.3% in the percentage of ELLs (38.5%) and EP (81.8) students performing at or above level 3.

The results on the 2011 State Math test reveals the following pertaining to Ells:

- Ells performing at Level 3 / 4 is 45% while EP students performing at this level is 91%. The largest percentage of Ells are performing at Level 2
- The grade that showed the lowest percentage of proficiency level 3 and 4 performance is Grade 3 with only 30% of the group. This denotes a need in the current grade 4 that now houses these students.

The data for this group was approached from a language perspective. High percentages of the children scoring at Levels 1 and 2 are children who have been in an English-speaking instructional program for 1 – 3 years. Most of these children are at the lowest third Citywide. While the expectation is that transition should take place and language mastery achieved by year 3, the academic language required to mastery content specific tests can take longer. However, it is in the way we address the teaching of content that will make a difference in the results we see in the future. Immersing children in vocabulary rich environments and teaching strategies that surpass language will be key to our success with this group. Math lessons must be infused with experiences that learners can engage in versus book learning that require high levels of language knowledge and sophistication to master.

We will explore methods by which to make content more comprehensible to ELLs. While there has been extensive progress in supporting the growth of this subgroup, much more needs to be done to ensure that we are reaching students at their ability level and assisting in moving them to the next level. Grade specific content is especially difficult when the instructional language is not the native language. Teachers will have to engage in training aimed at developing concepts through modalities other than auditory. In addition, it is noted that amongst Ells as defined in the Language Allocation Policy, there is a population of students whose prior educational experiences are inconsistent, and therefore there is a need to capture the child's strengths and weaknesses and differentiate to meet the developmental needs of the student. We cannot expect children to master grade specific content with minimal competencies in the fundamentals and basics of the content.

Special Needs and At-risk students

The following prior and current data for Special Education students performance trends show :

- The percentage of Special Education students tested scoring at Level 1 on the Mathematics assessment increased significantly from 12.5% in 2006 to 23.1% in 2009 (a 19.6% increase in the four year span). The percentage of students scoring at Level 2 also increased from 6.3% to 15.4%.
- Students scoring at Level 3 decreased by 13.0% (from 68.8% to 55.8%). Students scoring at Level 4 decreased by 6.7% (from 12.5% to 5.8%).
- The percentage of Special Education Students who scored at or above the standard Level 3 decreased from 81.3% to 61.5% in 2009. This demonstrates a 19.8% decrease in performance on grade level.
- Performance progress at all levels can be noted in the difference between the results obtained in 2008 and those obtained in 2009. This data showed the following:
 - A 9.3% decrease in Level 1 performance.
 - An 8.1% decrease in level 2 performance.
 - An 11.7% increase in performance at Level 3.
 - A 5.8% increase in Level 4 performance.
 - A 17.4% increase in grade level performance (Levels 3 and 4).
- In 2010, the following was noted 70.9% of the Special Education students performed at Levels 1 and 2. Only 29.1% of this subgroup performing at or above performance level 3. In 2011 the percentage of Special needs students performing at Levels 3 and 4 increased by 9.9% to show that 39% at this level and 61% performing at or below Level 2.

Comparison data for this group shows:

- 95.4% of the GE students tested in 2009 scored at or above Level 3 compared to 61.5% of the SE students (a 33.9% difference in the performance of this subgroup).
- 38.5% of the Special Education students tested scored at or below Level 2 compared to 4.6% of the general education students (a 33.9% difference).
- The data shows a significant percentage (23.1%) of SE students performing at level 1 while only 0.9% of the GE group tested in 2009 was found to be performing at this level.
- Level 4 performance is just as disparate. 45.2% of the GE group tested was found to be performing at this level while only 5.8% of the SE group reached this level.
- In 2010 the highest percentage of Special education students were found to be performing at Level 2 (54.5%). These results differ greatly from those obtained by general education students.
- In 2011 the data shows that the gap between Special needs students and General Education students performing at or above proficiency Level 3 is 39%.
- 2010 grade comparison with respect to the performance of Special needs students in Mathematics shows:
 - Grade 5 as the grade with the largest percentage of students at Level 1 (33.3%) and Level 2 (54.2%).
 - Grade 3 as the grade with the highest percentage of students at Level 3 (30%) and at level 4 (30%)
- 2011 grade comparison with respect to the performance of Special needs students in Mathematics shows:
 - Grade 3 as the grade with the lowest percentage of students at Level 3/4 (33.3%) with 67% at Level 2 or below.
 - Similarly Grade 4 results show 38% of this group at Level 3 and 4 with 62% at or below Level 2.
- In analyzing the progress of these groups we notice the following:
 - The 2008 exam yielded extreme results for the SE group. The results in that year showed high percentages of students at the lower levels 1 and 2 and low percentages at or above grade level. .
 - The SE group has recently made progress toward reducing level 1 and 2 performance and increasing level 3 and 4 performance. Highs and lows could be seen throughout the years as follows.
 - From 2006 to 2007 Level 1 performance increased, Level 2 performance decreased, Level 3 performance decreased, and Level 4 performance increased. The results for GE students were on target lowering levels 1 and 2 and increasing level 3 and 4.
 - From 2007 to 2008 SE performance at Level 1 increased further, Level 2 increased further, Level 3 performance decreased, as did Level 4 performance. GE performance followed adequate progress.
 - From 2008 to 2009 SE performance reached a progressive track. Performance for this group decreased at Levels 1 and 2 and increased at Levels 3 and 4. Similar results were achieved by the GE group.
 - 2010 shows a regression to the lows yet in 2011 it shifted slightly again.

There is a need to support the content development with Special Education students. Structures and procedures must be strategic and planned. As teachers map out students content goals, a progressive continuum must be adhered to. Student progress checks must be added a shorter spans of time to enable for revamping plans as necessary. These cannot simply be dependent upon the goals developed for the Individual Education Plan (IEP), goal setting and monitoring must be continuous and ongoing to ensure that children are reaching necessary benchmarks along the continuum of skills development in mathematics. Basic skills have to be mastered in order to afford children opportunities at more challenging curriculum. The goals in student's plans must become functional at the classroom level in order to map progress using the student's ongoing daily goals.

Implications for Instruction given the cited Data for Ells and Special Education Students who comprise the lowest third Citywide

- The mathematics curriculum must enable students to work with numbers to develop number sense traits that include a thorough understanding of number

meanings, abilities to represent quantities in multiple ways, recognize the magnitude of number, to know the relative effects of operating. Because many of the children who are experiencing these difficulties are Level 3 and 4 students, the challenge is in our ability to provide a differentiated curriculum with rich vast experiences that encompasses the child who is developing a second language, has Special needs, and those who are at or above Level 3 in mathematics. While small strategy groups can add scaffolding activities for ELLs and students with special needs, there is a need to grouping for challenge and divergent thinking at the higher critical levels for high performers. Within this framework, we will continue to deliver instruction using the Mathematics Experience series and enhance the instruction through grouping to meet the demands of each class. In addition writing is a weekly activity that will continue to take place in the content with problem solution and explanations where children have the opportunity to use the content vocabulary in precise, explicit, and creative explanations. This use of content vocabulary is vital since it does not naturally take place in other scenarios.

- The need to break down the learning continuum for students is necessary. By setting realist goals 8 to 10 weak that map out this process will enable students to concur weakness at their developmental level. If we continue to teach the curriculum without addressing the gaps in the children’s development in content, we will continue to allow for the gap to get larger. The data at the upper grades shows that by Grade 4 students are losing ground rapidly. If the work of reducing instructional gaps begins in the early childhood grades, we may reach more positive results by grade 4. Teacher training therefore must include the developmental elements of both literacy and content (Mathematics, Social Studies, Science...). If there is a thorough understanding of the foundation needed for children to master content at the higher levels, teachers will be more successful at predicting upcoming difficulties and diagnosing weaknesses before they become an instructional gap.
- For ELLs, Special Needs students, and students at risk of not meeting the promotional standards explicit instruction as learning that involves the teacher demonstrating a specific plan (strategy) for solving the problem types and students using this plan to think their way through a solution is absolutely necessary. Unstructured demonstrations leading to a solution, allow for too much speculation on the part of the ELL or the SE student. Processing and immaturity with the nuances of a second language can impede the child’s ability to decipher what a teacher demonstrated unless the steps are clearly verbalized, shown, repeated, written out, and practiced with the same structure. The degree of structure and specificity is atypical in conventional mathematics texts and therefore teachers need to have the awareness, training, and pedagogical techniques to create these methods on their own.
- Studies have shown that when faced with multi-step problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking—by talking, writing, or drawing the steps they used in solving a problem— can be effective, if and when it is done on a daily bases and these become a natural occurrence for the student.
- For special education students, explicit, systematic instruction that involves extensive use of visual representations is crucial. It is often advantageous for students to be encouraged to think aloud while they work, by sharing their thinking with a peer. These approaches also seem to inhibit those students who try too quickly and impulsively to solve problems without devoting adequate attention to thinking about what mathematical concepts and principles required for the solution. Instruction should be in a small group:
 - Teachers address skills that are necessary for the unit at hand.
 - Teacher is explicit and systematic.
 - Structures have to be ongoing to support learners beyond language a processing deficiencies.
 - The teacher requires the student to think aloud as she / he solves problems or uses graphic representation to work through problem-solving options.
 - Finally, it should balance work on basic whole number or rational-number operations (depending on grade level) with strategies for solving problems that are more complex.

There is a need to continue to revise content instruction for the subgroups delineated above. A consorted effort must be made to secure more effective and consistent instructional methods to address teaching content when working with students with special needs. Therefore our focus on students in the lowest one third highlights these students with a focus on sustaining their growth, modifying what we are doing to date and seeking alternatives to instruction to address this weakness.

Instructional strategies/activities

The targeted population will include students in grades 4 - 6 with Individualized Education Plans in SETSS, ICT, or self-contained Special Education programs, English Language Learners, students in the Lowest Third Citywide, and Hispanic males in the lowest third Citywide who were identified at or below the 75th percentile.

Teacher Development / Professional Learning Community

Teachers will participate in professional development sessions that will enable them to gather math data, analyze to identify weaknesses, and addressing weakness based on a developmental continuum.

Citywide initiatives regarding the Common Core Learning Standards tasks will serve to launch instruction that increases rigor in Mathematics across the grades through multi level performance tasks. In order to enable teachers to shift their instructional practices from delivering curriculum to enabling all learners to reach a common goal, teachers will participate in professional development sessions where they will analyze and discuss the sample units on grade specific Common Core Aligned tasks. They will be guided to focus on the culminating task, the Universal Design for Learning attempted in the sample, the rubric / scoring guide, annotated student work, student supports, and additional assessments. Subsequently schools administrators will collaborate in unit analysis, themes, and unit templates in addition to the training supports needed to further prepare teachers. With the experience gained from developing the learning tasks in ELA, grade specific teachers will work collaboratively to develop a Common Core Aligned task in Mathematics. The 6 – 8 week unit will focus student output on a multifaceted task resulting from processes of numeration, algebra, problem solving, analysis, and written explanation.

The Math task embedded in a rigorous curriculum aligned to the Common Core Learning Standards will be the product of the TIN groups. The goal will include the development of a task that focuses on the Universal Design for Learning enabling the task to all learners, and focusing on the strategies that will sustain learners in higher order, critical thinking analysis of math. Each Team will meet for 45 minutes on Mondays, 2 days per month, and as they deem necessary during common preparation periods. Units will be developed in a Science theme and topic however, the skills and strategies focus will be specific to literacy. Units will be launched in each classroom in March. Prior to launching students will be pre assessed in order to fix performance levels. During the 6 – 8 weeks of implementation, teachers will gather student work for discussion during TIN sessions where student work will be assessed based on the rubric included in the task package. The focus of the work share sessions will include maintaining the cohesiveness and scoring uniformity in addition to noting progression. With this information, teachers will set mid benchmarks and reassess possible changes, alternative lessons, resources, or other items needed to ensure that the task is accessible to all learners.

Other Activities

Math journaling with problem solving will be used to allow for children to strategize and plan for a solution, focus on the elements of the problem by eliminating distracters, and building on the student's ability to look simultaneously at several pieces of information and sort these into groups to use when solving the mathematical inquiry. It is intended that the focus of problem solving and mathematical procedure at this level of performance consist of self-monitoring and self-reflection of the mental processes students are performing where they are able to verbalize the strategies they have used in performing math. Instruction is designed to help students justify their thinking and to have many opportunities to use math language to communicate ideas. Therefore, students have experiences that elicit curiosity and build confidence in investigating, problem solving and communication. We teach math as an integrated whole instead of isolated topics. Academic Intervention Services (AIS) will be provided for those students performing at this level with negative gains or other concerns identified in the data. Grouping students for skills specific instruction will be dependent upon data findings.

Academic intervention teachers including an F-status teacher who will Push-In / Pull-out provide instruction following the *America's Choice Math Navigator* a modular intervention that targets and fills critical gaps and clears up misconceptions in mathematics understanding to help students in grades 2 and above catch up and follows the Response to Intervention (RtI) model.

Intervention will follow the following format:

- *All students are screened for potential math difficulties and monitored for progress.* Pre screening and identification begins with the initial item analysis of the State Math assessment results, final ITA from the prior year, and a grade specific pre assessment. Screening of all students allows teachers to systematically identify those at risk for math difficulties. Multiple screening measures will increase reliability of the data results. Once students needing intervention have been identified, regular progress monitoring will take place in the small goal driven groups.
- *Intervention will focus on whole and rational numbers, word problems, and fact fluency.* In grades 3 through 5, math interventions will focus intensely on in-depth treatment of whole numbers and operations, while grades 4 through 6 will address rational numbers as well as advanced topics in whole-number arithmetic, such as long division.

Interventions on solving word problems will include instruction that helps students identify common underlying structures of various problem types. Students will learn to use these structures to categorize problems and determine appropriate solutions for each problem type. Ten minutes of each session during morning routines each day will be devoted to building fluent retrieval of basic arithmetic facts.

- *Instruction will be explicit, with visual representations and include motivational strategies.* Intervention instruction will be explicit and systematic, incorporating models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Instructional materials will include examples of easy and difficult problems. Students require guided practice with scaffolding, including opportunities to communicate their problem-solving strategies. Motivation is key for students struggling with math, so it is important to praise effort and engagement to encourage persistence.

Intervention materials will provide students opportunities to work with visual representations of math concepts.

- *The school will maintain a schoolwide framework for Rtl to support the three recommended practices.* Implementation encompasses the groundwork and support needed to put the recommended practices into action following the items indicated above. In addition the school's Academic Intervention Team will oversee the performance of children receiving Academic Intervention. In cases where intervention has been provided and students data shows they are not making the necessary progress, next steps for Tier III (Pupil Personnel Team) will be recommended for the student.

Intervention at the classroom level consists in small group goal driven cycles of 8 to 10 weeks. During this time the children work on a skill they have shown deficiency in. Teachers provide strategy lessons one – two times per week in the form of mini lessons and added practice at their ability level. Progress is monitored with pre mid and post assessments. Students track their progress and monitor their growth as they master a given strategy.

Progress Tracking:

Identification / Initial Indicator September – October 2011 Students will be identified using the results *Spring 2011 State Mathematics exam*. Initial predictors and needs assessment to be done through an analysis of the June 2011 item analysis of the *New York City Acuity Mathematics Spring Predictive Assessment*. A second needs assessment conducted in Fall 2011 with *Acuity NYC Mathematics ITA* item analysis serve to identify skills deficiencies of this group.

Mid point Check Initially-Targeted Assessment (ITA) in Mathematics administered in March will be checked for skills growth. A 3% increase in students performing at or above Tier 2 is expected. A comparison of the *Fall results* and the March administration will serve to identify an expected gain of 2% in students performing at or above Tier 3. The progress of students will include a 2% increase in averages within and between all Tiers. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle.

End point Review and Reflections Using the *2011 NYS Mathematics exam* results we will assess that *the percentage of children in the lowest third reaching the 75th growth percentile or higher in Mathematics will increase by 3%. The Progress Report will be analyzed with the expectation that 70% of students tested will be*

found to be performing at ranges between 3.00 and 4.50. Results that deviated from the original goal will be assessed for external variables, and then on an individual basis to identify factors that may have impeded the success of this goal.

Strategies to increase parental involvement

To increase and improve parent involvement and school quality, our school will:

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress (sharing student goals, progress toward meeting their goals, and comments in student assignments)
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school calendar

Strategies for attracting Highly Qualified Teachers (HQT)

P.S. 152 seeks to attract the highest qualified professionals to join our staff. Research shows that teachers will be drawn by levels of success, empowerment, and a climate that makes them feel part of the organization (Scott, 1998). To achieve this goal, P.S. 152 will continue to create partnerships among teachers. New teachers will be assigned a senior staff member teaching in the same program, grade level, and/or content area. This "buddy teacher" will serve as a mentor and facilitator to guide and support the new teacher. The Coach and Grade Supervisor will provide additional assistance to new staff by modeling lessons, participating in discussions after intervisitation, and providing training based on observed needs. Maintaining standards of excellence for our staff will serve to attract teachers who have similar ideals.

The administration will visit hiring fairs with the goal of interviewing teachers who are interested in joining our staff. The teacher added under F-status is an experience teacher who was a member of the staff for over 20 years and maintained Satisfactory ratings throughout her career and service to the children of P.S. 152Q.

Teachers with the potential to match the vision of P.S. 152, will be invited for subsequent interviews on site by the administration, and a subcommittee of the Leadership Team. They are also invited to tour the building and visit classes in so the candidate is able to observe the possibility of a match between their teaching interest and the culture of P.S. 152Q. Teachers are then invited back to teach a demonstration lesson in the presence of the administration and some members of the Leadership Team.

Service and program coordination

P.S. 152 has a Universal Pre K supporting four half-day groups of 18 students. This allows children to get a head start on structured development. The program provides the services of a social worker to assist parent with workshops on transitioning to school. We have coordinated the program to adjust curriculum to allow students to be exposed to mathematics practices that will later serve in transitioning to Kindergarten. Getting an initial start to numbers and counting ensures that children have a head start to numeration.

“Woodside on the Move” a City program of the Department of Youth and Community Development provides support for children in grades K – 6 every day from dismissal time to 5:30 PM. A part of their time each day is dedicated to providing tutoring and homework for the children. This support will support the needs of children who require the additional help in understanding math skills they may be struggling with. The program provides extracurricular activities that support student wellness and self confidence.

Budget and resources alignment

*Academic Intervention Teachers (AIS) **Title I***

*Funding for Substitute Teachers **Title I***

*Supervisors/Assistant Principals Conducting Professional Development **C4E***

*Math Supervisor/ Assistant Principal Conducting Professional Development and AIS decisions **Tax Levy / Title I SWP / Contract for Excellence FY 09***

*Mentor Teacher / Coach **TL Deferred***

*Data Specialist (Assistant Principal) **Tax Levy***

*Inquiry Team –Day & After school **Tax Levy***

*F-status Mathematics Push In / Pull-out Teacher **Fair Student Funding***

*Per Diem Substitutes **Title I / Tax Levy***

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, English Language Learners in grades 3 – 6 will participate in language and goals driven, diversified and targeted instruction that focuses on the literacy needs of second language learners resulting in a 3% decrease in students performing at or below level 2 and a 3% increase in students performing at or above Level 3 on each grade level in English language Arts as measured by the 2012 New York State English Language Arts assessment.

Comprehensive needs assessment

Closing the Achievement Gap ELA:

As reported in the 2010-2011 School Report Card, the data shows that the school did not achieve credit for exceptional gains by English language learners . The only subgroup recognized with 0.5 points was Black and Hispanic Males in the Lowest Third Citywide under the Percentage at 75th Growth Percentile or Higher.

Trends in English Language Arts performance of ELLs indicates:

Over a three-year period from 2006 – 2009, the percentage of all English Language Learners tested scoring at Level 1 and 2 had decreased by 21.9 percent from 78.2% in 2006 to 56.3% in 2009. Performance at Level 2 continued to be high which essentially translates to approximately half of the population scoring below grade level in ELA.

The percentage of this group of students scoring at Level 3 and 4 increased by 22.0 percent from 21.7% to 43.7% continuing a progressive growth in 2009. The percentage of English Language Learners scoring at Level 4 continued to be low. Given the level of critical thinking and degree of familiarity with language required of a student in order to achieve a Level 4, there is a need to expose ELLs to extensive language experiences that can expand their vocabulary bank and enhance their ability to interpret text beyond the literal understanding. Expectations have to match the work we are expecting students to do. We have to be able to modify the instruction to enable students to reach the tasks.

In 2010 of 183 ELLs tested, 25.9% were found to be performing at a level 1, 49.2% at a level 2, 15.5% at a level 3, and 3.8% at a level 4. The English Proficient (EP) students fared as follows: 2.2% at a level 1, 25.9% at a level 2, 56.9% at a level 3, and 15.0% at a level 4. Ongoing assessment data analysis and interpretation will allow teachers to target specific needs and address these from the perspective of language development or literacy development. Significant differences in performance can be seen in the performance of ELLs and that of the EP group. Data shows that 75.1% of the ELLs tested are performing at Levels 1 and 2 compared to 28.1% of the EP students a 47% difference.

Grade 3 and Grade 5 data stands out at level 1 performance where the difference between ELLs and EPs is most significant. In grade 3 the difference between ELLs performing at level 1 and EPs at that same level is 23.7%. In grade 5 the disparity is even greater with a 39% difference. When observing on level performance is very telling. Performance at all grade levels is excessive. In grade 3 the difference in Level 3 and 4 performance between ELLs and EPs is 47.7%, 58.5% difference in grade 4, 47.7% in grade 5, and 60.0% in grade 6.

These results denote a need to examine the instruction of ELLs and the instructional program as it pertains to literacy. Conventional methods for teaching literacy have to be adjusted and differentiation for this group has to include explicit teaching of vocabulary and strategies to enable children to read and react to text. This group needs to engage in diversified and differentiated opportunities to read and write daily so that they can build the stamina needed to address extensive text.

Data Specific to the English Language Arts test denotes additional concerns and the need to address this subgroup with techniques and strategies that will enable them to reach Level 3 performance.

- In 2010 of 183 ELLs tested, 25.9% were found to be performing at a level 1, 49.2% at a level 2, 15.5% at a level 3, and 3.8% at a level 4. The English Proficient (EP) students fared as follows: 2.2% at a level 1, 25.9% at a level 2, 56.9% at a level 3, and 15.0% at a level 4. Ongoing assessment data analysis and interpretation will allow teachers to target specific needs and address these from the perspective of language development or literacy development. Significant differences in performance can be seen in the performance of ELLs and that of the EP group. Data shows that 75.1% of the ELLs tested are performing at Levels 1 and 2 compared to 28.1% of the EP students a 47% difference.
- In 2011 of 193 ELLs tested only 19% were found to be performing at or above level 3 which remains consistent with last year's results (a 0.3% decrease).
- In 2010 Grade 3 and Grade 5 data stood out at level 1 performance where the difference between ELLs and EPs was most significant. In grade 3 the difference between ELLs performing at level 1 and EPs at that same level was 23.7%. In grade 5 the disparity was even greater with a 39% difference. In grade 3 the difference in Level 3 and 4 performance between ELLs and EPs was 47.7%, 58.5% difference in grade 4, 47.7% in grade 5, and 60.0% in grade 6.
- In 2011 Grade 5 and Grade 6 data stood out at level 1 and 2 performance where the difference between ELLs and EPs was most significant. In grade 5 the difference between ELLs performing below level 2 and EPs at that same level was 61%. In grade 6 the disparity was even greater with a 73% difference.

These results denote a need to examine the instruction of ELLs and the instructional program as it pertains to literacy. Conventional methods for teaching literacy have to be adjusted and differentiation for this group has to include explicit teaching of vocabulary and strategies to enable children to read and react to text. This group needs to engage in diversified and differentiated opportunities to read and write daily so that they can build the stamina needed to address extensive text.

Instructional decisions have to focus on literacy instruction through methods of language development. The core of the deficiencies in readers whose first language (L1) is other than English is rooted in the weaknesses found in the second language (L2) instruction and how well students are able to transfer concepts and experiences from one language to the other. With this in mind, there is a need to establish a program that builds on the structures of language while approaching literacy from the perspective of the development of language. Teaching literacy skills and strategies has to be strategic to ensure that structures are being put in place for the student to move from one level to another through carefully mapped plan. Professional development and planning are instrumental to this process.

There is a need to solidify the instructional program of ELLs beginning with a careful analysis of the interim data. In an effort to identify the specific needs of ELLs, predictive assessments must be analyzed from the language perspective first. Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. A high percentage of these children were not "literate" in a first language, therefore transference of skills from L1 to L2 would not have been possible. The instructional model however, is built on the premise of a preexisting L1 knowledge that is simply not there. Since the child's level of sophistication in the second language (L2) will dictate their ability to tackle grade specific reading selections, our efforts must focus on maximizing and strengthening language development from its initial stages through exposure to meaningful language experiences that tap into all modalities. There is a need to continue to teach ELLs in a balanced literacy model providing a balance of explicit instruction and student-directed activities that incorporate aspects of both traditional and meaning-based curricula from an L2 perspective with specific context embedded vocabulary instruction and language centered goals

The Language Allocation Policy and Title III plan address this group specifically. The needs assessment found in these documents include practices, programs, and techniques for the ongoing work with this population. In addition, literacy instruction must be revisited in as much as the impact that the approaches currently in practice are contributing both language and literacy development.

Instructional strategies/activities

The target population will consist of English Language Learners at the Intermediate, Advanced, and Proficient level in the Reading/Writing modality who meet the criteria to test in ELA assessment in 2012.

Professional Learning Community

Teachers will work with supervisors to analyze data specific to English Language Learners. Interpretation of data will be guided by language development concerns and literacy development weaknesses. Through professional sessions specific to the instructional department teachers will develop an objective and constantly updated understanding of the performance and progress of Ells. Teachers will specifically access and analyze data from ELA predictive assessments, measuring and correlating literacy assessment results with those found in the Ell predictive assessment. Teachers will learn how to identify weaknesses that are literacy versus language specific and study methods by which to modify instruction to maximize language development.

Teachers will engage in activities leading to establishing measurable learning goals for Ells that will guide their ability to track progress and make adjustments based on the results. Teachers exchange information with families and support staff in order to continue academic progress. Teachers will be facilitated in discussions with the Inquiry Team, data specialist (Assistant Principal) on methods by which to analyze data to plan and make instructional decisions to meet student and teacher goals. Teachers will be trained to follow a prescriptive problem- solving model based on the data that allows for: defining the problem, planning instruction (intervention), implementing the plan (delivering targeted instruction individual, small group, or whole group), and evaluating student progress. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle.

Teacher Inquiry Networks (TINs) focused on the development of a literacy task embedded in a rigorous curriculum aligned to the Common Core Learning Standards. The focus of each team will include the development of a task that focuses on the Universal Design for Learning enabling the task to all learners, and focusing on the strategies that will sustain learners in higher order, critical thinking tasks. Each Team will meet for 45 minutes on Mondays, 2 days per month, and as they deem necessary during common preparation periods. Units will be developed in a Science theme and topic however, the skills and strategies focus will be specific to literacy. Part of this initiative will be for teachers to develop scaffolding strategies that will allow Ells to have access to the same task completion in order to meet the requirements of the CCLS. Each TIN includes an English as a Second Language and Bilingual Teacher to focus the work for Ell adjustments in the task unit. Their contribution will be instrumental in making this a successful venture for Ells. The goal is to ensure that after the weeks of immersion in the learning, the completed task reflects all aspects of the rigorous learning. Ells will be learning from text, using literacy and language development strategies, and writing informative, research based text. Units will be launched in each classroom in early January. Prior to launching students will be pre assessed in order to fix performance levels. During the 6 – 8 weeks of implementation, teachers will gather student work for discussion during TIN sessions where student work will be assessed based on the rubric included in the task package. The focus of the work share sessions will include maintaining the cohesiveness and scoring uniformity in addition to noting progression. With this information, teachers will set mid benchmarks and reassess possible changes, alternative lessons, resources, or other items needed to ensure that the task is accessible to all learners. Teacher Inquiry Networks (TINs) will also focus the learning of the Team on developing a better understanding of the strategies that impact second language literacy development as these apply to the learners of P.S. 152Q.

Other Activities:

English Language Learners in grades 3 – 6 will partake of small group instruction in a supplementary extended day program from November 2011 to May 2012 Certified English as a Second Language teachers will teach language and literacy strategies to address to needs found in the assessment data. The 37.5 minutes of additional support to take place Monday through Thursday will focus on English Language Learners in addition to at risk English proficient students. Teacher to student ratio will allow for small concentrated support to be provided in each session. Vocabulary development through the use of word walls and meaningful writing

activities will be a part of each modeled lesson. Shared reading and read aloud will provide for further language instruction aimed at building literacy skills. .

English learners can learn to read at the same rate as their native English-speaking peers but need extra support. A comprehensive core reading program includes well-developed assessment systems for identifying student needs. The field of beginning reading has a well-known set of instruments to assess phonological processing, letter knowledge, and word and text reading which give teachers solid information about their students' reading development. The same English language instruments that are used with native English speakers will also be used with ELLs.

Teachers will use varied measures to determine which students need support and what kind of support they need. By the middle of kindergarten, after students have received some instruction, these formative assessments are a valid indicator of whether or not a student is at risk for reading problems. Students at a higher risk will receive frequent monitoring — as often as several times per month.

We will provide intensive, small group reading interventions for English learners at risk for reading problems.

It is critical to respond in a timely fashion to potential reading difficulties indicated in formative assessment results. Reading interventions that occur daily in a small group format and provide explicit, direct instruction in critical reading components in addition to the core reading program should be the primary means of instructional delivery. An intervention program will be provided for students in grades 3 and 4. An ESL teacher will push in to the self contained ESL class to provide small group literacy instruction specific to literacy skills 2 times per week for 50 minutes during the literacy block of instruction.

Pending approval of the Title III plan, a second intervention program will be launched in the early childhood grades 1 and 2. The goal is to support ELLs who are struggling with meeting benchmarks in literacy with a guided reading, language enriched, targeted program. This would allow for an experienced F-status teacher to work with these groups 2-3 times per week for 50 minutes each session on second language phonemic awareness, phonics, and reading behaviors to promote children in making the gains needed to reach grade level proficiency before it becomes a larger gap by the time they reach grade 3.

English learners at risk for reading problems benefit from the following additional instruction:

- Daily small group instruction of 30-50 minutes
- Direct, explicit instruction that is fast-paced and engaging and offers frequent opportunities for students to respond and participate in short practice activities
- Frequent review of skills
- Clear, corrective feedback to student errors
- Adequate wait time for student response
- Attention to the five core reading elements (phonological awareness, decoding, vocabulary, comprehension, and fluency)

Ells will receive extensive and varied vocabulary instruction throughout the day.

Students must be taught vocabulary through formal instruction and also provided opportunities to acquire vocabulary through use in language-rich settings in and out of the classroom. Teachers should go beyond the words in reading texts and address the meaning of common words, phrases, and expressions that English learners have not yet learned. Word Journals will support this learning allow for children to interact with words in varied formats and using specific strategies that will allow them to recall meaning and use. This especially necessary for content vocabulary.

Teachers will use a specific structure to teach vocabulary explicitly and in-depth (similar to the early childhood practice for vocabulary building cited in this document –Action plan described activities for Early Childhood literacy). Vocabulary instruction will be emphasized in all parts of the curriculum and include common English words and phrases as well as content words as follows:

- focuses on a limited number (8-10) of target words each week;
- provides multiple exposures of target words in varied contexts;
- uses student-friendly definitions;
- makes active use of words in meaningful contexts; and
- include regular review.

Academic English is the language of school-based learning and entails understanding the structure of language and the precise way that words and phrases are used, including content-specific vocabulary. More nuanced and de-contextualized than conversational English, it requires a high degree of precision in reading, writing, listening, and speaking. This becomes especially difficult for readers of nonfiction therefore when ELLs read this genre, instruction will focus on the specifics of how to interpret subtitles, diagrams, illustrations, charts, and other text features that aid in understanding the content.

Academic English will continue to be taught explicitly in specific blocks of time throughout the day — during content area instruction, reading instruction, and English language development. Students will learn the structure of the language, grammar, how words and phrases are used. Teachers will work of helping students learn technical vocabulary in content areas) as well as general academic words like "compare and contrast." Teaching strategies include daily instruction, supplemental curricula to accompany core reading, and professional development.

The final phase in supporting learners in reaching the goal of mastering literacy is in building their ability to write like native speakers. Students will work on strategies for writing about reading using techniques that substantiate their thesis with events from their reading. For this purpose, graphic organizers that “chuck” information will be instrumental. Read alouds, “think alouds”, modeling, structure instruction using procedural strategies will serve to guide student in strengthening this method of writing.

Students in this target population will participate in a Title III afterschool or Saturday academy program. Those third to sixth graders who attend the after school program will partake of literacy instruction in small level specific groups three days per week for 1 hour and 50 minutes from October to April. Saturday academy will take place from January to April for 3 hours and 40 minutes for 18 sessions. Lessons will focus on Reading and Writing.

Goal Progress Tracking Indicators:

Identification / Initial Indicator September – October 2011

Winter 2011 State ELA exam. Initial predictors and needs assessment to be done through an analysis of the June 2011 item analysis of the *New York City Acuity ELA Spring Predictive Assessment*. Additionally a language strand analysis will be conducted using the *NYC English Language Learners Predictive* administered in Fall 2011. An additional needs assessment will be conducted in Wnter 2011 using *Acuity NYC ELA Predictive* item analysis. These assessments and exam will be used to identify a stating point for the mid year check and end of the year analysis of expected growth and progress.

Mid point Check

Initially-Targeted Assessment (ITA) in ELA administered in February will be checked for skills growth pertinent to weaknesses noted in the initial data. A 1.5 – 2 percent increase in ELLs performing at Tier 3 on the ITA is expected. In addition, a when comparing student performance in Reading and Writing *ELL Predictive* administered in the Fall and the assessment administered March, it is expected that student performance in these modalities would have increased by 1.5% - 2%. The results obtained by the subgroup of ELLs on the March *Acuity ELA Predictive* will also be analyzed for a similar growth in performance. Inquiry Extended Team Target Population ELL Grade 3 and 4 students will serve as control group. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle.

End point Review and Reflections

Analysis of data results on the *New York City Acuity ELA Spring Predictive Assessment*, the *Spring 2012 ELL Predictive*, and ITA ELA to compare and make conclusions on progress. English Language Learners' results will be analyzed and compared to prior results for the following: an expected 5% increase in students who made positive gains at or above 0.1. on the *Spring 2011 NYS ELA*; a 3% increase in students moving from Tier 2/3 to Tier 3/4 on the *Acuity ELA Predictive*; a 3% increase in students performing at Tier 3 on the final *ELA ITA*.

Strategies to increase parental involvement

To increase and improve parent involvement and school quality, our school will:

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress (sharing student goals, progress toward meeting their goals, and comments in student assignments)
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

P.S. 152 attracts the highest qualified professionals to join our staff. Research shows that teachers will be drawn by levels of success, empowerment, and a climate that makes them feel part of the organization (Scott, 1998). To achieve this goal, P.S. 152 will continue to create partnerships among teachers. New teachers will be assigned a senior staff member teaching in the same program, grade level, and/or content area. This "buddy teacher" will serve as a mentor

and facilitator to guide and support the new teacher. The Math and Literacy Coaches and Grade Supervisor will provide additional assistance to new staff by modeling lessons, participating in discussions after intervisitation, and providing training based on observed needs. Maintaining standards of excellence for our staff will serve to attract teachers who have similar ideals.

The administration will visit hiring fairs with the goal of interviewing teachers who are interested in joining our staff. Teachers with the potential to match the vision of P.S. 152, will be invited for subsequent interviews on site by the administration, and a subcommittee of the Leadership Team. They are also invited to tour the building and visit classes in so the candidate is able to observe the possibility of a match between their teaching interest and the culture of P.S. 152Q. Teachers are then invited back to teach a demonstration lesson in the presence of the administration and some members of the Leadership Team.

All teachers working with Ells are licensed in both Common Branches and in ESL which allows for maximization of instruction.

Service and program coordination

P.S. 152 has a Universal Pre K supporting four half-day groups of 18 students. This allows children to get a head start on structured development. The program provides the services of a social worker to assist parent with workshops on transitioning to school. The outcomes of this program are critical to the success of learners as they move into the early childhood grades. Given the diversity of language backgrounds represented in our community many of the children come to school from homes where the primary language is other than English, therefore the earlier we commence language development with social learning and “school” language the easier these transitions will be for the children when they begin a full day academic program. This is instrumental to the expectations we have in this goal.

“Woodside on the Move” a City program of the Department of Youth and Community Development provides support for children in grades K – 6 every day from dismissal time to 5:30 PM. A part of their time each day is dedicated to providing tutoring and homework for the children. This support will support the needs of children who require the additional help in understanding reading skills they may be struggling with. The program provides extracurricular activities that support student wellness and self confidence.

Budget and resources alignment

*Funding for Substitute Teachers **Title I***

*Supervisors/Assistant Principals Conducting Professional Development **C4E / Tax Levy / Title III***

*Inquiry Team Day and After school (Per session) **Tax Levy Fair Student Funding***

*Teachers Regular Grades per session **Title III***

*Teachers of English as a Second Language per session **Title III***

*F-status ESL Teacher (Early Intervention Program): **Title III** (Pending Plan approval)*

*Per Diem teachers (PD Days Literacy / Ell Program sessions): **Contract for Excellence***

*Books and Materials for the afterschool program: **Title III***

*Day school books and materials for Intervention: **NYSTL/Tax Levy Fair Student Funding / Title I***

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

By June 2012, Early Childhood (K-2) students will participate in targeted, goal-driven, and differentiated literacy instruction resulting in a 5% increase in the percentage of students reaching grade level mastery and Annual Yearly Progress (AYP) in ELA on each grade as evidenced by the results of the 2011-2012 Early Childhood Literacy Assessment System-2 (ECLAS-2) and the Rigby Reading Evaluation and Diagnostic System (READS) assessment.

Comprehensive needs assessment

A review of the early childhood data shows that student performance remains consistent. ECLAS-2 results in the 2010 – 2011 school year showed that 85% of the students in the early childhood grades reached the performance level set for the grade in each strand. However one of the concerns that significantly affects the way we approach the data results is the awareness that when correlating these results in the early childhood grades with the results observed in first year standardized test takers in Grade 3 data shows a vast disparity. ECLAS-2 data from the 2009 – 2010 school year indicated that approximately 81% of all grade 2 students had met the grade specific level 6 in the Reading and Oral Expression, Phonics, and Listening / Writing strands of the assessment. When used as an indicator of success, the results obtained by this group of students in the Spring 2011 State English Language Arts test should have yielded similar Level 3 or above performance. Yet the results showed that of the grade 3 students tested only 52% reached Level 3 or above. This indicates that 29% of those students who left the second grade with level specific mastery were not able to maintain the grade level performance in grade 3. This has been a trend noted in the last few years. It is a major concern that the instructional program in the early childhood grades is lacking the rigor necessary to enable all learners to succeed when they transition to the upper elementary grades 3 and above.

P.S. 152 adapted the in house diagnostic test to further track progress in literacy. In 2010. All students were assessed using Rigby Reading Evaluation and Diagnostic System (READS). This evaluation comprises a series of separate tests. Each test represents skill areas within the five elements of Phonics, Phonemic Awareness, Fluency, Comprehension, and Vocabulary. Reading Readiness is also tested separately through visual discrimination, auditory discrimination, letter recognition. The results of each test are converted to levels that include **Beginning** (below level), **Developing** (slightly below grade level), and **Proficient**. Reading Comprehension skills and strategies are assessed at three levels – *Literal Comprehension, Inferential Comprehension, and Critical Comprehension*. The data obtained from the results of this evaluation was used in make decisions for:

- Student placement in reading on independent and instructional reading programs.
- Determine the critical skills that need to be emphasized in reading instruction.
- Material selection to teach leveled reading and build students' independent reading skills.
- Student progression / developmental goals.
- Prioritizing instructional skills and strategies according to what the student knows (proficient in), what is lacking but on the way (developing), and what needs to be re-taught (beginning).

The following skills findings can be observed in the READS data for students in the Early Childhood Grades 1 and 2

- Visual Discrimination in these grades is high amongst the group which coincides with the data results noted in ECLAS-2.
- Letter Recognition, Consonant and Vowel sounds, results show percentages of beginning levels (58 % of all students tested) similar to the below level in ECLAS-2 for this strand.

- Vocabulary in Context assessed in Grade 1 and 2 showed a high percentage of students whose responses lacked consistency with the sentence prompt. The data tends to indicate that students guessed many of the responses. Clusters of data were selected based on close one to one assessment to use in order to generalize about the findings. Those children whose reading level is at or above grade level scored at Beginning (21%) and Developing (44%).
- When analyzing the data for Grade 1 and 2 in Reading Comprehension. The results showed 28.2% of the group sampled were at the Beginning level presenting difficulties at the critical and inferential levels of reading. The results were slightly lower for the literal comprehension where readers sampled scored as follows: Beginning 22.0%, Developing 29.1%, and Proficient 48.9%.
- Sound Letter / Word Recognition continue to be the elements that expand the degree of difficulty when approaching text. Where students are weak at decoding unknown words and they struggle with the intended meaning.

In general data gathered using the READS assessment showed several weaknesses amongst grade 1 and 2 students. First graders possess sound letter weaknesses that affect word recognition. Such weaknesses when not rectified will lead to deficiencies in reading comprehension and lack of fluency that further impede understanding and affect how readers maneuver difficult, unfamiliar text. Noted is the fact that it is not enough for students to be good at word recognition and identification, the rigor has increased with the added demands of Core Learning Standards that require a clear understanding of the abstract, longer, and technical words that are generally polysyllabic and multi-meaning usually found in content area text. When students lack the versatility to rapidly decode these words, they lose the focus needed to attend to the meaning of the reading. It is also evident that with such deficiencies readers are unable to infer the meaning of unknown words which further affects comprehension. The READS assessment data for Grades 1 and 2 further correlate how the weaknesses at the word and phonics levels have started to affect performance in Reading with similar lack of mastery at the critical and inferential levels.

Noted is the need to address weaknesses in vocabulary since it correlates with greater reading comprehension and general academic success. Literacy and vocabulary learning can and should be followed-up at home. There is a need to train parents in how they can use read alouds at home with their child independently of the home language. Techniques for vocabulary development should be practices using these read alouds, especially read alouds, embedding definitions and questions that elicit the use of new vocabulary.

When analyzing data results in both ECLAS-2 and Rigby READS with a focus on Students with Disabilities (SWD) and English Language Learners (ELL) the weaknesses previously discussed are compounded by the lack of retention and language that further affect literacy growth.

Qualitative data in the form of administrative formal and informal observations reveal an instructional environment and culture of learning where tasks, outcomes, and instructional interactions promote the learning, but does not always prioritize the learner. It is evident in this data that the curriculum drives the instruction at this level. Although differentiation and grouping is observed across most classrooms, the essence and purpose is not clearly defined. An additional barrier noted in this data is the lack of rigorous and relevant instruction that would naturally be embedded in high expectations. There is a definite need to both design instruction for rigorous learning and to personalize learning where students are actively engaged in the support of self and others.

Instructional strategies/activities:

Targeted Population Identification

Students targeted consist of all Kindergarten, Grade 1 and 2 students identified as performing slightly below to far below grade level in literacy according to the Fall 2011 ECLAS-2 assessment. Given the low benchmarks cited in the assessment, performance levels targeted will consist of the following:

- **Kindergarten:** Phonics –Alphabet Recognition Level 1 or below; Alphabet writing Level 1 or below; and/or Reading and Oral Expression -Concepts of Print (Level 1) or below.
- **Grade 1** –Phonemic Awareness –*Final Consonant, Blending, Segmenting* (Level 2); Phonics –*Alphabet Recognition and Alphabet Writing* (Level 1 and 2), Decoding Level 3 or below; Reading and Oral Expression –*Vocabulary non-mastery of level 3, Sight Word Recognition* Level 3 or below; and / or Reading

Accuracy, Reading Comprehension, Oral Expression at or below Level 3 (Including Emergent Reading).

- **Grade 2** –Phonemic Awareness –*Final Consonant, Blending, Segmenting* (Level 2); Phonics –*Alphabet Recognition and Alphabet Writing* (Level 2), *Decoding* Level 5 or below; Reading and Oral Expression –*Vocabulary non-mastery of level 5, Sight Word Recognition* Level 5 or below; and / or *Reading Accuracy, Reading Comprehension, Oral Expression* at or below Level 5..

The targeted group will also include those students who have been identified using the Rigby running record as performing at the levels indicated below:

- Kindergarten –Concepts of Print – AA level
- Grade 1 –Level D or below
- Grade 2 –Level I or below

Teacher Development / Professional Learning Community

The educators will participate in professional development sessions that will enable them to gather data, analyze to identify weaknesses, and addressing weakness based on a developmental continuum.

Teacher training will be based on the Department of Education’s Citywide Instructional Expectations to increase the rigor in all classrooms by sustaining individual teacher needs assessed via a research based rubric for pedagogues. School Administrators will visit with a focus based on specific competencies, feedback, and professional resources for growth will be provided for each teacher in accordance to their pedagogical needs. Professional Learning Communities will be focused on setting instructional goals based on the Common Core Learning Standards and school wide Literacy curriculum which includes Rigby’s *Literacy By Design* and the *Wilson’s FUNdations* Phonics program. Further Professional Development will be provided to increase the teacher’s implementation of all instructional and assessment components of the programs that are part of the Literacy curriculum.

Citywide initiatives regarding the Common Core Learning Standards tasks will serve to launch instruction that increases rigor in Literacy across the primary grades through the Science curriculum. In order to enable teaches to shift their instructional practices from delivering curriculum to enabling all learners to reach a common goal, teachers will participate in professional development sessions where they will analyze and discuss the sample units on grade specific Common Core Aligned tasks. They will be guided to focus on the culminating task, the Universal Design for Learning, the rubric / scoring guide, annotated student work, student supports, and additional assessments. Subsequently schools administrators will collaborate in unit analysis, themes, and unit templates in addition to the training supports needed to further prepare teachers. On November 8, 2011, teachers will engage in all day professional development where they will analyze a final Common Core Aligned task sample as a group. Each element will be highlighted to gain a thorough understanding. Teams of grade specific teachers will work collaboratively to develop a Common Core Aligned task specific to the unit in Science highlighted during the presentation and develop a rubric with which to measure the task as well as plan the progressive development of the unit. Thereafter, grade specific and content area teachers will work in Teacher Inquiry Networks (TINs) focused on the development of a literacy task embedded in a rigorous curriculum aligned to the Common Core Learning Standards. Each Team will meet for 45 minutes on Mondays, 2 days per month, and as they deem necessary during common preparation periods. Units will be developed in a Science theme and topic however, the skills and strategies focus will be specific to literacy. Units will be launched in each classroom in early January. Prior to launching students will be pre assessed in order to fix performance levels. During the 6 – 8 weeks of implementation, teachers will gather student work for discussion during TIN sessions where student work will be assessed based on the rubric included in the task package. The focus of the work share sessions will include maintaining the cohesiveness and scoring uniformity in addition to noting progression. With this information, teachers will set mid benchmarks and reassess possible changes, alternative lessons, resources, or other items needed to ensure that the task is accessible to all learners. Curriculum maps used to pace instruction will be altered so that the unit being taught in Science is supported throughout instruction in Reading, Writing, Social Studies, the Arts, and all other instruction.

The Core Data Inquiry Team working under the guidance of the Data Specialist will support the work of the TINs. This Team will be responsible for:

- Guiding TINs in completing and updating their Inquiry Spaces.

- Providing feedback on Units.
- Researching resources for suggestions based on the themes of each grade.
- Enhancing units with technology suggestions
- Documenting results based on the findings of each TIN

The 2011-2012 continuum of development of pedagogues will be based on a decision-making empowerment, engagement level. Through their participation in Inquiry Networks, teachers will formulate and implement corrective courses of action developing improvement strategies while analyzing the data to monitor and refine their efforts eventually leading to systemic changes. Format of ongoing work will include meeting (at least) twice per month to:

- Analyze targeted student data
- Evaluate the conditions of learning including classroom instruction and curriculum as well as pacing calendars and other instructional pieces
- Define instructional strategies and set goal
- Define an action plan –implementation phase
- Monitor student progress via commonly defined and developed assessments
- Revisit and revise

Other Activities

Teachers will continue to work on methods by which to prioritize student needs, and develop an effective long and short term plan in the format of periodic goals and granular teaching strategies that are focused and assessed via rubrics / tests, revisited and revised as needed, and track student developmental progress. Cycles of 8 to 10 weeks will ensure that teachers are conducting targeted small group lessons focused on level reading behaviors and skills. Each strategy taught should increase the group's ability to address these skills. During the cycle the children are pre, mid, and post assessed to identify progress and mastery before writing the next cycle goals.

Grades K-2 will have a designated Grade –wide Literacy Block in order to provide instruction in Literacy, which includes Reading, Writing, and Word Study. Literacy development will be highlighted in goals developed for content instruction also. Teachers will sustain and support learners through ongoing tiered differentiated instruction. Grade specific targets, curriculum maps, sight vocabulary lists, phonemic awareness and phonics benchmarks will be monitored throughout the year. Data from initial indicators will be shared with teachers and targets will be set and published in an initial grade meeting. Teachers will use the data to set individual student benchmarks for SMART goals.

Grade supervisors will conduct school-wide systematic collection of Rigby running records at least three times during the school year, which includes and is not limited to, November, March, and end of May to document progress, note trends, and plan grade specific support and training for groups of teachers. The *FUNdation* unit assessments results will also be collected according the pacing calendar determined by grade's the curriculum map and monitored for progress in reaching targeted benchmark goals. Sight vocabulary development is a focus across the grades. In K – 2 teachers will support this goal through the introduction of 5 words per week (10 in Grade 2). Words are then used in various activities each day as well as posted on the Word Wall. Students will also keep a Word Wall Journals to interact with the words taught. Additionally, students will have personal sight words they will be interacting with from their level specific guided reading books.

In order to enhance vocabulary knowledge, students in Grades 1 and 2 will receive Everyday Words. Each content lesson (Science or Social Studies) teachers will have students highlight specific vocabulary they want the children to master. In the journal students develop and practice strategies by which to recall the word meaning and use in context specific to the content. This is especially necessary for ELLs, SWD, and students who struggle with words that have varied meaning according to their use. Research shows that this purposeful and intentional teaching of vocabulary supports their acquisition of nuanced understandings of words' meanings.

Additional activities to build vocabulary will include:

Intentionally teaching (words and word meaning) Direct word-meaning instruction will be used to facilitate children's vocabulary development, especially for words that represent unfamiliar concept. This will be achieved through:

- *Eliciting-type questions*-To evoke children's thinking about word meanings, teachers will ask them questions to elicit recognition of a vocabulary word. Using questions to engage the word and its meaning results in children's learning more word meanings than simply exposing them to words in context. These words will form part of the children's Everyday Words Journal.
- *Embedded definitions* -Teachers quickly explain word meanings when children encounter unfamiliar words in a reading aloud. These embedded definitions are explanation of the word's meaning in the natural context in which the word occurs (Shore & Durso 1999).

Teaching word-learning strategies -For young children to develop the mental tools to infer word meanings from context, they need to be taught how to do so. This process evolves over time, and different strategies will be used for different stages in the learning process. The following steps will be followed to support children in strategic word learning:

- Teachers will read aloud varied texts and genre forms. During the first several read-alouds, teachers "think aloud" discussing the details of the story, illustrations and plot to model how to use clues and background knowledge to infer word meaning. They then ask questions about the clues, details, and background knowledge to guide them through the same process. Next, they ask children to infer word meanings independently, using background knowledge and the clues in the text. Content area, nonfiction text will be used for this strategy since it is critical that the text have clues that suggest the word's meaning.

Offering opportunities to use newly learned words -Providing opportunities for children to use newly learned words is a critical aspect of supporting word learning therefore teachers will construct classroom activities in which children are likely to use newly learned words help to reinforce the learning process, and the vocabulary itself. One such activity is concept mapping, in which children work in groups to organize pictures of animals in a Venn diagram, grouping concepts in terms of similarities and differences. Other word-mapping activities include having children "read" or retell a story from a familiar book.

Based upon the students' performance on all Literacy assessments, teachers will plan differentiated, SMART goals, activities and projects. Teachers will also create specific grade wide rubrics that reflect the goals of each unit of study as indicated on the school's curriculum map. Teachers will share the Sight Word Lists, grade specific reading skills and Unit goals with the parents in order to increase the home - school connection.

Tiered Intervention

Key to the success of all learners who are struggling with literacy is the early detection of weakness. Therefore, teachers in the primary grades will conduct periodic universal screening, monitor progress and differentiate instruction, and build student goals to provide systematic skill instruction.

Implementation Timeline

The implementation process and ongoing work begin in September and continues throughout the school year with each varied component. The initial be start points are set in the Fall (October) with mid-point reviews and a culminating review of the data for results in June.

Identification/ Indicator October-2011

Initial predictors / indicators will be documented in each of the literacy strands using an analysis of the data provided by the following:

- June 2011 Rigby READs Assessments for grades 1 and 2.
- Fall 2011 ECLAS-2 for grades K - 2
- Fall 2011 Rigby running records identify independent and instructional reading levels
- An in-house, school-wide, grade specific Sight Word list assessment
- Fall 2011 Unit 1 Wilson *FUNdations* test

Mid-Point Check

Will consists of February benchmarks as follows:

The progression of independent reading levels through Rigby running records:

- Kindergarten: Level A/B;***
- First Grade: Level D/E***
- Second Grade: Level J/K.***

In-House Early childhood sight vocabulary assessment will show:

- Mastery of 40 – 50 percent of the grade specific sight words for students on the average proficiency spectrum.
- Mastery of 30 – 45 percent of the grade specific words for students on the below proficiency spectrum (accounting for deficiency make-up needed to reach grade level proficiency by the June cut-off).
- Mastery of 51 – 70 percent of the grade specific words for students on the above proficiency spectrum.

Unit Assessments of the Wilson *FUNdations* Phonics program:

- 80 – 100 percent mastery on units 1 – 4 grade 1 and 2.
- 80 – 100 percent mastery on units 1 and 2 grade K.

Additional data to document student progress toward meeting progress will be gathered using student SMART goal folder benchmarks. Writing pieces will be gathered and analyzed using common grade specific rubrics.

Endpoint Review and Reflections

Will consists of June benchmark analysis as follows:

The progression of independent reading levels through Rigby running records:

- Kindergarten: Level D or above;***
- First Grade: Level K or above***
- Second Grade: Level N or above***

-In-House Early childhood sight vocabulary assessment will show:

- Mastery of 85 - 100 percent of the grade specific sight words for students on the average proficiency spectrum.
- Mastery of 75 – 100 percent of the grade specific words for students on the below proficiency spectrum.
- Mastery of 100 percent of the grade specific words and 10 – 25 percent mastery of the next grade level specific words for students on the above proficiency spectrum.

-Unit Assessments of the Wilson *FUNdations* Phonics program:

- 80 – 100 percent mastery on units 5 – 10 grade 1 and 2.
- 80 – 100 percent mastery on units 3 and 6 grade K.

Each of the strands of the Spring 2012 ECLAS-2 will be analyzed and compared to the Indicators set in the Fall 2011. Progress in meeting the goal will consist in the percentage of students reaching level specific cut-offs consisting in Level 3 or above for Kindergarten, Level 5 or above for Grade 1 and Level 7 or above for

Grade 2 in Phonics and Reading and Oral Expression(Sight Words, Reading Comprehension, and Oral Expression) strands. The data resulting from a comparison of the pre / post Rigby READS will be analyzed for Annual Yearly Progress (AYP) and grade specific progression. Data comparison consisting of the students meeting AYP in September 2011 and those reaching the mark in June 2012 will be considered in measuring the success of this goal. Individual outcomes will be used to measure student progress and growth.

Strategies to increase parental involvement

The parent coordinator will work with Community Based Organizations and Staff to provide support for parents and families of SWP students:

- providing materials and training to help parents work with their children to improve their achievement level in literacy.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers who are highly qualified for their respective assignments, support our students in their learning. The latest data available on the School Report Card shows that 100% of the teachers are fully licensed.

Professional development ensures that teachers are trained in the most updated and effective methods and techniques. A prepared teacher knows what to teach, how to teach, and has command of the subject matter being taught (Cohen & Hill, 1998). At P.S. 152, we understand the critical importance of establishing a common focus for guiding professional development that will maintain our teachers prepared to impart the highest level of standard based instruction. Professional development provided enables teachers to shift their focus on teaching through extensive self-reflective opportunities. Teachers are able to customize instruction to meet the individual needs of students. As indicated in the Instruction Strategies / Activities section, professional development is an integral part to the development of the action plan (see section above for specifics on teacher training).

Supervisory observations and walkthroughs serve to identify pedagogical weaknesses. Teachers work jointly with the supervisory staff, coaches, and seasoned teachers to progress.

P.S. 152 hosts a Professional Learning Community each for one period three days per week. The purpose of each session is driven by the Department of Education Initiatives, School-wide goals, and teachers' pedagogical needs as these are identified in formal and informal walkthroughs and teacher feedback visits. In addition periodically half day sessions are dedicated for teachers to meet and work collaboratively in the development of student goals where they are able to share best practices. Common preparation periods various across the week in the early childhood grades provides the forum for teachers to meet and share practice and seek support. Inter visitation is also a forum for learning used to support the qualifications of teachers.

Service and program coordination

P.S. 152 has a Universal Pre K supporting four half-day groups of 18 students. This allows children to get a head start on structured development. The program provides the services of a social worker to assist parent with workshops on transitioning to school. Given the importance of child rearing on schooling success, workshops provided for parents in this group will be instrumental in establishing literacy based practices that parents are able to continue once the children begin full day programs in Kindergarten. Also instrumental to our goal is the exposure to print and literacy through book handing and read alouds that begin at this level. Cognitive development that takes place at this level is systematic and will provide assistance in reducing gaps the children may have before these become an issue of concern. Much of the needed readiness for literacy success takes place in this setting which makes this program of utmost importance in ensuring the success of this goal.

“Woodside on the Move” a City program of the Department of Youth and Community Development provides support for children in grades K – 6 every day from dismissal time to 5:30 PM. A part of their time each day is dedicated to providing tutoring and homework for the children. This support will support the needs of children who require the additional help in understanding reading skills they may be struggling with. The program provides extracurricular activities that support student wellness and self confidence.

Budget and resources alignment

The following fiscal and human resources 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.

Funding for Substitute Teachers (Per Diem) for Teachers to attend Professional Development - Title I SWP
Supervisors/Assistant Principals Conducting Professional Development Tax Levy / Title I SWP / Contract for Excellence FY 09
Data Specialist (Assistant Principal) TL Deferred Program Plan
Inquiry Team Day and After school (Per session) TL Fair Student Funding
Teachers Regular Grades per session TL / TL Deferred Program Plan
Books and Materials: NYSTL textbooks, NYSTL software
Per Diem Teacher (PD/ Assessing): Title I SWP / Title IIA Supplemental

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	26	26	N/A	N/A	0	0	0	0
1	32	25	N/A	N/A	0	0	0	0
2	42	42	N/A	N/A	1	0	0	0
3	52	21	N/A	N/A	4	0	1	1
4	62	46	12	4	2	1	1	0
5	31	22	8	6	4	0	1	1
6	10	8	4	11	2	1	0	0
7								
8								
9								
10								
11								
12								

ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p align="center"><i>Reading Push-In / Pull-out Program</i></p>	<ul style="list-style-type: none"> • Tier I (Initial) intervention is done by the classroom teacher for at-risk students in all grades K through 6. • Students who were found to be performing at Level 1 and 2 (State English Language Arts Spring 2011) and students who are holdovers or were identified as possible holdover in the previous school year participate in a pull-out program that is skills specific. Students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week. • Students performing at Level 3 and 4 with negative gains, and students found to be at-risk of not meeting State standards for promotion due to low performance and assessment data results, participate in a Push-in model program provided during the school day. Reading teachers work with these students in small differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher. • All teachers providing academic intervention services maintain ongoing assessment to note progress and other areas where intervention is necessary. At risk students and promotion in doubt students in grades K – 2 participate in intervention consisting of small group instruction in the classroom guided by their needs and short term goals set by the classroom teacher. Support at this level in ELA includes phonemic awareness and phonics skills building using <i>Wilson Foundations double dose.</i> • Day services at the Tier II level (pull-out) are provided by certified Reading teachers. • Extended day AIS is provided from November to May for 1-hour and 50 minute sessions three days per week. Targeting students are those performing at or below level 2; and at or below level 3 who experienced negative gains on the State ELA (Spring 2011). Teachers work with small groups of students to further develop skills reflected in the data as weaknesses. • A Saturday Academy provides students performing at Level 1 and 2 (State ELA 2011) with targeted instruction specific to needs identified in interim assessment item analysis. In addition the Saturday Enrichment Academy provides students performing at levels 3 and 4 with support enabling them to sustain progress and achieve further growth or recover negative gains. This program runs from February to May for a total of 14 3-hour and 45-minute sessions.

Mathematics:
Mathematics
Push-In / Pull-out
Program

Mathematics
Push-In / Pull-out
Program
(Continued from previous page)

- Students who were found to be performing at Level 1 and 2 (State Mathematics Spring 2011), and students who are holdovers or were identified as possible holdover in the previous school year, participate in a pull-out program that is skills specific. Students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week.
- Students performing at Level 3 and 4 with negative gains, and students found to be at-risk of not meeting State standards for promotion due to low performance and assessment data results, participate in a Push-in model program provided during the school day. Math teachers work with these students in small differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher..
- A Saturday AIS program provides students performing at Level 1 and 2 with targeted instruction specific to needs identified in interim assessment item analysis. In addition the Saturday Enrichment Academy provides students performing at levels 3 and 4 with support enabling them to sustain progress and achieve further growth or recover negative gains. This program runs from January to the end of April.
- All teachers providing academic intervention services maintain ongoing assessment to note progress and other areas where intervention is necessary.
- Title I Math personnel use differentiated methodology, strategies, techniques and materials that provide children with varied opportunities to manipulate skills and reach mastery in skills specific cycles in a pull-out
- Students in Grades K – 2 who are considered to be at risk of not meeting promotional standards, those who were held back, and those found to be performing below grade level, participate in small group academic intervention in mathematics provided by the classroom teacher. The teacher tracks progress by administering a pre mid and post assessment. Cycles of intervention range from 8 to 10 weeks and include a long and short term goal. The teacher meets with students for support work once or twice per week to provide small group lessons in which the children engage in practicing strategies to address deficiencies in each of the mathematical strands in accordance with the needs of the child as described in the short term goal.

<p>Science:</p> <p><i>Science AIS Program</i></p>	<ul style="list-style-type: none"> • Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills. • Tier I intervention is done by the classroom teacher for at-risk students • Tier II intervention includes students in Grades 4 -5 identified as performing at a level 1 through the State Science test. These students receive small group instruction for 45 minutes during the school day once per week. • Built into the extended day AIS program is an additional component for Science skills and vocabulary instruction to support those students who are taking the Grade 4 Science test in 2012. This part of the program will take place from mid-March to May for 2-hour sessions three days per week. • Intervention is provided by the Science cluster teachers.
<p>Social Studies:</p> <p><i>Social Studies AIS Program</i></p>	<ul style="list-style-type: none"> • Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills. • Tier I intervention is done by the classroom teacher for at-risk students based on literacy skills weaknesses that affect the way students interpret nonfiction content material
<p>At-risk Services:</p> <p><i>Guidance Counselor</i></p>	<ul style="list-style-type: none"> • Outreach program in support of students with prolonged attendance. • Small group support and self-esteem building sessions with students who did not meet promotion criteria in the previous school year. • Push In program to support student in collaboration with the classroom teacher at the classroom level with strategies and techniques to handle varied social emotional issues impacting daily performance in school. • In classroom support to prepare students for transition to middle school. • Small group support for at risk students who are not meeting expectations or making necessary progress as measured by ongoing assessments and teacher judgment.
<p>At-risk Services:</p> <p><i>School Psychologist</i></p>	<ul style="list-style-type: none"> • Push in program for students in least restrictive environment. Observation and recommendation for additional intervention or teacher assistance. • Behavior management plan follow-up and recommendations. Ongoing dialog with teachers on behavior plan management and adjustment.
<p>At-risk Services:</p> <p><i>Social Worker</i></p>	<ul style="list-style-type: none"> • Independent sessions with students with behavior management concerns that are affecting academic progress. • When needed push-in support for students with social emotional concerns in order to support the classroom teacher with additional intervention suggestions. • Outreach to parents to secure information pertinent to social-emotional development of the student in order to reach a full understanding of the child and develop a full intervention method by which to meet his/her needs.

Health-related Services

- **Oversee services related to health concerns that affect student academic progress.**
- **Provide support provided by paraprofessional when health concern impedes student progress at the social emotional and academic level.**
- **The paraprofessional provides ongoing engagement and social-emotional support under the guidance of the classroom teacher and other support personnel.**
- **The school nurse works with the student, family, and classroom teacher to ensure that health the health condition of the student does not impede academic and emotional progress.**

PARENT INVOLVEMENT POLICY (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 152's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 Nancy DiMaggio	District 30	Borough Queens	School Number 152
School Name The Gwendoline N. Alleyne School			

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

Principal Vincent J. Vitolo	Assistant Principal Enid Maldonado
Coach Liza Dimitriades	Coach type here
ESL Teacher Sari Madden	Guidance Counselor Daniel Stegner
Teacher/Subject Area LeeAnn Snyder/Sp. Ed.	Parent type here
Teacher/Subject Area Joanne Battinelli/Reading	Parent Coordinator Wanda Gonzalez
Related Service Provider type here	Other Lisa Black/A.P.
Network Leader Nancy DiMaggio	Other Elizabeth Economakos/A.P.

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	26	Number of certified bilingual teachers	3	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	11		

D. School Demographics

Total number of students in school	1316	Total Number of ELLs	522	ELLs as share of total student population (%)	39.67%
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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. 

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS), administered by an English as a Second Language (ESL) Coordinator or School Administrator in English or the parent's language of choice. The ESL Coordinator certified by New York State as a teacher of English to Speakers of Other Languages (TESOL) and the City of New York as teacher of English as a Second Language and Common Branches (N-6) speaks English. Additional personnel consisting of two administrators may also engage the parent in interview and administer the HLIS. The senior administrator (Assistant Principal) is English and Spanish dominant and holds New York State certification as teacher and supervisor of Bilingual Education programs (elementary) and certificate from the City of New York as a teacher of Common Branches N-6 with a Bilingual –Spanish extension and is certified as a Supervisor of Bilingual Education programs. The second administrator who engages in this screening process is certified by the State of New York in TESOL, the City of New York to teach and supervise English as a Second Language and teach Common Branches N-6. This second administrator is monolingual. In circumstances in which the language of the parent's preference is not spoken by the interviewers, the services of the translation unit of the Department of Education may be used. Additionally, parent volunteers who speak the languages of the community may serve as resources during this process. The administering personnel will interview the parent in English or the parent's language of choice (through interpreters when needed). If the HLIS indicates that the child uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R) to determine English proficiency within ten days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he/she is also given the Spanish LAB to determine language dominance.). Once identified, students are serviced in accordance with CR Part 154. English Language Learners are assessed each Spring using the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency is achieved in all modalities of the assessment –Speaking, Listening, Reading, Writing. The ESL Coordinator works in collaboration with the ESL Supervisor/Testing Coordinator to ensure that all of the students eligible to take the NYSESLAT are properly identified. This process begins with a careful analysis of the ATS report LAB-R / NYSESLAT Eligibility Roster (RLER) which lists all of the students who are eligible for LAB-R and NYSESLAT testing. This report is run every two-three days during the testing period along with the “Admit / Discharge” report to account for any new admits who may require NYSESLAT and/or LAB-R testing. The ESL Coordinator under the guidance of the ESL Supervisor, will plan for the administration of each of the components of the NYSESLAT. Prior to commencing the NYSESLAT administration period, the ESL Coordinator and ESL Supervisor will conduct a professional development session to review each of the test components with the test proctors. Items discussed include, testing methods, procedures for gathering and securing test materials, testing structures and steps, securing the testing area, ensuring optimal testing conditions, and adhering to all testing regulations. All school personnel who will be involved in overseeing the administration and scoring of the NYSESLAT will be provided with and read a copy of the NYSESLAT School Administrator's manual. School personnel who will be administering any session of the NYSESLAT will also be provided with and read the sections of the manual entitled “Supervision of Students” and “Administering the Test”. The Speaking modality is administered during the time frame identified by the Department of Education (usually April to May). The Speaking subtest is administered to students individually at a location separate from other students and only during the time frame delineated in the Administrator's manual. The ESL certified teachers are responsible for assessing students following the directions specified in the manual. Testing proctors gather materials for the ESL Coordinator on the

testing days. These items are collected from each teacher on the same day. This process is followed for the duration of the test period until all students have been assessed in the Speaking modality. The Reading, Writing, and Listening (grade 2 and above) subtests are administered to groups of students on specific dates selected by the school within the timeframe designated by the Department of Education and noted in the Administrator's manual. Following the suggestions of the Department, the school assesses following the suggested session sequence of Speaking, Listening, Reading, and Writing with make-up test dates are any dates that remain in the primary administration period. For the Listening modality, each teacher will receive a CD player that is checked prior to testing. Students with Disabilities will be provided accommodations for testing in accordance with their most recent IEP. All test materials are secure, except for this manual. Teachers and administrators are carefully safeguarding the test materials in a testing closet. The materials are kept secure, is allowed copies of them. The manual is distributed to teachers in advance of administration so they may familiarize themselves with the procedures for administering the test. Since the manual is not secure, schools may make photocopies of this publication if necessary.

The following procedures are followed to ensure that parents are provided with necessary program documents and letters:

- Parents are invited to attend orientations given as groups of students are admitted throughout the year. The ESL Coordinator, Parent Coordinator, and the Assistant Principal that supervises ESL and Bilingual Programs are available to discuss the methods and purpose of each program. Translator / Interpreters are available during the meeting to provide support for parents in the interpretation of key information.
- The parents watch an information video that describes each of the programs available for the English Language Learner. There is an opportunity during the meeting for parents to ask questions in their language of preference. Parents also have the option to contact the Parent Coordinator should additional concerns result during the year.
- Written forms of the information provided in the meeting is available in the parent's home language.

Parent Surveys, Entitlement letters, and Parent Selection forms are distributed during orientation meetings. Follow up copies are backpacked and sent home with the children as needed. Classroom teachers follow-up with the children if these are not returned completed. The Parent Coordinator, ESL Coordinator, or Supervising Assistant Principal will make follow-up phone / e-mail contact with parents as needed.

The process of student placement begins with parent choice. In order for parents to make informed choices the necessary information is made available to them in the language they are more comfortable with during an initial orientation once the child has been identified as an English Language Learner. The structures we have in place to ensure that the goal of informing parent is met were delineated above. In addition when needed:

- The parent is given the option to visit classes where these programs are in place.
- Based on parent choice and selection once parents have been given an orientation on the programs available, the child is placed in an English as a Second Language (ESL) or Transitional Bilingual Education (TBE).
- If the parent selects a program for the child, that is not available in the school, the parent is asked to meet with the Parent Coordinator and the ESL Coordinator to discuss their options at an alternate site that may offer the program they have selected.
- The parents with Home Language Spanish who have selected ESL as a program choice are interviewed to ensure that they would prefer to opt out of a TBE program. If needed parents are asked to visit a TBE setting before making a decision for their child.
- Parents who fail to attend the orientation session are invited to a second session. Copies of the outreach letters are maintained on file by the ESL Coordinator. After a second attempt to reach a parent for orientation, the parent is invited to meet with the the ESL and Parent Coordinators for a one to one session in order to conduct the orientation.

For newly enrolled students, this school serves the following grades (includes ELLs and EPs) to stay in close contact with ELL parents from administering the HLIS, to informing them of the different programs available, to collecting the forms that indicate the parent's program choice for their child. By law, schools are required to provide information on the different ELL programs that are available. Check all that apply

Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. As previously indicated Parent Orientation meetings are held strategically at several times during the year. This is the forum for informing parents and assessing the Parents' choice, coupled with program availability, determining program placement for ELLs. If a student has scored below proficiency on the LAB-R the Entitlement Letter, Parent Choice Survey, and Parent Selection Form and Placement letters are provided for the parent in their language of choice in orientation or a follow-up meeting where a parent fails to attend the orientation meeting held by the Parent Coordinator, the ESL Coordinator, and ESL Supervisor. The ESL Coordinator will gather all the parent choice letters in order to honor selections within the ten day requirement or recommend a follow-up meeting with the parent coordinator and ESL supervisor where program selected is not available in the school. If the new admit scores above the proficiency on the LAB-R the parent receives a non entitlement

letter. Each letter will have a “tear-off” for the parent to sign to acknowledge receipt. These are maintained by the ESL Coordinator and filed by class in the department. In the case of parent who fail to make orientation and rescheduled appointments, the Parent Coordinator will continue to call the home, additional letters are backpacked in the parent’s language of choice and each attempt to contact is logged. For continuing ELLs, as mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL Coordinator notifies parents of their child’s NYSESLAT outcomes and program eligibility upon commencing the school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. Where possible attempts are made to maintain students in the same program they have been attending. However, parents’ choice is honored when written requests are received and students may be switched from a TBE program to an ESL program according to the written request. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all-English monolingual classes. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154. Finally, information about our school’s ELLs is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the ATS system at your school. BESIS data is especially significant, as it determines state and federal ELL funding levels and compliance with performance standards for the school. The Parent coordinator collaborates with the ESL Coordinator to ensure that information for the BESIS is entered into ATS accurately by:

- Reviewing school ATS reports on ELLs to ensure that information (e.g., home language, grade, and program) matches HLIS, LAB-R, and other information that you manage;
- Serving as a back-up to school staff in charge of entering ATS information for ELLs. (Often assigned to instructional or office staff, data entry for ELL information should be prioritized).

After reviewing the Parent Surveys and the Parent Continuation letters for the past few years, we continue to note a consistent trend. Analysis of the 2010 parent choice documents revealed that 28.4% of the parents opted for the Transitional Bilingual Education program (TBE) while 82.7% opted for Freestanding English as a Second Language. When continuation letters for TBE are sent out to the parents of second graders (future Grade 3), responses are generated from parent that indicate a choice for ESL. The parent is asked to attend the school and meet with a supervisor to discuss the choice. This trend has been ongoing for several years. Noted is the fact that in Kindergarten the number of parents opting to keep their children in Bilingual classes has decreased from year to year. In 2010 the class was composed of 22 students. The same group continued in Grade 1 with an additional new admit. Continuation letters were sent out to the remaining students for grade 2 with 6 of the students going to general education after reaching proficiency in the 2011 NYSESLAT. With the discharges, the class remained open with 13 students with no possibility for a bridge class with another grade because of the number of parents who chose the program a grade above or a grade below. This denotes a similar trend coming up for the 2012- 2013 school year. The choice for freestanding ESL increases significantly once the children reach grade 3 while the choice for TBA dramatically decreases in this grade. Dual Language program options remain low amongst the parents of P.S. 152. We continue to offer the programs that are aligned with the choices made by parents in the Parent Continuation letters and Parent Surveys.

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 <input type="checkbox"/>	No <input type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="radio"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	2	2	2	2	1	0							11
Push-In	2	2	3	2	2	2	1							14
Total	5	5	6	4	4	3	1	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	522	Newcomers (ELLs receiving service 0-3 years)	422	Special Education	30
SIFE	5	ELLs receiving service 4-6 years	96	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	57	0	6	0	0	0	0	0	0	57
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	365	5	25	96	0	5	4	0	0	465
Total	422	5	31	96	0	5	4	0	0	522

Number of ELLs in a TBE program who are in alternate placement: 6

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	20	22	13											55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	20	22	13	0	55									

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	23	29	41	40	26	25	10							194
Chinese	2	3	2	1	1	0	0							9
Russian	0	0	0	0	0	0	0							0
Bengali	15	21	16	13	6	7	6							84
Urdu	3	6	5	9	2	4	0							29
Arabic	0	1	0	2	2	0	0							5
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	5	6	8	6	1	4	0							30
Polish	0	0	0	0	0	0	0							0
Albanian	2	0	0	0	0	0	0							2
Other	4	9	1	5	3	4	3							29
TOTAL	54	75	73	76	41	44	19	0	0	0	0	0	0	382

Part IV: ELL Programming

A. Programming and Scheduling Information

- How is instruction delivered?
 - What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - 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])?
- 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)?
 - How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- 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.
- How do you ensure that ELLs are appropriately evaluated in their native languages?
- How do you differentiate instruction for ELL subgroups?
 - Describe your instructional plan for SIFE.
 - 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.
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6 years).
- 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?
- How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instructional Delivery:

The English as a Second Language program at P.S. 152 includes two models: self contained and Push-in. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction as per CR part 154 regulations. Self-contained ESL classes are heterogeneously grouped independent of proficiency level. Self-contained classes are included in each grade Kindergarten through

A. Programming and Scheduling Information

Grade 5.

The Push-in model involves ELLs in general education (English only) classes. When possible the students in this program model are at the Advanced proficiency level. This group of learners receives 180 minutes of ESL and 180 minutes of English Language Arts weekly provided in most classes by their classroom teachers who are certified in Common Branches and ESL. In those classes where the classroom teacher lacks the certification, an ESL certified teacher will push-in and follow a collaborative instructional model to work with the children in Literacy. Students at the Intermediate levels of proficiency who may be in a general education class due to an excess in the self-contained class receive 360 minutes of ESL instruction per week as per CR Part 154 regulations provided by an ESL certified teacher that pushes in. The reduced ratio of teachers to students provides for small grouping and individualized attention. Through guided and strategy lessons, interactive experiences, collaborative sessions, and individual conferences, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self-contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State performance Standards, the New York City Department of Education Language Allocation Policy Guidelines, and CR Part 154.

SWDs in self-contained special education and Integrated Co-Teaching (ICT) classes who are ELLs are serviced by a Push-In ESL certified teacher or their Special Education / ESL certified teacher. All of the Special education teachers in P.S. 152 with the exception of one ICT teacher (currently in process of becoming ESL certified) and one self contained Special Education teacher are certified in ESL and can therefore provide the required units of ESL instruction through literacy. The alternate placement students receive their Native Language Arts instruction through the Bilingual –Spanish para professional. The classroom teacher will plan literacy lessons and the para professional will deliver the lesson in the native language for the required 45 minute sessions daily per week in a small group setting.

The Transitional Bilingual Education (TBE) Program classes in P.S. 152 include all proficiency levels –Beginner, Intermediate, Advanced. A Bilingual certified teacher provides instruction that consists of all content and literacy. Units of instruction are inclusive and include ESL instruction for all ELLs as required under CR Part 154 -360 minutes per week for those children at the Beginner and Intermediate level; 180 minutes of ESL and 180 minutes of ELA for those children at the Advanced level. Additionally 45 minutes of Native Language Arts instruction is provided by the bilingual teacher daily.

Content Instruction in the self contained ESL classroom is taught by the teacher that is dual certified in ESL and common branches. Varied levels of proficiency and ability are addressed through differentiated instructional methods. The New York City Scope and Sequence for Science and Social Studies dictate the topics of instruction while teachers use scaffolding techniques with content vocabulary reinforcement to build language skills. Mathematics instruction is taught using Everyday Mathematics. Lessons are differentiated for process for ELLs are used to support learners at each level. Science instruction includes lessons that guide students in becoming active users of knowledge who can manage their learning effectively with the goal of preparing for an ever-changing scientific society. Essentially, in order to assist those children who are not reaching the State Designated Level (SDL), further instruction will include hands on experimentation and investigation with manipulation of variables in an inquiry based approach with the goal of mastering the scientific process. Exposure to content specific vocabulary in context will be ongoing in order to improve comprehension in science. Careful scaffolding of skills and development of vocabulary for ELLs will be a part of content based ESL instruction. English language learners struggled with content specific language and vocabulary. Noted are deficiencies in comprehension of content that is not supported by pictorials. These may be derivations of meaning that is content or text specific. Vocabulary knowledge correlates strongly with the comprehension of the content. When that vocabulary is specialized in nature and content specific, comprehension is compromised. Other collected data indicates the need to construct background knowledge and vocabulary that can facilitate content text comprehension. The Inquiry based instruction in the ESL self-contained and TBA classes will be provided by a certified Bilingual teacher with experience in working with English language learners at all levels of proficiency with the goal of using ESL methods to teach the content. The interpretation of documents and content specific Social Studies text denote a need to build background schemata with exposure to nonfiction literature and other forms of real text for ELLs. A review of student performance in Social Studies continues to reveal a need to provide specific instructional assistance to ELLs throughout their instructional program. Balanced Literacy instruction is not taught in isolation. The Rigby Literacy By Design program used school wide to teach reading is based on content specific text. Students build literacy and content language with each lesson. This cohesive method of instruction affords learners multiple opportunities to manipulate and practice content language while developing literacy skills. When available, the native language is used in student pairing opportunities to enhance learning. When a topic is introduced and the content is language dependent, students work in teams where interpreting terms and concepts can be achieved with ease on interaction. Once the content vocabulary is introduced, the use of the native language is reduced.

A. Programming and Scheduling Information

and used only to check if a student is able to verbalize understanding of ideas.

P.S. 152 will continue to follow the New York State Core Curriculum for Social Studies. Content instruction will be provided in the native language for English language learners in self-contained Bilingual Spanish settings. The LAP plan will include exposing learners to a project-based, investigative model that supports the learning principle of academic rigor including students actively using knowledge to develop, construct, and apply grade appropriate curriculum-based projects supported by the School Enrichment Model, the library/media center specialist and the classroom teacher.

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
Level appropriate instructional materials in English and the native language are used to support content area instruction. Cluster content teachers providing content instruction will align their program with the goals and objectives of the bilingual program. Teachers use non-fiction literature during Shared reading, Guided reading, and individual reading workshop in order to build content specific language and vocabulary. Teachers include a writing segment to	100%	100%	100%
ongoing strategy lessons and support sessions, students will increase their ability to write about content for varied purposes in the native language and in English.	75%	75%	75%
Native language assessments of ELLs begins with the	50%	50%	50%
vocabulary is assessed periodically to note growth and progress. The teach also sustains ongoing conferences around reading and writing to track progress and the need for further intervention. Given the lack of TBE programs at or above grade 3, standardized testing in L-1 is not an option.	25%	25%	25%
	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.

The students in this category are working at a disadvantage to their peers. Lacking foundations in their native language, these students need to learn the basics in order to create a foundation for their learning.

The goal is to provide children with differentiated lessons that highlight the strengths to support the weaknesses of the ELLs in this group.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

17. What language electives are offered to ELLs?

Targeted Intervention Program for ELA, Math, Other Content Areas

Intervention services are offered in ELA and Mathematics to ELLs who are at risk of not meeting promotional standards, were retained in the grade, and/or scored at or below Level 2 in ELA and/or Math.

ELA

- Tier I intervention is done by the classroom teacher for at-risk students in English. This intervention consists of small group, needs based, goal driven support in 8 to 10 week cycles. During this time the classroom teacher teaches literacy and/or content strategies to support mastery of skills. Pre, mid, and post assessments serve as benchmarks toward mastery by identifying markers of progress and mastery of the designated goal.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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- Tier I intervention is done by the classroom teacher for at-risk students in English. This intervention consists of small group, needs based, goal driven support in 8 to 10 week cycles. During this time the classroom teacher teaches literacy and/or content strategies to support mastery of skills. Pre, mid, and post assessments serve as benchmarks toward mastery by identifying markers of progress and mastery of the designated goal.
- ELLs who scored at or below Level 2 on the New York State ELA test in 2011, and students who are holdovers or were identified as possible holdover in the previous school year, participate in a Pull-out program that is skills specific. The students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 50 minutes, 2 sessions per week. Intervention is consistent with the literacy program followed in the classroom using Rigby's Intervention by Design that focuses on the comprehension strategies critical to grade, addresses phonemic awareness and phonics gaps, and builds development of fluency skills into each lesson./or Reading and ESL teachers work with these students in small, differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher. Students are taught strategies to address each skill they are deficient in. Support is intensive during the intervention cycle. Assessment is ongoing throughout each cycle to track progress and mastery of each goal. As students hit benchmarks, decisions are made as to the next steps in intervention which include: retaining support for subsequent cycle(s), reducing intervention back to Tier I at the classroom level due to marked progress, or seeking further intervention at the next tier level (possible Tier III).
- Long term ELLs, ELLs with a second or third extension of services, and ELLs (4 – 6 year) who have remained at the same proficiency level for a second year, and ELLs who scored at or below Level 2 on the New York State ELA in 2011 are identified for intervention services in an afterschool Title I and/or Title III Supplemental programs. Students in these categories receive additional support during the extended day 37.5 minutes sessions each daily from Monday through Thursday in addition to participating in an extended day program 1 hour and 45 minutes 1-2 days per week after the day school from November to May or on Saturdays for 3 hours and 45 minutes from January to May.
- The goal of all interventions programs is to provide differentiated instruction in a small group setting where the reduced student to teacher ratio allows for multiple opportunities for interaction amongst students to develop auditory, listening, and vocabulary skills around content. Active engagement and dialogue around content being learned allows students to build academic language and achieve higher levels of understanding of concepts taught.
- Curriculum is challenging and level appropriate. The methods by which the standards based instruction is delivered is varied, differentiated, and goal driven to enable a match between what is being taught and the student's ability to comprehend.

Mathematics

- Early intervention begins at the classroom level in Tier I support. Teachers analyze student data to identify skills deficiencies and build a 10 week cycle of intervention. Students work on a targeted goal during the cycle with the teacher providing small group strategy based intervention. Students are assessed at three points in the cycle to document progress and mastery while conferences serve to assist teachers in track and/or modify the plan for the group. Once the cycle is completed, students are assessed to verify mastery of the goal. Subsequent decisions are made for the next cycle based on the results obtained in the data.

B. Programming and Scheduling Information--Continued

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

Targeted Intervention Program for ELA, Math, Other Content Areas

Intervention services are offered in ELA and Mathematics to ELLs who are at risk of not meeting promotional standards, were retained in the grade, and/or scored at or below Level 2 in ELA and/or Math.

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- ELLs who were found to be performing below level 2 (State Mathematics Spring 2011), and students who are holdovers or were

A. Programming and Scheduling Information

model

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

needs students also participate in the Schoolwide Enrichment Model program. For these sessions students are integrated with general education students in theme oriented groups one period per week for a semester.

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.

The professional development goals for P.S. 152 for the 2011 – 2012 school year include two levels. In tier one pertinent personnel will work with the staff to fortify their knowledge base in literacy, mathematics, and other content areas. The second tier is dedicated to the planning of units, gathering and sharing of resources and materials spearheaded by the grade leaders and/or lab site teachers who have attended City or Regional training sessions. During the second Tier, ESL teachers work together and in collaboration with general education teachers whose class they Pushed-in to. This latter level is to be ongoing and supported by the Literacy and Math Coaches to ensure that the teachers receive the assistance needed to make the learned techniques a permanent part of the instructional repertoire. Intervisitation and discussion is an added way to continue to fortify our staff. Additionally the advent of teacher Professional Growth along the New York City initiatives (Danielson Model) will be the focus of individual teacher growth suggestions and expectations.

Preparing teachers to work with Ells is ongoing. The ESL instructional staff is provided with ongoing professional development to enable them to maintain and increase their skills. Additionally as the year goes on study groups are formed based on the specific areas of literacy the teachers choose to explore further. The ESL instructional staff is also provided with ongoing support to increase their content area expertise in Mathematics, Science, and Social Studies. Each teacher is a part of a Teacher Inquiry Network to further develop their expertise on instructional methods and strategies that can support learners.

Extensive professional development during the Professional Learning Community block consisting of 4 periods of 50 minutes each per week will include literacy development training. Training on Differentiating of instruction to meet the language needs of students is achieved through a thorough analysis of the data specific to language proficiency, literacy, and ongoing data collection is a priority for the 2011 – 2012 school year, as well as, perfecting questioning to challenge learners at their progressive levels. This training is ongoing throughout the school year. Goal setting sessions of three 50 minute periods each once a month are also part of the professional development provided for the teachers of ELLs to develop long and short term goals with benchmark assessments for a period of 8 to 10 weeks in all content. Supervisors with experience in ESL instruction guide teachers through this process and oversee the development of tiered plans aimed at scaffolding and differentiating instruction. As groups of children meet their benchmarks, new goals are developed or previous ones are revised in order to continue the growth process. Through this procedure, differentiation is ongoing in each lesson and not haphazard or by chance. Each group meeting and lesson is strategically planned along the map of the goals developed with and for the students.

Based on our needs assessment and the NYSESLAT and LAB-R assessment the Title III Professional Development program also focus' on workshops that lead to the overall improvement of ESL and content instruction through differentiated needs based instruction. The teachers providing instruction in the program will partake of monthly data analysis and goal setting session. During this time they will discuss data results and analyze each item for strengths and weaknesses connected to each of the language strands. This will enable them to make decisions as to the next instructional steps to follow on the instructional continuum.

Professional development is provided for the Parent Coordinator who meets periodically with the ESL Coordinator and Supervisor to maintain an active growth in ELL methods to support parents in their work with students. School secretaries are trained in the areas that pertained to registration and identifying students who are Ell. Additionally the supervisor will work with secretaries on methods for communication with parents who are speakers of other languages and other items relevant to their roles with Ells and their families such as proper coding, how to read the HLIS, OTELE codes, language codes etc...

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Additional sessions in professional development for Title III will include:

- Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.
- Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what they learn.
- Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution.
- How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

Noted in literature is the fact that transition to middle school is marked by several changes in educational expectations and practices. While at P.S. 152, the children are taught in self-contained classrooms with a familiar set of peers and one or two teachers. Once students reach middle schools, however, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new

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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?

Involvement and Commitment of parents begins with feeling a sense of comfort the building. With the assistance of the Parent Coordinator, events are planned throughout the school year to engage parents and peak their interest.

Parent / family sessions will be held on a monthly basis to update the parents on the requirements, goals, and standards of the school, City, and State. The parent / family is also given the opportunity to receive the information during “Welcome Back to School” afternoon and evening and during Parent – Teacher conferences. Parents also receive a monthly calendar of events to keep them informed of upcoming events within the school and the Region. The Parent Coordinator in conjunction with the ESL Coordinator and the supervising Assistant Principal, provides parents with training in activities that can support their children as they learn a second language. Additional workshops are provided as children prepare for assessment, Science Fair, and other requirements. Parents are given information on immigrant support agencies, health agencies and facilities, and other organizations that can help support the soundness and wellness of the home environment. English as a Second Language classes are also provided for parents with tips on supporting their children as they learn to read and write in the second language.

Parent leadership is sought through Learning Leaders and the School Leadership Team. English as a Second language classes for adults are taught throughout the year for parents who are interested.

This is the essence of parent involvement--recognizing that the adults responsible for raising children are an essential ingredient in building excellent schools and in determining what excellence actually looks like. Such a level of participation requires going beyond the traditional practices of how families connect to their children’s schools. We seek to make parents collaborators and decision makers.

We want to create an environment in which parents ask fundamental questions such as the following:

What is my child learning and why?

What is the schools expectations and goals for all of the students?

Are children being challenged at their performance levels?

What is the school doing well and how can we help in getting them to do things better?

How can we promote and support a school culture in which we help each other and encourage each other to advocate for our children, to make sure that treatment at school is equitable?

We plan our trainings and teacher workshops based on our experience that our parents of ELLs are less likely to be involved in their children's education. In many cases our parents do not have the knowledge or ability to support the learning of their children. Our immigrant parents do not possess a mastery of the language to comprehend the highly demanding content their children are learning in English, therefore we provide English as a Second Language and alternate support workshops to prepare them in assisting their child in the native language. We promote:

-Reading together at home (native language and/or English). Reading in particular improves greatly when parents and children read together at home.

-Building school interest through the Arts. Parents are willing to come to the school for an event if they feel the activity is not intimidating due to their English Language limitations therefore classes conduct multiple performances in the year for the parent to come in and participate.

-Interpreters allow for better communication and interaction. Approximately 33.6% of the parents of P.S. 152’s community is Spanish speaking of which 21.2% is their dominant language. The administration is equipped with staff including one of the supervisors who are dominant in the language and posse the ability to interpret for parents as needed in workshops and other events thus making parents feel welcome and able to participate in these. For other languages represented in the school we rely on staff members and organizations who provide the services for events as needed.

-Time constraints are barriers to parental involvement. Lack of time is the top reason parents give for not participating more in their children's education. At P.S. 152 we manage time by building sessions into the school day and providing child care for younger children if needed.

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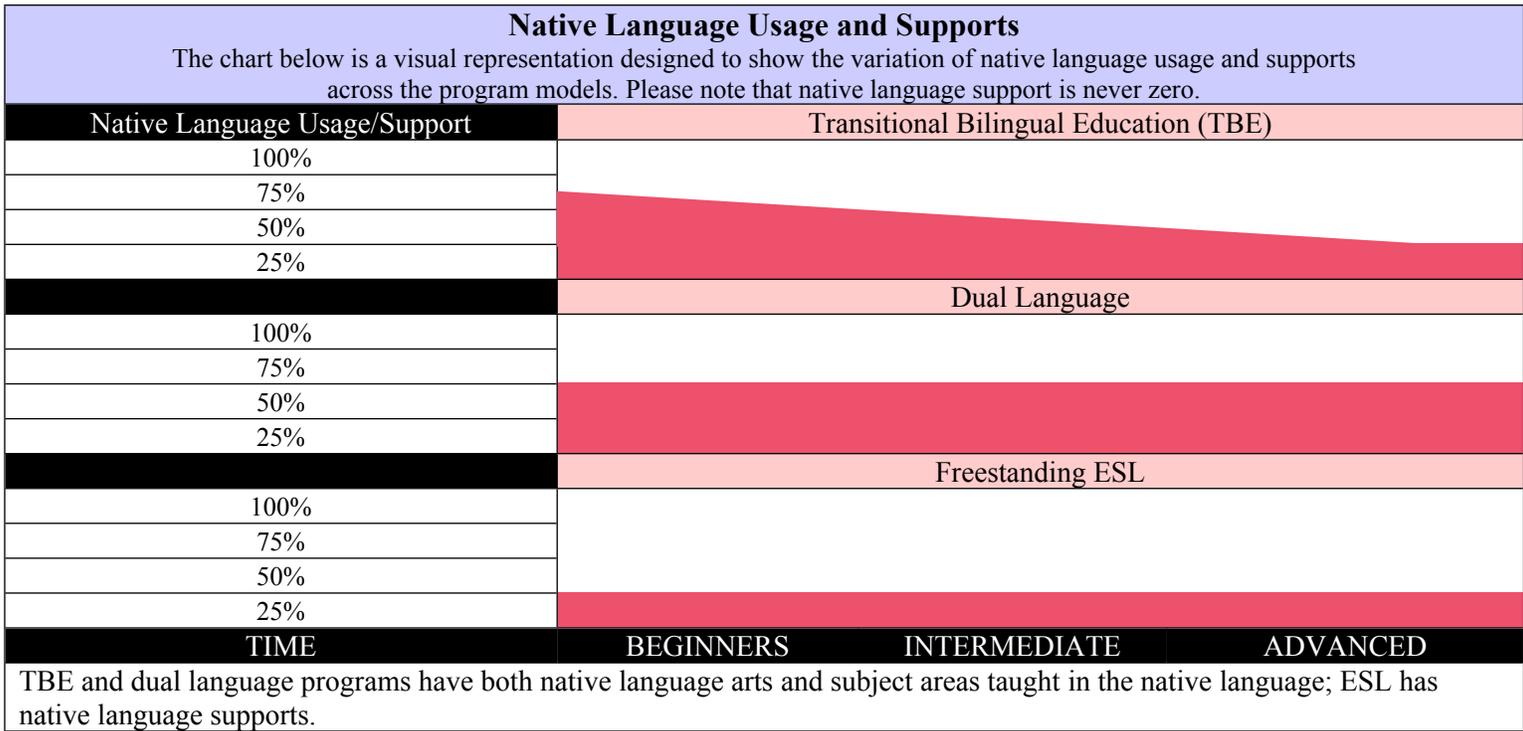
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction 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



B. Programming and Scheduling Information--Continued

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10. What new programs or improvements will be considered for the upcoming school year?
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Targeted Intervention Program for ELA, Math, Other Content Areas

Intervention services are offered in ELA and Mathematics to ELLs who are at risk of not meeting promotional standards, were retained in the grade, and/or scored at or below Level 2 in ELA and/or Math.

ELA

- Tier I intervention is done by the classroom teacher for at-risk students in English. This intervention consists of small group, needs based, goal driven support in 8 to 10 week cycles. During this time the classroom teacher teaches literacy and/or content strategies to support mastery of skills. Pre, mid, and post assessments serve as benchmarks toward mastery by identifying markers of progress and mastery of the designated goal.

- ELLs who scored at or below Level 2 on the New York State ELA test in 2011, and students who are holdovers or were identified as possible holdover in the previous school year, participate in a Pull-out program that is skills specific. The students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 50 minutes, 2 sessions per week.

Intervention is consistent with the literacy program followed in the classroom using Rigby's Intervention by Design that focuses on the comprehension strategies critical to grade, addresses phonemic awareness and phonics gaps, and builds development of fluency skills into each lesson./or Reading and ESL teachers work with these students in small, differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher. Students are taught strategies to address each skill they are deficient in. Support is intensive during the intervention cycle. Assessment is ongoing throughout each cycle to track progress and mastery of each goal. As students hit benchmarks, decisions are made as to the next steps in intervention which include: retaining support for subsequent cycle(s), reducing intervention back to Tier I at the classroom level due to marked progress, or seeking further intervention at the next tier level (possible Tier III).

- Long term ELLs, ELLs with a second or third extension of services, and ELLs (4 – 6 year) who have remained at the same proficiency level for a second year, and ELLs who scored at or below Level 2 on the New York State ELA in 2011 are identified for intervention services in an afterschool Title I and/or Title III Supplemental programs. Students in these categories receive additional support during the extended day 37.5 minutes sessions each daily from Monday through Thursday in addition to participating in an extended day program 1 hour and 45 minutes 1-2 days per week after the day school from November to May or on Saturdays for 3 hours and 45 minutes from January to May.

- The goal of all interventions programs is to provide differentiated instruction in a small group setting where the reduced student to teacher ratio allows for multiple opportunities for interaction amongst students to develop auditory, listening, and vocabulary skills around content. Active engagement and dialogue around content being learned allows students to build academic language and achieve higher levels of understanding of concepts taught.

- Curriculum is challenging and level appropriate. The methods by which the standards based instruction is delivered is varied, differentiated, and goal driven to enable a match between what is being taught and the student's ability to comprehend.

Mathematics

- Early intervention begins at the classroom level in Tier I support. Teachers analyze student data to identify skills deficiencies and build a 10 week cycle of intervention. Students work on a targeted goal during the cycle with the teacher providing small group strategy based intervention. Students are assessed at three points in the cycle to document progress and mastery while conferences serve to assist teachers in track and/or modify the plan for the group. Once the cycle is completed, students are assessed to verify mastery of the goal. Subsequent decisions are made for the next cycle based on the results obtained in the data.

B. Programming and Scheduling Information--Continued

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

Targeted Intervention Program for ELA, Math, Other Content Areas

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- ELLs who were found to be performing below level 2 (State Mathematics Spring 2011), and students who are holdovers or were

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.

The classes listed as Push-In classes in the ELL breakdown section of this document differ from the model. It is necessary to clarify that of those classes, only 2 (a grade 5 Special Education self-contained and a Grade 3 Integrated Co-Teaching class) are truly Push-In. The others indicated in that section are serviced by the classroom teacher who is both Common Branch and ESL certified. The class composition includes a group of general education and a group of ELLs at Advanced levels of language proficiency and ELLs who have received services for 3 - 6 years and whose lack of proficiency can be linked to weaknesses with literacy unrelated to language development. Similar to a self-contained class, the classroom teacher provides all instruction differentiating and scaffolding as needed for the ELLs. By this means the goal is to provide support and services throughout the instructional day instead of limiting it to the units dictated by their language proficiency.

Additional support is provided for these students as needed by an ESL teacher that provides literacy skills intervention. Pending Title III approval, this program will be expanded to include support and intervention at the early childhood level.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The professional development goals for P.S. 152 for the 2011 – 2012 school year include two levels. In tier one pertinent personnel will work with the staff to fortify their knowledge base in literacy, mathematics, and other content areas. The second tier is dedicated to the planning of units, gathering and sharing of resources and materials spearheaded by the grade leaders and/or lab site teachers who have attended City or Regional training sessions. During the second Tier, ESL teachers work together and in collaboration with general education teachers whose class they Pushed-in to. This latter level is to be ongoing and supported by the Literacy and Math Coaches to ensure that the teachers receive the assistance needed to make the learned techniques a permanent part of the instructional repertoire. Intervisitation and discussion is an added way to continue to fortify our staff. Additionally the advent of teacher Professional Growth along the New York City initiatives (Danielson Model) will be the focus of individual teacher growth suggestions and expectations.

Preparing teachers to work with ELLs is ongoing. The ESL instructional staff is provided with ongoing professional development to enable them to maintain and increase their skills. Additionally as the year goes on study groups are formed based on the specific areas of literacy the teachers choose to explore further. The ESL instructional staff is also provided with ongoing support to increase their content area expertise in Mathematics, Science, and Social Studies. Each teacher is a part of a Teacher Inquiry Network to further develop their expertise on instructional methods and strategies that can support learners.

Extensive professional development during the Professional Learning Community block consisting of 4 periods of 50 minutes each per week will include literacy development training. Training on Differentiating of instruction to meet the language needs of students is achieved through a thorough analysis of the data specific to language proficiency, literacy, and ongoing data collection is a priority for the 2011 – 2012 school year, as well as, perfecting questioning to challenge learners at their progressive levels. This training is ongoing throughout the school year. Goal setting sessions of three 50 minute periods each once a month are also part of the professional development provided for the teachers of ELLs to develop long and short term goals with benchmark assessments for a period of 8 to 10 weeks in all content. Supervisors with experience in ESL instruction guide teachers through this process and oversee the development of

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Based on our needs assessment and the NYSESLAT and LAB-R assessment the Title III Professional Development program also focus' on workshops that lead to the overall improvement of ESL and content instruction through differentiated needs based instruction. The teachers providing instruction in the program will partake of monthly data analysis and goal setting session. During this time they will discuss data results and analyze each item for strengths and weaknesses connected to each of the language strands. This will enable them to make decisions as to the next instructional steps to follow on the instructional continuum.

Professional development is provided for the Parent Coordinator who meets periodically with the ESL Coordinator and Supervisor to maintain an active growth in ELL methods to support parents in their work with students. School secretaries are trained in the areas that pertained to registration and identifying students who are ELL. Additionally the supervisor will work with secretaries on methods for communication with parents who are speakers of other languages and other items relevant to their roles with ELLs and their families such as proper coding, how to read the HLIS, OTELE codes, language codes etc...

Additional sessions in professional development for Title III will include:

- Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.
- Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what they learn.
- Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution.
- How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

Noted in literature is the fact that transition to middle school is marked by several changes in educational expectations and practices. While at P.S. 152, the children are taught in self-contained classrooms with a familiar set of peers and one or two teachers. Once students reach middle schools, however, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new

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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?

Involvement and Commitment of parents begins with feeling a sense of comfort the building. With the assistance of the Parent Coordinator, events are planned throughout the school year to engage parents and peak their interest.

Parent / family sessions will be held on a monthly basis to update the parents on the requirements, goals, and standards of the school, City, and State. The parent / family is also given the opportunity to receive the information during “Welcome Back to School” afternoon and evening and during Parent – Teacher conferences. Parents also receive a monthly calendar of events to keep them informed of upcoming events within the school and the Region. The Parent Coordinator in conjunction with the ESL Coordinator and the supervising Assistant Principal, provides parents with training in activities that can support their children as they learn a second language. Additional workshops are provided as children prepare for assessment, Science Fair, and other requirements. Parents are given information on immigrant support agencies, health agencies and facilities, and other organizations that can help support the soundness and wellness of the home environment. English as a Second Language classes are also provided for parents with tips on supporting their children as they learn to read and write in the second language.

Parent leadership is sought through Learning Leaders and the School Leadership Team. English as a Second language classes for adults are taught throughout the year for parents who are interested.

This is the essence of parent involvement--recognizing that the adults responsible for raising children are an essential ingredient in building excellent schools and in determining what excellence actually looks like. Such a level of participation requires going beyond the traditional practices of how families connect to their children’s schools. We seek to make parents collaborators and decision makers.

We want to create an environment in which parents ask fundamental questions such as the following:

What is my child learning and why?

What is the schools expectations and goals for all of the students?

Are children being challenged at their performance levels?

What is the school doing well and how can we help in getting them to do things better?

How can we promote and support a school culture in which we help each other and encourage each other to advocate for our children, to make sure that treatment at school is equitable?

We plan our trainings and teacher workshops based on our experience that our parents of ELLs are less likely to be involved in their children's education. In many cases our parents do not have the knowledge or ability to support the learning of their children. Our immigrant parents do not possess a mastery of the language to comprehend the highly demanding content their children are learning in English, therefore we provide English as a Second Language and alternate support workshops to prepare them in assisting their child in the native language. We promote:

-Reading together at home (native language and/or English). Reading in particular improves greatly when parents and children read together at home.

-Building school interest through the Arts. Parents are willing to come to the school for an event if they feel the activity is not intimidating due to their English Language limitations therefore classes conduct multiple performances in the year for the parent to come in and participate.

-Interpreters allow for better communication and interaction. Approximately 33.6% of the parents of P.S. 152’s community is Spanish speaking of which 21.2% is their dominant language. The administration is equipped with staff including one of the supervisors who are dominant in the language and posse the ability to interpret for parents as needed in workshops and other events thus making parents feel welcome and able to participate in these. For other languages represented in the school we rely on staff members and organizations who provide the services for events as needed.

-Time constraints are barriers to parental involvement. Lack of time is the top reason parents give for not participating more in their children's education. At P.S. 152 we manage time by building sessions into the school day and providing child care for younger children if needed.

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A school-parent compact demonstrates a commitment by schools and parents to improve students' academic performance. P.S. 152 shares with parents the responsibilities for improving academic achievement. We develop with parents a school-parent compact to articulate how

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)	24	15	25	6	5	2	2							79
Intermediate(I)	28	21	25	18	9	5	5							111
Advanced (A)	21	50	37	51	29	21	4							213
Total	73	86	87	75	43	28	11	0	0	0	0	0	0	403

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	4	1	2	4	1	2						
	I	11	16	5	6	0	1	7						
	A	22	53	41	26	8	18	2						
	P	51	37	46	54	51	36	9						
READING/ WRITING	B	23	13	12	6	5	2	4						
	I	27	19	25	17	5	9	3						
	A	19	31	35	52	27	18	4						
	P	17	47	21	13	26	27	9						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	34	36	16	0	86
4	4	37	13	0	54
5	19	16	0	0	35
6	5	2	0	0	7
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	18	1	40	2	25	0	2	0	88
4	4	0	27	26	26	0	7	0	90

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	10	3	20	1	7	0	43
6	2	0	8	0	7	0	0	0	17
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	2	0	2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	8	2	33	1	12	0	57
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.

Early Childhood

An analysis of the Spring 2011 Early Childhood Literacy Assessment System-2 (ECLAS-2) results for English Language Learners indicate the following:

Analysis of results found in the ECLAS-2 data shows deficiencies in Blending and Segmenting in the Phonemic Awareness strand and; Decoding in the Phonics strand given that these are grade level specific indicators show that less than half of the ELLs in Kindergarten are equipped with the skills necessary to master grade 1 literacy.

In the Reading and Oral Expression strand mastery of sight words continues to be a concern in spite of the fact that this assessment tool has a low expectation benchmark for students at this level. With only 48 percent of the children in this subgroup who can read the sight words at the necessary level, students are at a disadvantage when reading books a level beyond pictorials. This group is not prepared for the initial graphophonics work that takes place in Grade 1. This data coupled with the higher, more demanding Common Core Learning Standards, leaves the children at this level at a concerning disadvantage. For this purpose, the school's Comprehensive Education Plan highlights this group along with general education and Special needs students in the early childhood grades in an extensive year long goal.

Kindergarten

The weaknesses noted in this grade that are of greatest concern is the number of ELLs who are failing to reach literacy level 2 by the end of the school year. The data from Fall 2011 shows that 78% of the children in this subgroup have not yet mastered Level 1 (Concepts of Print) behaviors. Usually this deficiency is mastered with several practice lessons and interaction in centers. However, to date this transition has not happened. The nature of this teaching is language dependent therefore children who struggle with L2 are delayed mastering the verbal prompts needed to execute these tasks. Noted may be the fact that as with most L2 specific assessments it is not always simple to judge whether the student is not performing due to language comprehension or because they do not understand the task or content.

Grade 1

Analysis of results found in the data: In the Phonics strand Spelling continues to be a weakness where 50.8% of the ELLs tested did not reach the expected levels. Vocabulary in the Reading and Oral Expression strand is also a concern and a link can be found to language proficiency and the children's ability to comprehend language beyond visually prompted recall or words. The Listening / Writing strand is an overall concern, however, if developmentally the students tested are at the initial stages of language development, higher and more challenging language endeavors will take longer to master. Listening Comprehension and Writing Expression are cognitively demanding skills that require a level of sophistication with language. Students performing at the Intermediate and Advanced levels of language proficiency have developmentally reached those plateaus while those at the Beginner level are limited in their ability to use English to express written ideas and understand grade specific text read to them.

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.

The classes listed as Push-In classes in the ELL breakdown section of this document differ from the model. It is necessary to clarify that of those classes, only 2 (a grade 5 Special Education self-contained and a Grade 3 Integrated Co-Teaching class) are truly Push-In. The others indicated in that section are serviced by the classroom teacher who is both Common Branch and ESL certified. The class composition includes a group of general education and a group of ELLs at Advanced levels of language proficiency and ELLs who have received services for 3 - 6 years and whose lack of proficiency can be linked to weaknesses with literacy unrelated to language development. Similar to a self-contained class, the classroom teacher provides all instruction differentiating and scaffolding as needed for the ELLs. By this means the goal is to provide support and services throughout the instructional day instead of limiting it to the units dictated by their language proficiency.

Additional support is provided for these students as needed by an ESL teacher that provides literacy skills intervention. Pending Title III approval, this program will be expanded to include support and intervention at the early childhood level.

Part VI: LAP Assurances

School Name: <u>Gwenoline N. Alleyne School</u>		School DBN: <u>30Q152</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent J. Vitolo	Principal		1/1/01
Enid Maldonado	Assistant Principal		1/1/01
Wanda Gonzalez	Parent Coordinator		1/1/01
Sari Madden	ESL Teacher		1/1/01
Lily Foley	Parent		1/1/01
LeeAnn Snyder	Teacher/Subject Area		1/1/01
Joanne Battinelli	Teacher/Subject Area		1/1/01
Liza Demitriades	Coach		1/1/01
N/A	Coach		1/1/01
Daniel Stegner	Guidance Counselor		1/1/01
Nancy DiMaggio	Network Leader		1/1/01
Lisa Black	Other <u>Assistant Principal</u>		1/1/01
Elizabeth Economakos	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01

School Name: Gwenoline N. Alleyne School

School DBN: 30Q152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q152 **School Name:** Gwendoline N. Alleyne School

Cluster: 2 **Network:** 2.02

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.

Translation needs were assessed based on the percentage of recent immigrants registering students in P.S. 152Q. during the 2010 – 2011 school year. The Home Language Identification Survey was a source of information used to identify the language spoken at home. We specifically looked at Part 1, item 5, "What language is spoken in the child's home or residence most of the time?"; Part 3 under Parent Identification: "In what language would you like to receive written information from the school?"; and "In what language would you prefer to communicate orally with school staff?". The number of requests for interpreters during Parent Teacher Conferences in November and March, and requests for translated versions of the Home Language Identification Survey, Parent Program Choice letters and other forms pertaining to English Language Learners served as additional sources of data.

Other factors considered in the need for translation included:

- Individualized Education Plan (IEP) Team records
- Percentages of participation in meetings, workshops, and other school events
- Data on the number of non-English languages indicated on the School Report Card and Standardized assessment data results.

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.

Items previously delineated were quantified and classified according to the language of preference for a general result that indicates that the language spoken in the homes of approximately 51% of our school community is Spanish. Bengali makes up 22%, while Urdu and Punjabi consisted of approximately 8% each.

Major findings indicated that there is a need to further the communication between the home and the school. Greater involvement can only be

achieved through clear, precise, accurate and timely deliverance of information. Parents need to have a clear understanding of the City and State standards and other requirements that impact on their child(ren). Understanding the specific details of these requirements is impeded if the language is not understood so if we are to actively inform and engage parents, there is a need to do so in their language of cognition.

Standardized test data continues to show that the children who come from homes in which the language spoken is other than English, score lower than the children whose native language is English. Disaggregated data shows that the lowest percentage in these results is amongst children where the language spoke at home is Spanish. This data indicates a need to further supply these families with orientation, support materials, and other means of translated assistance in the home language –Spanish.

Parents have access to information through a recently created handbook that details the results of our findings. PTA meetings are another forum for sharing information. Parents are informed of the benefits of active participation and their ability to request translation and interpretation when needed in order to ascertain that the information is clear and comprehensible.

Part B: Strategies and Activities

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

Written translation of all in-house letters, flyers, invitation, leaflets and other information sent home in English will be made available to parents identified through the “Home Language Identification Survey” Part 2 and other sources. Spanish translations will be completed on site by the bilingual Spanish personnel. Translation to other languages will be rendered through the use of the translation Unit of the Department of Education. Items pressing and time sensitive (needed before two weeks) will be translated by approved private vendors available to the school.

Forms from the Department of Education that already include translated versions will be downloaded, copied, and distributed in the languages previously identified.

Written translations of the following will also be included as these are produced in the school:

- Parent handbook
- School wide calendar of events
- Invitations to workshops, performances, School Enrichment Model celebrations and other events
- Workshop handouts
- Standardized test practice orientation materials

- Information on the NYSESLAT
- Data finds (standardized test results) including data trends
- Curriculum requirements and promotional standards requirements

Timely provision of translated documents will be made possible by creating a Translation / Interpretation team that will consist of a supervisor, the parent coordinator, and 3-5 additional staff members whose responsibility it will be to ensure that documentation is evaluated, processed, and translated as needed. This team will meet on a monthly basis to preview upcoming calendar events that may require home communication and plan for the translation of each of these. Decisions will be made as to the need for in house translation, private vendor translation or whether to seek the services of the Department of Education Translation Unit.

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.

Oral interpretation services will be provided at meetings, Parent Teacher Conferences, and workshops. Invitations to these events will include a section for the parent to indicate the need for an interpreter and the language spoken by the parent. Spanish speaking oral interpreters will include school bilingual school staff and the Parent Coordinator. Outside vendors will be contracted to provide the services in Bengali, Urdu, Arabic, Chinese, and Punjabi.

Parents requesting interpreters for one to one conferences with teachers, administration, guidance, and other school staff will be scheduled in advance of each meeting in order to secure services as needed. The Translation / Interpretation team will plan for and schedule Interpreters for each school event as needed throughout the school year.

Oral interpretation will make it possible for parents to receive accurate messages during conferences, meetings, workshops, and other school events. Oral services will assist parents in making informed decisions about the academic, emotional, and developmental growth of their child(ren).

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>.

- o Upon the identification of the home language, a determination will be made by the Translation / Interpretation Team whether it is one of the covered languages. Information will be logged in the child's emergency card, ATS, and the Teams ongoing database.
- o The parent will receive written notification of the translation / interpretation services available to them in the school.
- o Postings near the main entrance to the school (in the multiple languages of the school community –Spanish, Bengali, Urdu, Hindi, Punjabi, Arabic, and Chinese) will include information to parents on the room where parents can obtain a copy of the written notification and the Chancellor's Regulation A663 on translations.

o The school's safety plan will include details on the procedures to ensure that parents who need language assistance, have access to the school's administrative offices.

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: 152	DBN: 30Q152
Cluster Leader: Charles Amundsen	Network Leader: Nancy DiMaggio
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: During the School Day
Total # of ELLs to be served: 150 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: 6 # of certified ESL/Bilingual teachers: 6 # 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:

Rational

As noted in the 2011 – 2012 Comprehensive Education Plan, concerning trends in literacy have been identified. In 2010 of 183 ELLs tested in the State English as a Second Language (ELA) assessment, 25.9% were found to be performing at a level 1, 49.2% at a level 2, 15.5% at a level 3, and 3.8% at a level 4. The English Proficient (EP) students faired as follows: 2.2% at a level 1, 25.9% at a level 2, 56.9% at a level 3, and 15.0% at a level 4. Ongoing assessment data analysis and interpretation will allow teachers to target specific needs and address these from the perspective of language development or literacy development. Significant differences in performance can be seen in the performance of ELLs and that of the EP group. Data shows that 75.1% of the ELLs tested were performing at Levels 1 and 2 compared to 28.1% of the EP students, a 47% difference.

These results denote a need to examine the instruction of ELLs and the instructional program as it pertains to literacy. Conventional methods for teaching literacy have to be adjusted and differentiation for this group has to include explicit teaching of vocabulary and strategies to enable children to read and react to text. This group needs to engage in diversified and differentiated opportunities to read and write daily so that they can build the stamina needed to address extensive text.

Data specific to the English Language Arts test denotes additional concerns and the need to address this subgroup with techniques and strategies that will enable them to reach Level 3 performance.

- In 2010 of 183 ELLs tested, 25.9% were found to be performing at a level 1, 49.2% at a level 2, 15.5% at a level 3, and 3.8% at a level 4. The English Proficient (EP) students faired as follows: 2.2% at a level 1, 25.9% at a level 2, 56.9% at a level 3, and 15.0% at a level 4. Ongoing assessment data analysis and interpretation will allow teachers to target specific needs and address these from the perspective of language development or literacy development. Significant differences in performance can be seen in the performance of ELLs and that of the EP group. Data shows that 75.1% of the ELLs tested are performing at Levels 1 and 2 compared to 28.1% of the EP students a 47% difference.
- In 2011 of 193 ELLs tested only 19% were found to be performing at or above level 3 which remains consistent with last year's results (a 0.3% decrease).
- In 2011 Grade 5 and Grade 6 data stood out at level 1 and 2 performance where the difference between ELLs and EPs was most significant. In grade 5 the difference between ELLs performing below level 2 and EPs at that same level was 61%. In grade 6 the disparity was even greater with a 73% difference.

Part B: Direct Instruction Supplemental Program Information

Instructional decisions have to focus on literacy instruction through methods of language development. The core of the deficiencies in readers whose first language (L1) is other than English is rooted in the weaknesses found in the second language (L2) instruction and how well students are able to transfer concepts and experiences from one language to the other. With this in mind, we require a program that builds on the structures of language while approaching literacy from the perspective of the development of language. Teaching literacy skills and strategies has to be strategic to ensure that structures are being put in place for the student to move from one level to another through carefully mapped plan.

Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. A high percentage of these children are not “literate” in a first language, therefore transference of skills from L1 to L2 is not possible. The instructional model however, is built on the premise of a preexisting L1 knowledge that is simply not there. Since the child’s level of sophistication in the second language (L2) will dictate their ability to tackle grade specific reading selections, our efforts must focus on maximizing and strengthening language development from its initial stages through exposure to meaningful language experiences that tap into all modalities. There is a need to continue to teach ELLs in a balanced literacy model providing a balance of explicit instruction and student-directed activities that incorporate aspects of both traditional and meaning-based curricula from an L2 perspective with specific context embedded vocabulary instruction and language centered goals.

The results of the 2011 New York State English as a Second Language Achievement Test (NYSESLAT) shows that deficiencies in the modalities of Reading and Writing substantiate the results cited above. This data shows that 56% of the ELLs tested in 2011 reached proficiency in the Listening and Speaking modalities, however only 28% of the group reached that level in the Reading Writing modalities. It further shows that 14% of the students tested are at a Beginner level in the Reading / Writing modalities but only 2% are at that level in Listening / Speaking modalities.

Therefore the focus of both extended day afterschool and Saturday Academy programs will be Literacy and academic language development in the content area. The extended day supplemental program will be Literacy based with a focus on nonfiction.

Academic English is the language of school-based learning and entails understanding the structure of language and the precise way that words and phrases are used, including content-specific vocabulary. More nuanced and de-contextualized than conversational English, it requires a high degree of precision in reading, writing, listening, and speaking. This becomes especially difficult for readers of nonfiction therefore when ELLs read this genre, instruction will focus on the specifics of how to interpret subtitles, diagrams, illustrations, charts, and other text features that aid in understanding the content.

With the extended opportunity to sustain what the children are learning during their instructional day, we seek to teach students the structure of the language, grammar, how words and phrases are used. Teachers will focus on teaching students strategies that they are able to transfer to their daily reading when interpreting unknown vocabulary, new words in their reading, and new text.

Part B: Direct Instruction Supplemental Program Information

The final phase in supporting learners in reaching the goal of mastering literacy is in building their ability to write like native speakers. Students will work on strategies for writing about reading using techniques that substantiate their thesis with events from their reading. For this purpose, graphic organizers that “chunk” information will be instrumental. Read alouds, “think alouds”, modeling, structure instruction using procedural strategies will serve to guide student in strengthening this method of writing.

Instruction will take place in small group level and needs specific groups. The second language is used as the medium of instruction for discussing reading skills, mathematics and other academic subjects. The certified English as a Second Language (ESL) teacher will provide scaffolding through vocabulary word study and pictorial interpretation to facilitate the children’s understanding of concepts and text.

Technology provides an additional forum by which to provide differentiation challenging accelerated learners and remediating for those who are struggling. Computer programs and Internet sources will be used as support material. Wireless laptops provide for the opportunity to continue to provide one on one and small group lessons that both remediate and challenge learners in a “fun” way.

Students learn about writing by focusing on elements of text that make a writing piece comprehensible. The program focus is on identifying the needs of the learners and developing strategies that the children practice after observing them modeled by the teachers. This instructional model was selected based on the demands of the Common Core Learning Standards.. It is essential that our Ells have additional opportunities to interact with content specific language that is highly demanding.

Program:

The supplemental language instruction programs under Title III will support learners in an extended instructional day program that will included grades 4 - 6 after school and grades 3 and 6 in a Saturday Academy.

The supplemental language instruction program funded under Title III will take place after school in an extended day schedule for 1 hour and 50 minutes (from 3:10 PM to 5:00 PM) three days per week (Tuesday, - Thursday) from October 2011 to April 2012 for a total of 64 sessions. Supplementary services will be provided by 6 certified ESL. An additional supplementary program addressing literacy skills will take place on Saturdays. These sessions will run for 3 hours and 45 minutes from January to April for a total of 13 sessions. Services in the Saturday Academy will be provided by 3 certified ESL teachers. A supervisor will oversee the instruction, management, and ordering of materials as needed, for both programs. Program planning, target population selection, parent outreach, and curriculum selection will be conducted by the supervisor prior to launching the program. The supervisor will require 68 sessions of 2 hours and 15 minutes. The Saturday Academy supervisor will include 13 sessions for 4 hours each. Additionally a secretary will be needed for clerical items including preparing documents on children’s progress to be sent home, typing letters, preparing payroll, and other clerical services for both extended day weekly and the Saturday Academy Title III, 1 hour and 30 minutes per week for the duration of the programs. The extended afterschool program will service Ells in Grades 4 - 6. The Saturday Academy program will include Grade 3 to 6 English language learners. The target population of both programs will include Beginner, Intermediate, and Advanced proficiency Ells.

Part B: Direct Instruction Supplemental Program Information

Rationale:

An additional concern that is reflected in both the Spring 2011 NYSESLAT data results and the NYS ELA assessment results data is the weaknesses the continue to show in the performance of Grade 3 students. While the gap between the performance of ELLs and their English speaking counterparts on the grade was more disparate amongst grade 5 and grade 6 students, the lowest overall performance was amongst grade 3 students. This trend has been noted in prior years. In the 2011 ELA assessment 40% of the ELLs tested, scored at Level 1. Of the group tested only 18% scored at Level 3 which indicates that 82% of the ELLs tested on this grade in ELA are performing below the standard proficiency level for the grade. The children tested were at year 2 – 4 of servicing which forces us to reflect on the instructional practices in the early childhood grades. When observing the Early Childhood Literacy Assessment System – 2 (ECLAS-2) data weakness in Phonemic Awareness, Phonics, Vocabulary, and Early reading are evident in grades 1 and 2. Therefore as these children transition to grade 3 the concerns increase.

There is a need to increase the opportunities for students to work in strategic small guided, interactive, and level specific groups on literacy skills.

Program:

In order to change the trends observed in the performance of Grade 3 ELLs, we propose a supplemental program that is inclusive of their instructional day. This program has to address weaknesses in grade 2 before the gap in literacy becomes too excessive. It is not sufficient to provide intervention in Grade 3 when supplemental support can be offered in the prior grade. An after school program was considered to achieve this goal but, the concept of isolating early childhood students in a different setting would defeat the purpose of the holistic program we seek to establish. By supplementing the language instruction already provided by the ESL self-contained classroom teacher, we are providing for a smooth transition in learning that is cohesive. The free-standing self contained classes will need to be modified to include two periods 3 times per week of collaborative team teaching supplemental support in which the teacher to student ratio is reduced. During those two periods small group instruction will be provided by both the ESL self-contained classroom teacher and an ESL / CB certified Push-in teacher. This program would not supplant the mandated ESL units required under CR Part 154 of 360 minutes per week for Beginner and Intermediate proficiency students and 180 minutes per week for Advanced proficiency ELLs. These units would continue to be provided by the ESL classroom teacher in the self-contained setting. The program described would included an additional 100 minutes per week of content literacy instruction using scaffolded academic language development taught during the instructional day. The second ESL certified F-status teacher will push-in during the Science / Social Studies period to target specific academic language and literacy skills with small differentiated needs driven groups. This additional support provided by an ESL certified push-in teacher will afford children added opportunities to participate in small group differentiated instruction in a collaborative environment targeting specific content area writing and reading needs building strategies to continue to sustain their growth. This supplemental program will include an ESL certified F-status experienced teacher working with students in the self-contained ESL and bilingual classes in Grade 2. Developmental, targeted guided lessons will be provided in these small groups to build content vocabulary and specific strategies for understanding content specific text and enhanced strategies aimed at improving literacy

Part B: Direct Instruction Supplemental Program Information

skills. Teacher congruence will ensure that support is within context and based on the needs assessed daily by the classroom teacher.

During the push-in sessions both teachers will work to sustain the schoolwide early childhood goal / initiative to build vocabulary skills by following the format below:

Intentionally teaching (words and word meaning) Direct word-meaning instruction to facilitate children's vocabulary development, especially for words that represent unfamiliar concept. This will be achieved through:

- Eliciting-type questions-To evoke children's thinking about word meanings, teachers will ask them questions to elicit recognition of a vocabulary word. Using questions to engage the word and its meaning results in children's learning more word meanings than simply exposing them to words in context.
- Embedded definitions -Teachers will explain word meanings when children encounter unfamiliar words in a reading aloud. These embedded definitions are explanation of the word's meaning in the natural context in which the word occurs (Shore & Durso 1999).

Teaching word-learning strategies -For young children to develop the mental tools to infer word meanings from context, they need to be taught how to do so. This process evolves over time, and different strategies will be used for different stages in the learning process.

- Teachers will read aloud varied texts and genre forms. During the first several read-alouds, teachers "think aloud" discussing the details of the story, illustrations and plot to model how to use clues and background knowledge to infer word meaning. They then ask questions about the clues, details, and background knowledge to guide them through the same process. Next, they ask children to infer word meanings independently, using background knowledge and the clues in the text. Content area, nonfiction text will be used for this strategy since it is critical that the text have clues that suggest the word's meaning.

Offering opportunities to use newly learned words -Providing opportunities for children to use newly learned words is a critical aspect of supporting word learning therefore teachers will construct classroom activities in which children are likely to use newly learned words help to reinforce the learning process, and the vocabulary itself. One such activity is concept mapping, in which children work in groups to organize pictures in a Venn diagram, grouping concepts in terms of similarities and differences. Other word-mapping activities include having children "read" or retell a portion of a text.

Finally both teachers collaborate to teach fluency to enable students to comprehend the content text they read.

Materials

The extended day afterschool and Saturday program teachers will use the Rigby Literacy Intervention kits, Getting Ready for the NYSESLAT, and Buckle Down Reading for skills development as they deliver instruction. For the Push In literacy Supplemental Grade 2 program we propose to use the Fountas and

Part B: Direct Instruction Supplemental Program Information

Pinnell Level Reading Intervention. Materials and supplies for the student's portfolios and the delivery of instruction will be included. Additional materials to support the program are purchased at no charge to Title III.

Part C: Professional Development

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

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

Begin description here:

The professional development goals for P.S. 152 for the 2011 – 2012 school year include two levels. In tier one pertinent personnel will work with the staff to fortify their knowledge base in literacy, mathematics, and other content areas. The second tier is dedicated to the planning of Common Core Learning Standards units, gathering and sharing of resources and materials spearheaded by the grade leaders and/or lab site teachers who have attended City or Regional training sessions. During the second Tier, ESL teachers work together and in collaboration with general education teachers. This later level is to be ongoing and supported by the Literacy Coach to ensure that the teachers receive the assistance needed to make the learned techniques a permanent part of the instructional repertoire. Intervisitation and discussion is an added way to continue to fortify our staff.

Preparing teachers to work with ELLs is ongoing. The ESL instructional staff is provided with ongoing professional development to enable them to maintain and increase their skills. This year's preparation included several sessions on identifying ELLs, looking at the data to identify proficiency levels in each modality, and assessing possible support strategies. The ESL supervisor and ESL Coordinator experienced in ESL methods provided each session during The Professional Learning Community block. Push-in ESL teachers continue work collaboratively during professional development sessions to share best practices and strategies aimed at reinforcing language skills through Balanced Literacy. The ESL instructional staff is also provided with ongoing support to increase their content area expertise in Mathematics, Science, and Social Studies. Following the City initiatives, the ESL/Bilingual teachers on each grade are working with general education teachers in the development of Common Core aligned tasks. Their goal is to ensure that each task has specific scaffolding strategies, media enhanced resources, and other items to enable ELLs to have access to the same task completion.

Extensive teacher training conducted during the Professional Learning Community block consisting of 3 periods of 50 minutes each per week will include literacy development training. Differentiating of instruction to meet the language needs of students is achieved through a thorough analysis of the data specific to language proficiency, literacy, and ongoing data collection. This training is ongoing throughout the school year. Goal setting sessions of two 45 minute periods each once a month are also part of the professional development provided for the teachers of ELLs to develop long and short term goals with benchmark assessments for a period of 8 to 10 weeks in all content. Supervisors with

Part C: Professional Development

experience in ESL instruction guide teachers through this process and oversee the development of tiered plans aimed at scaffolding and differentiating instruction. As groups of children meet their benchmarks, new goals are developed or previous ones are revised in order to continue the growth process. Through this procedure, differentiation is ongoing in each lesson and not haphazard or by chance. Each group meeting and lesson is strategically planned along the map of the goals developed with and for the students. All teachers attend the 7 hours of yearly on ESL methods.

Based on our needs assessment and the NYSESLAT and LAB-R assessment the Title III Professional Development program will focus on workshops that lead to the overall improvement of ESL and content instruction through differentiated needs based instruction. The teachers providing instruction in the program will partake of monthly data analysis and goal setting session. During this time they will discuss data results and analyze each item for strengths and weaknesses connected to each of the language strands. This will enable them to make decisions as to the next instructional steps to follow on the instructional continuum.

Additional sessions in professional development for Title III will include:

- Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.
- Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what the learn.
- Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution.
- How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

All sessions of professional training will take place during the school's Professional Learning Community (PLC) block. Due to the extensive nature of the Title III program provided for the children, funding for professional development is provided by sources other than Title III.

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

Part D: Parental Engagement Activities

Begin description here: The Parent Coordinator will work with the ESL Coordinator to plan sessions for the parent of ELLs. The goal for the 2011-2012 school year is to enable parents to build literacy and math skills in the home through strategies that engage and support learning. Parents attend sessions during the school day from 8:30 to 9:50 for 1 hour and 20 minutes one -two days per month. Notices are sent home with the children. Additionally a monthly Newsletter and Calendar is sent home that includes the workshop dates. Additionally through funding provided by Title I parents attend workshops on a variety of topics provided by LEAP an Arts organization.

Topics will include parenting skills, understanding educational accountability grade-level math and reading curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity access student data online.

Part E: Budget

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

Allocation Amount: \$SWDs in 0

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 curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$SWDs in 0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		