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**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE EVERGREEN SCHOOL PS 152

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X152

PRINCIPAL: FRANCES LYNCH EMAIL: FLYNCH@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIM BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Frances Lynch	*Principal or Designee	
Cynthia Gonzalez	*UFT Chapter Leader or Designee	
Gabriella Arias	*PA/PTA President or Designated Co-President	
Carole Dickens	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Milagros Orizal	Member/Parent	
Rosa Carrion	Member/Parent	
Angelica Morales	Member/Parent	
Isaura Valentine	Member/Parent	
Heather Ryan	Member/ESL Coordinator	
Jennifer Solis-Rivera	Member/Teacher	
Janine Giordano	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To enhance teacher performance by providing a series of professional development workshops designed to improve instructional excellence within a classroom setting. A standardized rubric designed to measure the impact of teacher effectiveness within a classroom setting will be used

Comprehensive needs assessment

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

A five year analysis of DOE compliance documents reveals the following data on the Evergreen School:

In 2007 the school received a “Well Developed” ranking from the Quality Review Team. Scores from 2007 – 2011 Progress Report indicates a continuous overall grade of “A”. In the Spring, 2011, the school partook in a Network “Peer Review”, and received a rank of “Well Developed”. These rankings mark the development of each phase of reorganization, new program initiatives, new goals and directions taken on over the last seven years. Data guides all aspects of teaching and learning, and as a result, the school has gone from being a failing school to a “Learning Community.” Danielson writes, and we concur, that what matters most in a school “is the ability to engage students in learning and establish an environment of respect and rapport”. Given this, “Goal One” speaks to enhancing professional practice through a series of professional development workshops designed to enhance instructional excellence within a classroom setting. The most powerful tools we can provide our teachers with is the confidence to begin self-assessments of their practices. Using a domain dominant rubric, we will seek to move teachers from being “basic practitioners to distinguished practitioners”. This will have the greatest positive impact on our students performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
The seminal works of Charlotte Danielson will serve as the construct from which all professional activities are planned and implemented. Rubrics utilized will be drawn from Danielson’s Domains of practice. Implementation and data retrieval strategies will emanate from the Principal and administrators.
 - b) staff and other resources used to implement these strategies/activities,
School administrators will visit classrooms in order to observe different aspects of teacher performance and student

learning. School administrators will meet monthly with classroom teachers to discuss the findings noted during classroom visits. This information will be presented to teachers in a series of written scenarios. Teachers will work in small groups and discuss scenarios assigned to them. Upon completion of the task, teachers will be asked to rate the teacher on a rubric designed to measure impact of teacher effectiveness within a classroom setting and identify next steps.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - 1) The Principal, school administrators, grade point persons, and staff developers will: review data retrieved from compliance documents to prioritize domains of practice.
 - 2) After a domain is selected by this group, the Principal and school administrators will conduct classroom visits.
 - 3) School administrators will review their findings and prepare a series of scenarios based upon visitation notes.
 - 4) The Principal and school administrators will meet monthly with staff to review scenarios using a rubric and identify next steps.
 - 5) Teachers will be asked to conduct inter-visitations and utilize the rubric during this process.
- d) Professional development workshops will be implemented in areas of the following Domains and Competencies: The Classroom Environment, (Establishing a Culture for Learning, Managing Student Behavior,) Planning and Preparation,(Designing Coherent Instruction), Instruction, (Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction).
- e) timeline for implementation.

In the fall of 2011 preparation for the implementation of Professional Development workshops began. The Principal and school administrators met with staff to introduce Danielson’s constructs and their application to enhanced practice. Subsequently, the first segment of the workshops has been implemented; The Classroom Environment. The aforementioned process of visitations, scenarios, and next steps has begun. Every six weeks, a new domain will be implemented with the intent of completing a total of six competencies during the 2011 – 2012 academic year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. Goal number one was presented and approved by the SLT. Members of the SLT were very interested in the proposed goal and the activities which engage staff in the self assessment process. This goal supports section 1118 of the Elementary and Secondary Education Act through SLT involvement (see attached Evergreen School PIP).

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - a) Professional Development and data analysis support our educational focus. Professional development is directly related to the administration's expectations in developing teachers' craft and implementation of all academic programs as they relate to student learning. Common Core Standards and data drive the prescribed curriculum per grade level in all subject areas.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

While this goal does not speak directly to the service programs under NCLB, it has an indirect impact on every aspect of the legislation. Goal One speaks directly to enriching teachers practice by providing a year of planned professional development activities aimed at enriching teaching and learning within the school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. No budget costs will be associated with this goal as it will involve supervisors observation time, and grade meetings.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To develop and enhance the informational writing abilities of elementary age students. A ten week school – wide informational writing project will be undertaken. As a result of this project, ELA scores will improve by ten percent (10%) or 38 students will receive a higher score on the 2012 ELA, as compared to their 2011 ELA score.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Examination of the 2010 – 2011 New York State Tests revealed that our students were more adept at answering short answer questions than short response questions. As a result of these findings Goal 2 speaks to development and enhancement of informational writing abilities of elementary age students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
A research program will be rolled out in grades 1-5. This ten week non-fiction reading/writing program establishes weekly learning goals. These goals will be utilized to coincide with our literacy curriculum which is aligned to the common core standards. The general weekly goals speak to the specific components of non-fiction reading and writing. For example
Week 1. Theme Introduction & Topic Selection
Week 2. Research Questions, Note – Taking
Weekly monitoring of these goals will serve as a component of final project completion. At the end of ten weeks all students will have completed a research report. The rubric grade achieved by the students on this project will serve as the culminating measurable objective for this project.
 - b) staff and other resources used to implement these strategies/activities,
 - An outside consultant will be retained to “roll out” the non-fiction program for grades 3-5. This individual will provide PD to teachers in November and provide support throughout the ten week time period
 - The literacy coach will train grades 1-2 and monitor the staff non-fiction writing during the ten week program
 - The goals and objectives established for the implementation of the Research Labs program will be carried forth in all grades

- The literacy coaches for both upper and lower grades will meet with administration to discuss student and teacher progress and needs
 - Analysis of non-fiction writing will guide differentiation of instruction
 - Non-fiction writing will be collected and analyzed weekly by classroom teachers
 - Common Core Standards will serve as the base for all non-fiction reading and writing
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Grade point persons were invited to review the “Research Lab” curriculum and share it with their respective grades. This process allowed for teacher input into non-fiction areas of investigation: Endangered Animals, Bugs, Space, Ecology, and The Human Body.
 - The upper grades received training in November 2011. The lower grades will be trained in early January 2012
 - Training for all grades will address: How to teach non-fiction reading and writing
 - All grades will receive classroom mentoring on the non-fiction writing process
 - Continued implementation of independent reading program will be expected throughout this process
 - Continued implementation of computer based comprehension assessment program for grades 2-5
- d) timeline for implementation.

Program implementation began in November of 2011 with training provided on the Research Lab program. The program will begin in January of 2012 and end in March with a culminating community project entitled “The Evergreen Museum Of Natural History”. The museum will be open to families of students enrolled in the school. Students will share with their families what they have learned from this project including their published books.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Goal number two was presented and approved by the SLT. This goal is in support of the section 1118 of the Elementary and Secondary Education Act through SLT involvement (see attached Evergreen School PIP).

Strategies for attracting Highly Qualified Teachers (HQT)

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

a) Professional development and data analysis support our educational focus. Professional development is directly related to the

administration's expectations in developing teachers' craft and implementation of all academic programs as they relate to student learning. Common Core Standards and data drive the prescribed curriculum per grade level in all subject areas.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Goal 2 has a direct and /or indirect impact on every aspect of the NCLB legislation. Goal two addresses enrichment of the writing curriculum. By providing a ten week enriched non-fiction writing program, elementary school children will be provided with a foundation for higher level academic work.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. No budget costs will be associated with this goal.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Replace Everyday Math curriculum in grades one and two with a new research based curriculum, "Envision Math" that is aligned to the New York State Common Core Learning Standards. By June of 2012, sixty percent (60%) of students in grades one and two will demonstrate proficiency in math.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Quality assurance data consistently reveals a rise in math scores over the last five years. Envision Math was purchased to further enhance the education of our students in grades one and two. An assumption is held that 60 percent of students in first and second grade will demonstrate proficiency in the Math Common Core objectives.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Analysis of math skills through quarterly assessment
 - Monitor math pacing and student mastery through monthly review of Envision Math units completed
 - Collect, analyze, and document math comprehension on a monthly basis
 - Implement Common Core Standards in Math
 - Provide PD on Envision Math
 - Provide coaching to teachers on program implementation
 - Oversee classroom implementation on Envision Math
 - Establish a math calendar with Envision goals and assessment dates
 - a) staff and other resources used to implement these strategies/activities,
 - Assignment of math coordinator to develop grade objectives in conjunction with Envision Math
 - Assignment of math coordinator to monitor and coordinate program
 - Professional development on the different aspects of Envision Math will be provided by an outside consultant and the Math Coach

- Envision Math Smart Board Training
- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Point persons were invited to the initial screening of the program
 - All point persons were given Envision Math kits to bring back to their grade meetings for staff input and review
- c) timeline for implementation.
 - September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Goal number three was presented and approved by the SLT. This goal is in support of the section 1118 of the Elementary and Secondary Education Act through SLT involvement (see attached Evergreen School PIP).

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Professional Development and data analysis support our educational focus. Professional development is directly related to the administration’s expectations in developing teachers’ craft and implementation of all academic programs as they relate to student learning. Common Core Standards, and data drive the prescribed curriculum per grade level in all subject areas

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Goal 3 has a direct and/or indirect impact on every aspect of the NCLB legislation. Goal 3 addresses enrichment of Math curriculum. By providing an enriched Math program first and second grade students will be provided with a foundation for higher level academic work.

Budget and resources alignment

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To enhance and differentiate instruction through the implementation and utilization of Renaissance Learning's Response To Intervention program. All students enrolled in third through fifth grade will participate in this reading program. An assumption is held that STAR reading scale scores will increase by 5 percent (5%), by June 2012

Comprehensive needs assessment

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

Students enrolled in the third through fifth grade will take the STAR Reading Assessment. Each student will receive a scale score on this test. The benchmark for assessing student data will be the "New York State Testing Protocol" (NYSTP).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

Four groups of students will be identified:

- Group 1: will be composed of those students in need of **Urgent Intervention**. These are the students who scored below the 10th percentile on the benchmark. Students in this group scored a scale score below 143.
- Group 2: will be composed of those students in need of **Intervention**. These students scored below the 25th percentile on the benchmark, and obtained a scale score of 297 or below.
- Group 3: will be composed of those students who are deemed to be "**On Watch**". These are the students who scored below the 40th percentile on the benchmark, with a scale score of 298 or above.
- Group 4: will be composed of those students whose scale scores are at or above the 40th percentile, **At/Above Benchmark**, with a scale score of 464.

Students in group one will receive small group differentiated education they will be assessed weekly in monitor growth and impact of intervention. Group two students will be assessed twice a month to monitor impact of differentiated instruction and growth. Group 3 students will be assessed monthly to measure impact of intervention and growth. Group 4 students will be measured four times a year to measure growth,

- b) staff and other resources used to implement these strategies/activities,
 - A learning disabilities specialist will be responsible for implementing and monitoring the RTI interventions provided to those students with the lowest score
 - The ELL coordinator will be responsible for implementing, and monitoring the RTI interventions for those students who meet ELL criteria in addition to RTI
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - The aforementioned individuals and the Child Study Team will review RTI data monthly to monitor progress and need for additional interventions.
- d) timeline for implementation.
 - September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Goal number four was presented and approved by the SLT. This goal is in support of the section 1118 of the Elementary and Secondary Education Act through SLT involvement (see attached Evergreen School PIP

Strategies for attracting Highly Qualified Teachers (HQT)

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

Professional Development and data analysis support our educational focus. Professional Development is directly related to the administration’s expectations in developing teachers’ craft and implementation of all academic programs as they relate to student learning. Common Core Standards, and data drive the prescribed curriculum per grade level in all subject areas

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

While Goal 4, does not speak directly to the service programs under NCLB, it has an indirect impact on every aspect of the legislation in that it seeks to re-teach basic math and reading skills to students who are at risk. Thus providing the skills required to achieve academic growth.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - RTI software was a gift from the Carmel Hill Fund. In addition the school will be provided with a consultant who will assist in the implementation and full utilization of this program.

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

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

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	55	30	N/A	N/A	25	0	0	10
1	30	30	N/A	N/A	29	0	10	30
2	35	35	N/A	N/A	15	0	5	22
3	72	44	N/A	N/A	26	0	6	20
4	30	25	30	25	20	0	4	35
5	30	16	30	30	12	0	3	23
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA: <u>Wilson</u> <u>Merrill Linguistics</u> <u>Read, Write, Edit</u> <u>Accelerated Reader</u> <u>English in a Flash</u></p>	<p><u>Wilson:</u> A program designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound, word and syllable cards are used throughout the Wilson reading process.</p> <p><u>Merrill Linguistics:</u> Children practice reading in their <u>Stepping Up</u> books before reading stories in the Merrill readers. This preparation makes the reading of words easier for children, so they can focus their attention on the meaning of the stories.</p> <p><u>Read, Write, Edit</u> Supports NCLB goals, and features differentiated instruction-books across multiple levels feature parallel lessons with the same skills and page numbers.</p> <p><u>Accelerated Reader:</u> Supports NCLB goals, through individualized differentiated assessments and leveled book program</p> <p><u>English in a Flash:</u> Supports NCLB goals, through individualized differentiated assessments and differentiated units of work</p>
<p>Mathematics: <u>Accelerated Math</u> <u>Kaplan Keys</u></p>	<p><u>Accelerated Math:</u> The Accelerated Math program supports NCLB goals, through individualized differentiated instruction. Math practice assessments provide immediate checks on student mastery and growth.</p> <p><u>Kaplan Keys:</u> Provides instruction on effective methods and strategies for taking the New York State Test.</p>
<p>Science: <u>Differentiated Instruction</u> <u>Harcourt Brace - NYC Science Curriculum</u> :</p>	<p><u>Differentiated Instruction:</u> Our science program offers the following features: Hands on learning, small group instruction, lab set-up for grade four students.</p> <p><u>Harcourt Brace – NYC Science Curriculum:</u> Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials.</p>

<p>Social Studies: <u>Harcourt Brace – NYC Social Studies Curriculum</u></p>	<p><u>Harcourt Brace – NYC Social Studies Curriculum:</u> Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At risk counseling, ongoing contact with parents, referral to agencies for services and follow-up monitoring of student attendance.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Contact with teachers - discussion ad to strategies that might be implemented in the classroom to foster/improve management of the class as a whole and /or individuals within the group. Presentations to teachers, explaining the assessment process and how the information can be helpful t them in terms of understanding the needs of students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>At risk counseling, ongoing contact with parents, referrals to agencies for services, and follow-up and monitoring of student attendance.</p>
<p>At-risk Health-related Services:</p>	<p>At risk Health services are provided to students daily by the school nurse.</p>

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.

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

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

. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

The Evergreen School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) the children and parents of CS 152 agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2010 - 2011

I. General Expectations

Community School 152 agrees to implement the following statutory requirements:

- The school will put into operation: programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

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

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

1. C.S. 152 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through our Leadership Team.
2. C.S. 152 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA through our Leadership team and PA meetings.
3. C.S. 152 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement

activities to improve student academic achievement and school performance through letters written in both English, and Spanish, parent coordinator monthly meetings, parent/teacher meetings, and our monthly calendar.

4. C.S. 152 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs such as Preschool Youngsters, Learning Leaders and State-operated preschool programs.
5. C.S. 152 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be accomplished through our Leadership meetings and our monthly assemblies meetings.
6. C.S. 152 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. New York State's academic content standards
 - ii. New York State's student academic achievement standards
 - iii. New York State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by having parent meetings run by staff developers throughout the school year.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, through our Leadership Team meetings.

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

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School's Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by Community School 152 on 09/12/07 and will be in effect for the period of September 2010 through June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 9, 2010.

Required School-Parent Compact Provisions

School Responsibilities

CS 152 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: America's Choice program, SES programs, morning programs, after-school programs, and Academic Intervention Services.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in September 2006.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Meet the Teacher, Parent/Teacher Conferences, and in-person/telephone conferences held throughout the year when necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers and administrators will set-up appointments during preps, in the morning, and after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through our parent coordinator and classroom teachers.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities

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

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others

- Follow the school's/class' rules of conduct
- Follow the school's Hands-off Policy
- Ask for help when we don't understand
- Do our homework every day and ask for help when we need it
- Study for tests and assignments
- Read, at least, 30 minutes every day outside of school
- Get adequate rest every night
- Give our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day

SIGNATURES:

_____	_____	
_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	
_____	_____	_____
DATE	DATE	DATE

All written communication to parents is dual language (English/Spanish). Letters to parents are sent home on as needed basis. In addition a monthly school calendar is sent home at the end of each month. This calendar highlights school events, and school expectations, thus keeping parents aware of daily school life.

**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 J. Ruiz / E. Myers	District 08	Borough Bronx	School Number 152
School Name C.S. 152			

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

Principal F. Lynch	Assistant Principal K. Nohavicka
Coach D. Yarrell	Coach N. Ortega
ESL Teacher H. Ryan	Guidance Counselor A. Vera
Teacher/Subject Area F. MacDonald	Parent Milagros Orizal
Teacher/Subject Area type here	Parent Coordinator C. Hernandez
Related Service Provider E. Hill, J. Solis-Rivera	Other H. Ryan (Bilingual ESL Coordin
Network Leader E. Myers	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	7	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	958	Total Number of ELLs	250	ELLs as share of total student population (%)	26.10%
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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. 

During the registration process, parents of new entrants to the NYC Public School system complete the Home Language Identification Survey (HLIS). ESL certified teachers Ms. H. Ryan, Ms. K. Brenan, Ms. N. Ortega, Ms. P. Mclane and Ms. L. Suarez, who are bilingual in English and Spanish, are present while parents fill out the HLIS. If a parent and/or student speaks a language other than English or Spanish the ESL teacher conducting the interview will use over the phone translation to communicate with the parent and or student. During this time they conduct an informal interview with the student and parent to ensure that the HLIS is completed properly. Once the parent has completed the HLIS, the HLIS rubric is used to determine each student's OTELE Alpha code. Any student whose OTELE Alpha Code is anything other than English is administered the Language Assessment Battery-Revised (LAB-R) test by an ESL teacher. Any student whose OTELE Alpha Code is Spanish and scores at or below the cut score on the LAB-R is administered the LAB-R in Spanish by a bilingual, ESL certified teacher. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL).

Any student who is identified as LEP/ELL entitled is administered the New York State English as Second Language Achievement Test (NYSESLAT). Prior to administration of the NYSESLAT exam H. Ryan (Bilingual/ESL Coordinator) runs the RLER – an ATS report that identifies students that are eligible for the NYSESLAT exam. Each certified ESL teacher (F. MacDonald, K. Brenan, H. Ryan, L. Suarez, N. Ortiz and P. Mclane) administers the NYSESLAT exam to the classes they have been co-teaching with all year. NYSESLAT exams are administered within the test window in the spring and are assess and measure progress in the four modalities (Listening, Speaking, Reading and Writing). Scantrons and test booklets are verified against the RLER (NYSESLAT Eligibility report) to ensure that each student eligible to take the NYSESLAT is administered the test. At the beginning of each year the NYSESLAT scores are used to determine a student's eligibility to continue to receive LEP/ELL services.

In adherence with state requirements to place ELLs within ten days of enrollment, C.S. 152 provides parent orientations during registration and again continues to provide the orientations for the parents that come in throughout the year. The choices are as follows: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. All ESL certified teachers are familiar with the program choices and are available during parent orientations and registration. At this time, parents of entitled students are provided with an opportunity to view the Parent Orientation Video for Parents of English Language Learners (available in 13 languages), which details the program choices. During this time the Bilingual/ESL Coordinator or an ESL teacher is available to answer any questions regarding programs. After watching the video parents are asked to fill out the Program Selection Form. Parents are encouraged to attend orientation and fill the Parent Selection Form at school however, if they do not make it to the Parent Orientation, the forms are handed out to the students by their ESL teachers. Bilingual/ESL Coordinator and/or and ESL teacher will inform the parents of the program choices and ask them to make their selection on the Program Selection Form. At this time parents are also informed of the next orientation where they will have an opportunity to view the video.

Mid September letters are distributed that inform parents of their child's status and eligibility as an English Language Learner. ATS Reports RLAT, and RLER (in conjunction with LAB-R Scores) are used to determine which letters Parents of current, and former

ELLs should receive. Students who are entitled based on NYSESLAT results – determined by the RLAT will be given a Continued Entitlement Letter. Parents of students who scored at or above proficiency on the LAB-R will be given a Non- Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT as determined by the RLAT will be given a Non Entitlement/Transition Letter. During this time the parents of all entitled ELLs receive the Parent Survey and the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Program Selection forms are collected, the original is filed in the students’ cumulative folder and a copy is filed in the ESL room by the ESL/Bilingual Coordinator.

Based on information collected from Program Selection and Parent Survey forms, C.S. 152 offers an English as Second Language (ESL) program. This program is aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. Review of the Parent Survey and the Program Selection forms, show that parents, for the past few years, have chosen the ESL program. Each year there are anywhere from 1-3 parents that choose the a bilingual program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K * 1 * 2 * 3 * 4 * 5 * 6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ●
--	--

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	53	37	41	37	36	28								232
Push-In	1	4	1	5	3	4								18
Total	54	41	42	42	39	32	0	0	0	0	0	0	0	250

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	250	Newcomers (ELLs receiving service 0-3 years)	213
SIFE	0	ELLs receiving service 4-6	37
		Special Education	33
		Long-Term	0

Number of ELLs by Subgroups

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	213	0	24	37	0	9				250
Total	213	0	24	37	0	9	0	0	0	250

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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	51	38	39	41	38	30								237
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	3	1	2	2								12

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	53	41	42	42	40	32	0	250						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Community School 152 has a push-in ESL program for grades K-5. The program consists of eleven, heterogeneous, freestanding ESL classrooms. Of these eleven classes, ten have a certified ESL teacher who pushes in for two periods per day for a total of 520 minutes per week, exceeding the 360 ESL minutes mandated by CR Part 154. The remaining classroom has a full time ESL teacher. In all grades ESL is taught through the ELA content. Methods used to scaffold the teaching of reading and writing process in all grades follow.

As ninety-seven percent of ELLs at C.S. 152 are Spanish speaking we have made an effort to ensure that each ESL classroom has at least one teacher who is bilingual in English and Spanish (either the ESL push in or the classroom teacher). Not only does this ensure that during morning drop-off, afternoon dismissal and parent/teacher conferences parents of Spanish speaking ELLs will be able to communicate with the classroom and ESL teacher but also ensures that the student feels comfortable in the classroom. These considerations promote the home/school connection and allow parents to be involved in their child's education. Additional native language supports include literature in the student's native language, books on CD in English and Spanish, bilingual dictionaries, picture dictionaries, and software programs such as Imagine Learning English and English in a Flash. When possible content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed.

All programs, curriculums and support for ELLs are grade/age appropriate. Each classroom, including ESL classrooms, receives materials based on grade level. All classrooms, including ESL classrooms use the following curriculum: Read Well (K-2 Literacy Program), Accelerated Reader (grades 2-5), Envision Math (grades 1-2), Accelerated Math (grades 3-5), Common Core Science and Social Studies curriculum (grades K-5). In addition, all ESL classrooms have access to an Audio Book Lending library and computer programs such as

A. Programming and Scheduling Information

English in Flash Math in a Flash, and Imagine Learning English. All programs are detailed below.

Read Well is a research based reading program for grades K-2 that reading program that facilitates differentiated instruction in phonemic awareness, phonics, vocabulary, comprehension and fluency. An initial placement exam assists teachers in placing students in small reading groups based on their score on the placement exam. This ensures that students receive differentiated instruction at the current reading level. The program is further differentiates by allowing teachers to adjust each groups plan. For example, accelerated students may complete a unit in 3 or 4 days where as students who struggle, such as new comers, may be placed in a 6 or 8 day plan. The program allows teachers the flexibility to adjust the groups plan from a 3 day to an 8 day (or vice versa) as needed throughout the year.

Accelerated Math and Accelerated Reading are two adaptive software programs which differentiate learning. Both programs are essential components to the curriculum for third through fifth grade students. Accelerated Reading software provides an initial assessment that establishes each child's level of reading and assigns them a Zone of Proximal Development (ZPD) based upon their level of reading comprehension. This assessment is repeated in January and June to asses reading comprehension progress. The ZPD assigned to the student correlates with the trade books they will read throughout the school year. As students read books, they take quizzes on the computer that assess their reading comprehension of each book. As they move through the program, their ZPD is adjusted to reflect their progress. This year we have been asked to pilot a Spanish component of the Accelerated Reader program. Beginning January, new comers who are literate in Spanish will have the opportunity to be assessed in Spanish and be allowed to read books in Spanish. As the learn English and become more proficient they will also read book and test in English.

Additionally, each ESL classroom (grades K-5) has an Audio Book Lending Library. Students select an audio book (most of which are available in English and Spanish) to take home each week. They are encouraged to listen to the book with their family. The goals of this program are: to create a love of books and reading, promote listening skills, to introduce students and their families to a variety of imaginative texts in Spanish and English, and to encourage family discussions about the books they have read and listened to. This program ensures that parents of ELLs have an opportunity to share a book with their family in their native language as well as English. In the grades K- 2, the ESL teacher pushes into the class during the literacy block. During this time the classroom teacher and ESL teacher co-teach, scaffolding lessons to address the four modalities (listening, speaking, reading and writing) with an intense focus on academic vocabulary development, phonemic awareness, phonics, fluency, comprehension, writing and grammar. Teachers use data from formal and informal assessments to place the students in small groups, and determine the skills focus for each group. Both teachers in each classroom are trained in Read Well.

Read Well is a research based reading program for grades K-2 that reading program that facilitates differentiated instruction in phonemic awareness, phonics, vocabulary, comprehension and fluency. An initial placement exam assists teachers in placing students in small reading groups. This ensures that students receive, targeted and differentiated instruction at the current reading level. The program differentiates by allowing teachers to adjust each group's instructional plan. For example, accelerated students may complete a unit in 3 or 4 days where as others, such as new comers, may complete a unit in 6 or 8 days. Read Well further facilitates ability for teachers to differentiate for each group through flexible unit plans (i.e. moving from a 3 day to an 8 day or vice versa), extra practice and/or workbook pages, and reading homework pages.

In small groups the students work with one teacher on reading while the second teacher focuses on additional skills such as vocabulary, grammar, comprehension and phonemic awareness, when possible these skills are taught through writing. In small group and whole class lessons teachers continually practice listening and speaking skills. Beginning January, second grade classrooms will also use the Accelerated Reading program, which has been in grade 3-5 for the past 3 years, and began in 2nd grade last year. This program, which aids the teacher in assessing a student's comprehension, is explained in more detail below.

In grades 3-5 the push-in ESL teacher works with students in ELA, Math, Social Studies, and Science providing scaffolding, re-teaching, and academic vocabulary. Teachers use data from formal and informal assessments to place the students in three small groups. These groups are fluid and change based on the needs of students. Three days a week the ESL teacher focuses on ELA skills such as grammar, vocabulary, making predictions, cause and effect, compare and contrast, story mapping, summarizing, main idea, and sequencing, while the classroom teacher works on concepts or strategies in ELA. Two days a week the focus turns to Math and Science. During this time the classroom teachers focuses on math strategies while the ESL teacher works on developing academic vocabulary across the content areas and scaffolding the teaching of skills such as operations and analyzing tables and graphs. These activities encompass all four language

A. Programming and Scheduling Information

modalities. Other tools the classroom and ESL teachers have at their disposal are Accelerated Math and Accelerated Reading. Accelerated Math and Accelerated Reading are two adaptive software programs which differentiate learning. Both programs are essential components to the curriculum for third through fifth grade students. Accelerated Reading software provides an initial assessment that establishes each child's level of reading and assigns them a Zone of Proximal Development (ZPD) based upon their level of reading comprehension. This assessment is repeated in January and June to assess reading comprehension progress. The ZPD assigned to the student correlates with the trade books they will read throughout the school year. As students read books, they take quizzes on the computer that assess their reading comprehension of each book. As they move through the program, their ZPD is adjusted to reflect their progress. It is important to note that some Accelerated Reader quizzes are available in Spanish -books in Spanish are available to all ESL Classrooms. ESL teachers take an active role by conferencing one on one with ELLs prior to them taking the reading comprehension quizzes. During the conferences, ESL teachers can pinpoint issues that can be addressed during small group mini-lessons. One result of this process is that students are learning to manage their own growth in reading. Beginning January, new comers who are literate in Spanish will have the opportunity to be assessed in Spanish and be allowed to read books in Spanish. As they learn English and become more proficient they will also read book and test in English.

Accelerated Math is also a software-based program being used in all third through fifth grade classrooms. The Accelerated Math software program provides extensive targeted and differentiated practice in specific math objectives. The objectives are carefully chosen to complement the Everyday Math curriculum. The software allows teachers to assign specific objectives to their students and print out practice problems on those objectives. The students can then work on those problems and scan their answer sheets providing them with immediate feedback on their work. At the same time, the software prints out a follow up practice addressing the needs of each student based on their performance. As the students work on their assigned objectives, the software uses an algorithm to determine when a specific student is ready to be tested and an assessment is generated for him. The teacher can then print individualized assessments, allowing students to move at their own pace and gain a sense of control over their own learning.

ELLs with IEPs, who are not in an ESL classroom are served through a pull out or push in program. The program model depends on many variables including the students' schedule of services beyond ESL such as speech, Physical Therapy, Occupational Therapy, counseling, etc. and the classroom teachers' schedules. Regardless of the model (push-in or pull-out) all students receive ESL services in a small group setting by a certified ESL teacher. The ESL teachers design lessons that address the needs of the group. Information and data collected through informal observations by the ESL teachers and conversations with the classroom teachers are used guide the lessons. Each student receives the required number of minutes determined by his/her NYSESLAT score. Those who would benefit from the Imagine Learning English program also have the opportunity to use this program during this time or during regular class time. Our team teaching model gives natural opportunities for the use of academic language in a small group setting. Students carry out tasks in small groups, everyone gets a chance to contribute in a low risk, low anxiety environment, which is considered conducive to language acquisition. These sessions with two teachers allow for ELL with disabilities, especially those with attention deficit issues the opportunity to work on tasks that address their need for movement. Students channel this need for physical activity by rotating during team teaching while given a set time for specific tasks. Our technology based math and reading programs address the needs of the tactile learner on an ongoing basis as does the interactive activities on the Smartboard. Routine one to one conferencing with the teacher allows for immediate

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)		
100%	To ensure ELLs with disabilities receive all mandated services, related service providers work cooperatively to arrange each student's schedule. In an effort to ensure that students maintain a consistent schedule, as well the integrity of their Individualized Educational Plan (IEP) speech, AIS, SE, LS, ESL, physical therapist, occupational therapist and the hearing specialist provide the mandated services either in the students classroom or in a small group setting.		
75%			
50%			
25%			
0%			
Dual Language			
100%	Page 37		
75%			
50%			
25%			
0%			
Freestanding ESL			
100%	Page 37		
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

As previously mentioned, ESL teachers exceed the required minutes per week mandated by CR Part 154. The additional 160 to 320 minutes per week are spent targeting the needs of ELLs in need of may need extra time, including but not limited to students with interrupted formal education (SIFE), newcomers with less than three years of service, long term ELLs or those with disabilities. The ESL teacher and classroom teacher design a targeted, differentiated instructional plan that will meet the needs of each students. This plan may include differentiating instruction or the use of targeting interventions. Examples of these interventions and/or differentiations include English in Flash, Imagine Learning, Math in a Flash, Read Well (detailed above) extra practice or Flocabulary. All programs are detailed below.

English in a Flash, a software program through Renaissance Learning, is designed to expose English Language Learners to English letter sounds, vocabulary, and grammar. The program maximizes exposure to the English language through repetition. The program first introduces a series of sound and vocabulary words. After the sound and vocabulary lesson children build up to the grammar component where the vocabulary words are used in short phrases or sentences.

The Imagine Learning English program provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. Imagine Learning English offers critical support for English language learners through the use of L1 Fade Technology. This technology uses advanced algorithms to provide the learner with primary language support as needed. As the learner's need for first-language support lessens, so does the support provided. Through age appropriate themes the program automatically differentiates for each student as they move through the program. The meaning of new words and phrases is communicated through native speakers, written language and real-life images, as well as previously learned material. Imagine Learning English teaches over 2,000 vocabulary words, including nouns, verbs, adjectives, adverbs, and prepositions. Students learn over 1,000 academic words taken from language arts, science, math, and social studies, preparing them to succeed in school. Imagine Learning English also provides reports, certificates of achievement, and letters for parents in their primary language. Students are assessed by a built-in tracking component of the Imagine Learning English as well as receive individual progress reports.

Math in Flash, a software program through Renaissance Learning, focuses on mastery of basic math facts such as addition, subtraction, multiplication, division, squares, and conversions between fractions, decimals, and percentages. Math in a Flash targets each students specific need and combines practice, intervention, and progress monitoring to ensure that students can automatically recall the have the fundamental math skills necessary to move on to higher level math.

Flocabulary is a research based vocabulary program that integrates hip hop music and vocabulary development in grade 2 through 5. The program uses hip-hop music to introduce vocabulary and motivate students to learn, use and retain vocabulary words. Increased vocabulary will lead to increased reading ability. Each student receives a Flocabulary workbook and audio CD. Students are introduced to the vocabulary in the classroom and encouraged to listen to the audio CD at home to reinforce what they learned in class.

Specific differentiation and/ or interventions for any student, including new comers, students with 4-6 years of service, long term ELLs and students with special disabilities will vary based on each students individual needs. Students with disabilities, students with 4-6 years of service and long term ELLS who continue to struggle may receive At-Risk services from a teacher certified Special Education. In addition to outside interventions, in class interventions in grades K-2 may include Read Well extra practice lessons that are specifically designed to target sound and word recognition, comprehension and oral language development. A student struggling with basic English skills may

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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Specific differentiation and/ or interventions for any student, including new comers, students with 4-6 years of service, long term ELLs and students with special disabilities will vary based on each students individual needs. Students with disabilities, students with 4-6 years of service and long term ELLS who continue to struggle may receive At-Risk services from a teacher certified Special Education. In addition to outside interventions, in class interventions in grades K-2 may include Read Well extra practice lessons that are specifically designed to target sound and word recognition, comprehension and oral language development. A student struggling with basic English skills may spend time on Imagine Learning and/or English in Flash computer program. Additional language focused interventions may include activities at a listening center, Flocabulary (detailed above) extra practice or intensive lessons focused on decoding, phonics, grammar,

B. Programming and Scheduling Information--Continued

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

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

Beginning

Intermediate

Advanced

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)?

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

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 primary goal of professional development is to develop the teachers' craft, cultural awareness, and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. When possible, in house and out-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At C.S. 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University, Children's First Network 607, and Leadership Learning Support Organization (LLSO). Also, C.S. 152 is planning with CFN 607 to present professional development on the subject of teaching writing and vocabulary development specific to English Language Learners. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher. A series of workshops on "Making Common Core accessible to ELLs" will be presented by Y. Jacquez (Network 607) beginning January 2012. Additional Professional Development will be determined based on the needs of teachers as well as the needs of those leading the morning programs tentative topics for professional development sessions are: Understanding the NYSESLAT scores, Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, CCLS Surfacing the Gap, Vocabulary Building and Language Experience Approach (LEA) to Reading and Writing.

The following is the schedule for the Jose P. workshops. These workshops will be presented during all lunch periods ensuring that all staff members including but not limited to teachers, administration, secretaries, special education teachers, psychologists, occupational therapists, speech therapists and the parent coordinator have an opportunity to attend.

Jan 4, 2012 - BICS/CALPS

Feb 1, 2012 - Stages of Language Development

Mar 7, 2012 - Part 1: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

Mar 21, 2012 -Part 2: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

April 4, 2012 - Language learning vs. learning disabilities - Presented by Y. Jacquez

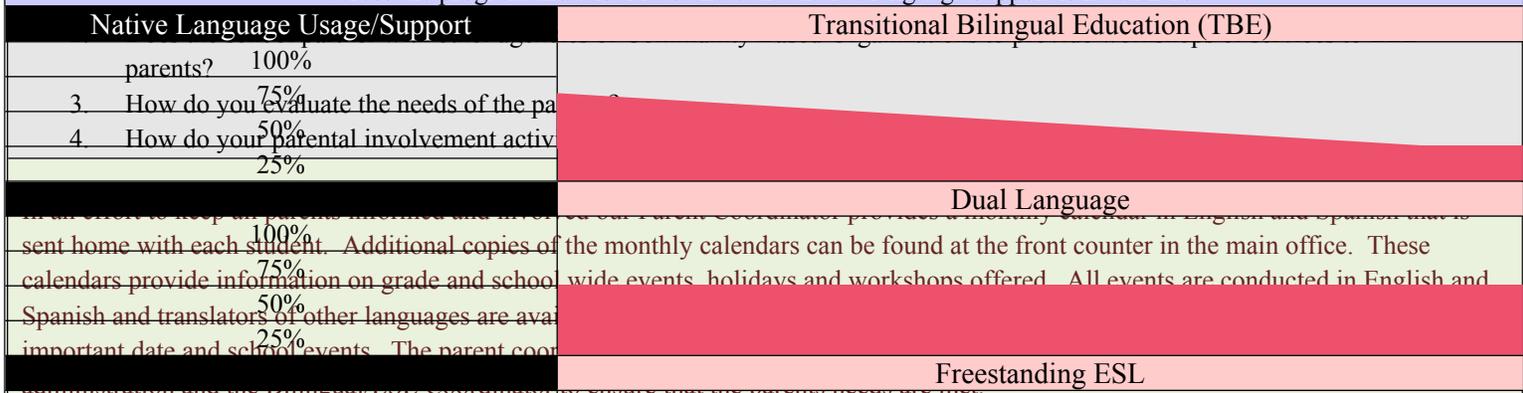
May 2, 2012 - Developing Oral Language

May 16, 2012 - Building academic Language

June 6, 2012 - Scaffolding Writing Instruction

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.



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?

In an effort to keep all parents informed and involved our Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office. These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary. Parent also receive flyers that remind them of upcoming workshops, important date and school events. The parent coordinator maintains an open door policy and is in constant conversation with the parents, administration and the Bilingual/ESL Coordinator to ensure that the parents needs are met.

Parents are invited to participate in and/or attend any school event and/or Parent Workshop. Events planned for this year include "The Evergreen Museum of Natural History" that will showcase students' projects and informational writing, the Halloween Parade, and the Breast Cancer Walk and "The Spring Show" that showcases the arts program at C.S. 152. The Morning Arts Program composed of a Drama Club, Choir Ensemble, Select Band, Step Team, and Storytelling Club is open to all students.

A variety of Workshops are offered throughout the year in English and Spanish. A sample of workshops include "The How and Why of the Student Planner", "Read Well at School and Home", and "Homework Help". Any parent who attends the Homework Help workshop will receive the 'Parents Homework Dictionary', which is available in both English and Spanish. During this workshop, parents will have the opportunity to learn specific techniques to help their child with homework. The purpose of the workshop and the dictionary is not only to help parents understand the importance of assisting their children with their homework but also to provide them the tools and information to be able to do so.

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?

As previously mentioned, ESL teachers exceed the required minutes per week mandated by CR Part 154. The additional 160 to 320 minutes per week are spent targeting the needs of ELLs in need of may need extra time, including but not limited to students with interrupted formal education (SIFE), newcomers with less than three years of service, long term ELLs or those with disabilities. The ESL teacher and classroom teacher design a targeted, differentiated instructional plan that will meet the needs of each students. This plan may include differentiating instruction or the use of targeting interventions. Examples of these interventions and/or differentiations include English in Flash, Imagine Learning, Math in a Flash, Read Well (detailed above) extra practice or Flocabulary. All programs are detailed below.

English in a Flash, a software program through Renaissance Learning, is designed to expose English Language Learners to English letter sounds, vocabulary, and grammar. The program maximizes exposure to the English language through repetition. The program first introduces a series of sound and vocabulary words. After the sound and vocabulary lesson children build up to the grammar component where the vocabulary words are used in short phrases or sentences.

B. Programming and Scheduling Information--Continued

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The Imagine Learning English program provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. Imagine Learning English offers critical support for English language learners through the use of L1 Fade Technology. This technology uses advanced algorithms to provide the learner with primary language support as needed. As the learner's need for first-language support lessens, so does the support provided. Through age appropriate themes the program automatically differentiates for each student as they move through the program. The meaning of new words and phrases is communicated through native speakers, written language and real-life images, as well as previously learned material. Imagine Learning English teaches over 2,000 vocabulary words, including nouns, verbs, adjectives, adverbs, and prepositions. Students learn over 1,000 academic words taken from language arts, science, math, and social studies, preparing them to succeed in school. Imagine Learning English also provides reports, certificates of achievement, and letters for parents in their primary language. Students are assessed by a built-in tracking component of the Imagine Learning English as well as receive individual progress reports.

Math in Flash, a software program through Renaissance Learning, focuses on mastery of basic math facts such as addition, subtraction, multiplication, division, squares, and conversions between fractions, decimals, and percentages. Math in a Flash targets each students specific need and combines practice, intervention, and progress monitoring to ensure that students can automatically recall the have the fundamental math skills necessary to move on to higher level math.

Flocabulary is a research based vocabulary program that integrates hip hop music and vocabulary development in grade 2 through 5. The program uses hip-hop music to introduce vocabulary and motivate students to learn, use and retain vocabulary words. Increased vocabulary will lead to increased reading ability. Each student receives a Flocabulary workbook and audio CD. Students are introduced to the vocabulary in the classroom and encouraged to listen to the audio CD at home to reinforce what they learned in class.

Specific differentiation and/ or interventions for any student, including new comers, students with 4-6 years of service, long term ELLs and students with special disabilities will vary based on each students individual needs. Students with disabilities, students with 4-6 years of service and long term ELLS who continue to struggle may receive At-Risk services from a teacher certified Special Education. In addition to outside interventions, in class interventions in grades K-2 may include Read Well extra practice lessons that are specifically designed to target sound and word recognition, comprehension and oral language development. A student struggling with basic English skills may spend time on Imagine Learning and/or English in Flash computer program. Additional language focused interventions may include activities at a listening center, Flocabulary (detailed above) extra practice or intensive lessons focused on decoding, phonics, grammar,

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

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 primary goal of professional development is to develop the teachers' craft, cultural awareness, and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. When possible, in house and out-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At C.S. 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University, Children's First Network 607, and Leadership Learning Support Organization (LLSO). Also, C.S. 152 is planning with CFN 607 to present professional development on the subject of teaching writing and vocabulary development specific to English Language Learners. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher. A series of workshops on "Making Common Core accessible to ELLs" will be presented by Y. Jacquez (Network 607) beginning January 2012. Additional Professional Development will be determined based on the needs of teachers as well as the needs of those leading the morning programs tentative topics for professional development sessions are: Understanding the NYSESLAT scores, Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, CCLS Surfacing the Gap, Vocabulary Building and Language Experience Approach (LEA) to Reading and Writing.

The following is the schedule for the Jose P. workshops. These workshops will be presented during all lunch periods ensuring that all staff members including but not limited to teachers, administration, secretaries, special education teachers, psychologists, occupational therapists, speech therapists and the parent coordinator have an opportunity to attend.

Jan 4, 2012 - BICS/CALPS

Feb 1, 2012 - Stages of Language Development

Mar 7, 2012 - Part 1: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

Mar 21, 2012 -Part 2: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

April 4, 2012 - Language learning vs. learning disabilities - Presented by Y. Jacquez

May 2, 2012 - Developing Oral Language

May 16, 2012 - Building academic Language

June 6, 2012 - Scaffolding Writing Instruction

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?

In an effort to keep all parents informed and involved our Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office. These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary. Parent also receive flyers that remind them of upcoming workshops, important date and school events. The parent coordinator maintains an open door policy and is in constant conversation with the parents, administration and the Bilingual/ESL Coordinator to ensure that the parents needs are met.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	24	17	11	5	5	10								72
Intermediate(I)		19	12	14	10	5								60
Advanced (A)	28	3	19	20	24	17								111
Total	52	39	42	39	39	32	0	0	0	0	0	0	0	243

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	14	30	19	21	4								
	P	8	6	13	17	22								
READING/ WRITING	B	14	9	5	2	7								
	I	17	12	12	10	5								
	A	2	12	16	23	16								
	P	1	10	3	3	3								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	18	4	0	40
4	6	15	1	0	22
5	5	25	11	0	41
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12		18		12		0		42
4	7		7		11		1		26
5	0		13		24		7		44
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		5		9		9		26
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.

Data from yearly New York State Tests including the NYSESLAT and LAB-R are used at the beginning of the year to give ESL teachers a snapshot of the students’ academic profile and their academic progress. This information is used in conjunction with initial assessments at the beginning of the year to form literacy groups in grades K-2 and groups in all content areas in grades 3 – 5. All teachers (ESL and classroom) understand that the groups are fluid and change based on the needs of each student throughout the year. Throughout the year, the ESL teachers meet with their classroom teachers to analyze data collected from a variety of sources including informal assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: C.S. 152

School DBN: 08X152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frances J. Lynch	Principal		1/1/01
Kim Nohavickha	Assistant Principal		11/21/11
Christina Hernandez	Parent Coordinator		11/21/11
Heather Ryan	ESL Teacher		11/21/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Desiree Yarrell	Coach		11/21/11
Natalia Ortega	Coach		11/21/11
Angela Vera	Guidance Counselor		11/21/11
Elmer Myers	Network Leader		11/21/11
Heather Ryan	Other <u>ESL/Bilingual</u> <u>Coord</u>		11/21/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **08X152** School Name: **C.S. 152**

Cluster: _____ Network: **607**

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.

C.S. 152 employs two methods to determine the oral and written language of preference of parents of ELLs. The revised 2006 Home Language Identification Survey (HLIS) asks parents to indicate the language in which they prefer to communicate (oral and written) with school staff. The second method, for those who did not have access to the revised 2006 HLIS, is the Parent Language of preference form. Data collected from these two sources are input into ATS where it is accessible at anytime during the school day using an individual students BIOS screen in ATS or the RHLA or RPOB to find this information for school or by class. Once all of the information is input into ATS, teachers will receive a printout (RAPL) that provides information on the parent's language of preference for oral and written communication for each student in their class. This information is also filed with the class set of Emergency Cards making it accessible to any staff member that may need to communicate with a parent. Additionally, all teachers are provided with the Language Identification card, and the number for the translation unit found on the NYCDOE Translation and Interpretation Unit website to use as needed.

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.

Data from the HLIS and informal interviews of the parents indicate that 98% of the parents at C.S. 152 requested communication in Spanish or English. The remaining 2% whose home language are not covered languages, as defined by Chancellors regulations A-633, have indicated that at least one parent or family member understands English. These findings are detailed in the Language Allocation Policy.

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.

C.S. 152's policy requires that all written communication be provided in English and Spanish. These documents are translated, in-house, into Spanish by bilingual staff members. Report cards are downloaded from the Translation Resources Website in Spanish. The translations are provided for teachers to share with parents during Parent Teacher Conferences. Currently there is no need to have documents translated in any of the nine covered languages; however should this need arise documents will be sent to the Translation and Interpretation Unit for translation.

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.

Each ESL classroom has at least one teacher that is bilingual (English/Spanish). Additionally, several staff members are proficient in English and Spanish. Bilingual staff members are available during regular school hours to interpret for parents, teachers and staff. As needed, teachers and staff utilize the over-the-phone interpretation services that are provided by the Translation and Interpretation Unit. Language Identification Cards found on the Translation and Interpretation website will be displayed around the school and provided to teachers and staff to use as needed.

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>.

All communication with parents including Bill of Parent Rights and Responsibilities are provided in the language of the parent. A sign indicating the availability of translation services is posted at the entrance of the building. Several bilingual staff members are on call at all times to assist parents. All staff members are notified of the services provided by Translation and Interpretation Unit. The school's safety plan meets the requirements of the Chancellor's Regulations A-663.

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: C.S. 152	DBN: 08X152
Cluster Leader: J. Ruiz	Network Leader: E. Myers
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

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:

A morning program will target 6-10 ELL students in each grade per session. The programs will run three days a week for two, 6-week sessions and one 4, week session. The implementation of the three sessions (versus one long session) guarantees that teachers have the flexibility to create small groups and then adjust those groups each session to meet the needs of the students in their grade. The total number of students to benefit from this program will be between 60 and 150 first – fifth graders. Classroom teachers along with respective ESL co-teachers will use data including years of ESL service, NYSESLAT /LAB-R scores, ELA exams, and reports from STAR Literacy and Accelerated Reader in conjunction with class work and teacher’s observations to form the basis of these groups. Groups will be adjusted for each session. When possible, teachers will be paired with students that they work with on a daily basis. Students will meet with either an ESL/Bilingual certified teacher or a certified common branch teacher (who co-teaches with a certified ESL teacher and works with English Language Learners on a daily basis). Each group will meet for forty-five minutes three days per week for three, 6-week sessions. All teachers will meet for 15 minutes each day of the program to plan together. ESL teachers will work with the common branch teachers in creating language goals and adjusting lesson plans to meet the language needs of the students.

The program will focus on literacy building skills through exposure to high interest non-fiction text for students in grades one through five. Five teachers (one per grade) will use Time for Kids, a current events magazine for children and Reading Safari magazines, which are themed, nonfiction and fiction short stories, poetry and readers theatre that are leveled according to Fountas and Pinnell. All lessons will be differentiated to ensure that they meet the individual needs of each student in the areas of phonemic awareness, phonics, fluency and expressiveness, vocabulary and comprehension.

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 primary goal of professional development is to develop the teachers’ craft, cultural awareness, and understanding of language acquisition process, all of which will have a direct

Part C: Professional Development

impact on the students' social and academic development. When possible, in house and out-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At C.S. 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University, Children's First Network 607, and Leadership Learning Support Organization (LLSO). Also, C.S. 152 is planning with CFN 607 to present professional development on the subject of teaching writing and vocabulary development specific to English Language Learners. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher. A series of workshops on "Making Common Core accessible to ELLs" will be presented by Y. Jacquez (Network 607) beginning January 2012. Additional Professional Development will be determined based on the needs of teachers as well as the needs of those leading the morning programs tentative topics for professional development sessions are: Understanding the NYSESLAT scores, Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, CCLS Surfacing the Gap, Vocabulary Building and Language Experience Approach (LEA) to Reading and Writing.

The following is the schedule for the Jose P. workshops. These workshops will be presented during all lunch periods ensuring that all staff members including but not limited to teachers, administration, secretaries, special education teachers, psychologists, occupational therapists, speech therapists and the parent coordinator have an opportunity to attend.

Jan 4, 2012 - BICS/CALPS

Feb 1, 2012 - Stages of Language Development

Mar 7, 2012 - Part 1: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

Mar 21, 2012 -Part 2: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

April 4, 2012 - Language learning vs. learning disabilities - Presented by Y. Jacquez

May 2, 2012 - Developing Oral Language

May 16, 2012 - Building academic Language

June 6, 2012 - Scaffolding Writing Instruction

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: In an effort to keep all parents informed and involved our Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office. These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary. Parent also receive flyers that remind them of upcoming workshops, important date and school events. The parent coordinator maintains an open door policy and is in constant conversation with the parents, administration and the Bilingual/ESL Coordinator to ensure that the parents needs are met.

Parents are invited to participate in and/or attend any school event and/or Parent Workshop. Events planned for this year include "The Evergreen Museum of Natural History" that will showcase students' projects and informational writing, the Halloween Parade, and the Breast Cancer Walk and "The Spring Show" that showcases the arts program at C.S. 152. The Morning Arts Program composed of a Drama Club, Choir Ensemble, Select Band, Step Team, and Storytelling Club is open to all students.

A variety of Workshops are offered throughtout the year in English and Spanish. A sample of workshops include "The How and Why of the Student Planner", Read Well at School and Home", and "Homework Help". Any parent who attends the Homework Help workshop will receive the 'Parents Homework Dictionary', which is available in both English and Spanish. During this workshop, parents will have the opportunity to learn specific techniques to help their child with homework. The purpose of the workshop and the dictionary is not only to help parents understand the importance of assisting their children with their homework but also to provide them the tools and information to be able to do so.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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