



**Department of
Education**

Dennis M. Walcott, Chancellor



**FINAL
2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: SCHOOL OF SCIENCE AND TECHNOLOGY

DBN: 22K152

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SUPERINTENDENT: DR. RHONDA DAWN FARKAS

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
Carol Sheldrick	*Principal or Designee	
Janet Radolinski	*UFT Chapter Leader or Designee	
Giselle Fritz	*PA/PTA President or Designated Co-President	
Ana Torres	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stephanie Wilensky	Member/ Elected CSA	
Jillian Palmiotti	Member/Elected UFT	
Deidre Aguilar	Member/Parent	
Maxine Matthew	Member/Parent	
Marie Laude	Member/Parent	
Julie Barnes	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

By June 2013, 70% of all students in grades K-5 including SWDs and ELLs will show progress in reading by advancing a minimum of three levels as indicated by Teachers College Reading Writing Project Assessment

Comprehensive needs assessment

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

A three year trend analysis of student performance data on school and English Language Arts Assessments, the 2010, 2011 School Report Card and the 2010, 2011, and 2012 School Progress Report indicates the following:

- A rise in the percentage of grade 3 students achieving proficiency levels from 42.3% to 47.5%.
- A decline in grade 4 proficiency levels from 41.4% to 38.5% for students at or above grade level.
- A rise in the percentage of grade 5 students achieving proficiency levels from 45.6% to 49.6%.

A comparison of student progress over the past 2 years indicates a greater level of success in raising student achievement levels.

In 2011, the percentage of grade 3 students achieving proficiency levels in ELA was 35.8%. In 2012, the percentage of grade 4 students achieving proficiency levels in ELA was 39.7%. A growth of 3.9 % was achieved as students moved up a grade.

In 2011, the percentage of grade 4 students achieving proficiency levels in ELA was 44.1%. In 2012, the percentage of grade 5 students achieving proficiency levels in ELA was 49.6% indicating a growth of 5.1% as students moved up a grade.

In addition, in 2011 the percentage of all students showing a year's growth in progress in ELA was 58%, while in 2012, the percentage of all students showing a year's growth in progress was 62%.

We also note that the overall Progress Report Score for the past three years shows a marked growth from 35.8 in 2010 to 61 in 2012. In that same period of time our percentile rank rose from 29% to 69%.

In 2011, the mean scale score of grade 3 students was 10 points below the mean scale score of students in grade 4 and 5. The percentage of students in grade 3 achieving proficiency levels was 8% below the percentage of student's proficiency levels in grades 4 and 5.

In 2012, the grade 3 scale score rose 6 points indicating that we are succeeding in our efforts to close the achievement gap between grades.

P.S.152 has made growth in proficiency levels for ELA for students in grades 3, 4, and 5 a priority goal for the school year.

Instructional strategies/activities

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

Activity # 1:

Professional Development:

The Administrator will monitor teachers' Guided Reading conference notes to track student progress. October 2012-May 2013 ongoing

The Principal will provide a vast array of resources for high quality professional development to deepen the teaching and learning of Literacy, with a focus on comprehension. August 2012-May 2013 ongoing

The Principal and Assistant Principal will strengthen professional development for reading instruction by providing teachers and others with tools and strategies via the model of a collaborative community of practice. September 2012-June 2013

Teachers will receive professional development from P.S. 152's Literacy Staff Developer who will:

- Model exemplary Literacy lessons that encompass small group and individual instruction to meet individual needs. September 2012-June 2013 ongoing
- Demonstrate effective strategies for implementing the five essential elements of reading instruction. September 2012-June 2013 ongoing
- Provide single-topic mini-presentations on needed strategies, and plan and deliver large group workshops. September 2012-June 2013 ongoing
- Facilitate teams of teachers in identifying areas of need and in learning strategies, assessments, classroom organizational and management practices. September 2012-June 2013 ongoing
- Provide teachers with research-based instructional strategies to assist students in meeting rigorous academic standards. September 2012-June 2013 ongoing
- The Literacy Staff Developer will also serve as a conduit between the administration and the teachers in designing, developing, implementing, and evaluating student progress in Literacy. September 2012-June 2013 ongoing
- Serve as mentor for teacher in grades 3-5. September 2012-June 2013 ongoing
- Train teachers in the administration, analysis, and interpretation of data from baseline, diagnostic and other formative progress monitoring and outcome assessments using *Reading Street*, running records, and Teachers College Reading Assessments; September 2012-May 2013 monthly
- Train teachers including teachers of SWD's, in effective strategies for providing small group and individualized instruction to address student's specific learning needs; September 2012-May 2013 ongoing
- The Special Education Coordinator will work with teachers of SWD's to ensure IEP goals incorporate students' specific needs as well as address barriers to learning; September 2012-May 2013

Teachers will receive Professional Development to enable them to incorporate the analysis and use of the National Assessment of Educational Progress (NAEP) during common planning time as well as familiarize themselves and their students with the types of questions that assess more complex thinking and deeper understanding, such as:

- Forming a general understanding
- Developing interpretation
- Identifying text-based evidence
- Examining content and structure October 2012-May 2013 (monthly)

The Principal will collect samples of student work after each unit of study, examine the work with the Assistant Principals and professional development team, share her reflections with the grade, as well as make suggestions to individual teachers for necessary adjustments in instruction. September 2012 June 2013 ongoing.

Lead Teachers will be identified and will be provided professional development on each grade. September 2012-2013 periodically.

Classrooms will be used as labsites to demonstrate best practices in the teaching of English Language Arts September 2012-June 2013 as needed

Title I SWP funding is used to provide Per Diem substitutes to release teachers for ongoing professional development in Literacy. September 2012- June 2013 periodically

Target Population: Teachers in Grade K-5

Responsible staff Members: Principal, Assistant Principal, Literacy Staff Developer, Special Education coordinator, Teachers of English Language Learners

Activity # 2:

- **Embed the capacity for using data to plan instruction through collaborative inquiry**

The data room and the computer technology lab will be accessible for teachers to retrieve and analyze disaggregated student data. September 2012-June 2013 ongoing

The data specialist and computer technology specialist will assist teachers in such activities as monitoring student progress, setting individual goals for students, and designing programmatic changes based on interim progress assessment results. September 2012-June 2013 ongoing

Teachers College Reading Assessments and/or *Reading Street* assessments will be administered every 6 weeks to track students' reading levels. Benchmarks will affect the direction of instruction in English Language Arts (ELA), September 2012-June 2013 (6 week intervals).

Teachers will use *Reading Street* assessments, classroom assessments, classroom performance, Teachers College Reading assessments, conference notes, etc., to track student progress and identify areas that need to be modified in ELA. September 2012-June 2013 (monthly).

Grade Level Inquiry Teams will meet monthly. September 2012-June 2013.

Each grade level team will clarify what each student is expected to learn, the essential knowledge, skills, and dispositions-of each course/subject, unit-by-unit and have all of the above available in curriculum maps and reflected in students' goals. September 2012-June 2013.

A multi-grade inquiry team will meet monthly to assess data and monitor student progress. September 2012-June 2013

With the assistance of the Inquiry Team, Teacher Teams, Literacy Staff Developer, and Data Specialist, the Principal will identify discrepancies between current and desired literacy outcomes to anchor changes firmly in the school culture by training teachers to analyze interim student performance data. Mid- September 2012-May 2013 (every other month).

Teachers will keep extensive conference notes to monitor individual student progress. Reviewed from October 2012-May 2013.

The school's Data Specialist will assist teachers by providing them with item analyses replete with charts, graphs, etc.) based on the 2012 NYS ELA Assessment.

Teacher teams will meet collaboratively to examine common formative and summative assessments in order to adjust instruction and meet the individual needs of all students.

Student subgroups and grade level data will be disaggregated to maintain focus on specific cohorts of students. September 2012-June 2013 (periodically).

Target Population: Teachers in Grades K-,5

Responsible staff Members: Principal, Assistant Principal, Literacy Staff Developer, Teachers grades K-5, AIS Providers, Special Ed Coordinator and Teachers of English Language Learners.

Activity # 3:

- **Activities and interventions to promote student mastery of the English Language Arts standards.**

Literacy block of 135 minutes a day (Reading and Writing Workshops) will be instituted during common periods for all classes on a grade. September 2012-June 2013.

Reading Street literacy program will be implemented in all classrooms September 2012-June 2013 daily

Curriculum maps, which drive instruction are aligned with Common Core Learning Standards CCLS September 2012-June 2013

Computer-assisted instruction in reading will be implemented in the classroom and the computer lab. Mid--September 2012-June 2013.

Author studies will be implemented in all classrooms. October 2012-May 2013.

Students will be required to read a minimum of 25 books per year independently. September 2012-June 2013.

Teachers of SWD's will continue to strengthen a learner centered approach to support student independence by incorporating the following:

- Grade-wide standardized rubrics
- Portfolio that include drafts
- Mentor texts used by students
- Extended student reflection
- More rigorous student goal setting; September 2012-June 2013

Teachers, including teachers of SWD's ,will embed Units of Study aligned with the Common Core State Standards (CCSS) to promote Higher Order Thinking; September 2012-June 2013

Teachers, including teachers of SWD's, will continue to use running records and Fountas and Pinnell (F&P) benchmarks to achieve the goal of accelerating student progress and performance; September 2012-May 2013

Classroom teachers will provide Tier I intervention to students will skill deficiencies using the small group model during the school day. September 2012-June 2013
3 times a week.

Tier II intervention will be provided via 5 programs:

- Monday/Tuesday Extended Time program from 2:20PM to 3:35PM. September 2012 to June 2013
- Wednesday/Thursday after school Pupil Achievement Program 2:20PM to 3:35PM for students in grade 3-5. December 2012 to April 2013
- Wednesday/Thursday after school for English Language Learners from 2:20PM to 3:35 PM for students in Grades K-5. December 2012 to May 2013
- A small group model push in/pull out intervention program for at-risk students in Grade s K-5 will be provided during the school day .September 2012-June 2013 2 times a week. Grades K-5
- Nine week Saturday Institute Program for intensive test taking strategies from 9:00AM to 12:00PM for students in grade 3-5. January 2013 to April 2013

The goals of all students (including SWD's) will be monitored on a regular basis as part of the Academic Intervention Services programs. September 2012-June 2013

Extensive classroom libraries and an open access school library will provide a plethora of non-fiction and fiction materials in a wide array of genres. September 2012-June 2013.

Teachers will infuse the questioning and problem posing Habit of Mind as a transformational tool to promote the development of high order thinking skills of students. September 2012-June 2013 (daily).

Title I SWP funding will be used to staff teachers to provide AIS instruction in ELA. September 2012-June 2013 (daily).

- **Target Population:** Students in grades K-5
- **Responsible Staff members:** Principal, Assistant Principal, Literacy Staff Developer, Teachers of Grades K-5, AIS Providers, Special Ed Coordinator Teachers of English Language Learners.

Steps for including teachers in the decision-making process

Teachers will meet frequently during common planning time to plan lessons, assess students' progress, evaluate instructional strategies, collaboratively look at student work, create extensive curriculum maps, and develop strategic approaches to meeting the needs of all students including English Language Learners and special needs students. September 2012-June 2013 (weekly).

- Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and to identify necessary instructional changes.
- Teachers will meet in grade-level and multi-grade teams to review student data gathered from periodic assessments.
- Teachers will plan collaboratively, by grade level as well as vertically across the grades;
- During common planning periods, teachers will meet to plan lessons, assess student progress, evaluate instructional strategies, (as compared to exemplars), intensify curriculum maps, and develop strategic approaches to meeting the needs of our SWDs.
- Staff determined that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity

- Periodic Assessment Dates: November 2012, January 2013, and March 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- 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 35 through 40 in this CEP.
- 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 35 through 40 in this CEP.
- Strategies to increase Parental Involvement.

Teachers of Students in Grades 3 to 5 will employ the following activities:

- Arrange for parent conferences throughout the school year as needed to promote parent involvement
- Send home weekly/daily behavior sheets indicating progress made behaviorally and academically
- Invite parents/guardians to the class for publishing parties/celebrations
- Send emails informing parents of events/assignments/celebrations
- Call home to discuss positive actions taken by students

The Principal will attend regularly scheduled parent meetings (e.g., PA) to share information and respond to parent questions and inquiries.

Principal will conduct a workshop explaining the Common Core Learning Standards.

Parent Coordinator will host various workshops for parents.

The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings

The school will create and distribute a parent handbook that is translated in all the dominant languages.

Parents will be trained on how to use ARIS Parent Link.

P.S. 152 will hold several family nights during the school year to increase parent participation.

P.S. 152 will hold Literacy Evening Workshops to inform parents about grade level curricula and State Standards.

P.S. 152 will use automated phone systems, such as School Messenger and Wake-Up NY, to inform parents of student’s attendance, lateness, as well as special school events.

A Student/Parent Planner will be sent home every night to apprise parents of teacher comments or special events.

The SLT committee will meet monthly to discuss parent concerns.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy Fair Student Funding (TLFSF), Title I Funds (Schoolwide Program SWP), Title IIA and Title III to implement this action plan

All students participate in the Reading Street Literacy program that has been established as part of the overall instructional program. Tax Levy Fair Student Funding (TLFSF)

A year -long Mon/Tues Extended Time program (2.5 hours weekly) (TLFSF)

A December 2012 through April 2013 Weds/Thurs. after school 2.5 hour weekly program (Title I SWP)

A December 2012 through April 2013 Weds/Thurs. after school for English Language Learners 2.5 hours weekly program (Title III)

A 9 week Saturday morning program 3 hours weekly (Title I SWP)

An attendance team has been formed as part on the schools efforts to improve attendance (TLFSF)

Student Interns and Student Teachers from Brooklyn College provide intervention service during the regular school day

Two full time teachers and two- 2 days a week F-status teachers will provide academic intervention services to students during the school day (TLFSF, Title I SWP)

Supplies and supplemental materials will be purchased for Students in Temporary Housing to be used in school and at home. i.e student take- home Libraries. (Title I SWP)

- Principal per session Saturday Institute (9 sessions). (TLFSF)
- Supervisor per session for afterschool programs TLFSF
- Professional instructional materials to support curriculum development during the regular school day. TLFSF, Title I Schoolwide Programs (SWP)
- Instructional materials for use during extended day programs. Title I SWP, Title III SWP, TLFSF, Title IIA
- Teacher per session for after school programs and differentiated professional development. Title I SWP, Title III SWP
- Instructional materials for use during the regular school day in Language Arts. TLFSF, Title I SWP, Title IIA
- Computers to enhance classroom technology TLFSF, Title I SWP
- Educational Software for classroom and computer labs TLFSF, Title I SWP

- Diagnostic software to assist in student assessments TLFSF, Title I SWP
- Literacy Staff Developer Title I SWP
- Educational Consultants Title I SWP
- Per Diem substitutes used for Professional Development Title I SWP

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, students in grade 3, 4 and 5 will increase at least 1 proficiency level in Mathematics, as measured by the EnVision End of Year Performance Assessment.

Comprehensive needs assessment

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

A three year trend analysis of student performance data based on classroom, benchmark, and state examinations led us to identify two areas that need attention.

1. While P.S. 152 has been able to significantly reduce the percentage of students at level 1 in proficiency in Mathematics, we have not moved a corresponding number of students from level 2 to level 3.
2. Proficiency levels of students in grade 3 are consistently significantly below those of students in grade 4 and 5

Data from the New York State Mathematics Assessment indicate the following :

In 2011, the percentage of grade 3 students achieving proficiency levels was 47.2.

In 2012, the percentage of grade 3 students achieving proficiency levels was 44.7, a decline of 2.5%.

In grade 4, the percentage of students achieving proficiency levels in 2011 as 45.5, while the percentage of students achieving proficiency levels in 2012 was 61.5%, a gain of 16.0%.

In grade 5, the percentage of students achieving proficiency levels in 2011 was 72.1%, while the percentage at proficiency levels in 2012 was 65%, a decline of 7.1%.

Over the same 2 year period the mean scale score for grade 3 increased slightly from 680 to 684. The mean scale score for grade 4 increased from 676 to 683. The mean scale score for grade 5 decreased slightly from 686 to 684.

The progress report for students in Mathematics showed greater evidence of success.

In 2011, 47.2% of grade 3 students achieved proficiency levels.

In 2012, 61.5% of these students achieved proficiency levels as fourth graders, a gain of 14.3%.

In 2011, 54.5% of grade 4 students were at proficiency levels.

As 5th graders in 2012, 65% of those students were now at proficiency levels, a gain of 10.5%.

A comparison between 2011 and 2012 progress reports for grade 3, 4 and 5 indicate that student performance dropped from 58.6% to 57.5% while student progress rose slightly from 64% to 65.5%.

These results indicate the need for an improvement in proficiency levels for all students in grade 3, 4 and 5. Special attention will be paid to students in grade 3 since the percentage of students meeting state standards is 15% below those in grades 4 and 5.

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) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1:

- **Professional Development:**

The Principal will put support structures into place that are designed to strengthen math teaching practice and student performance by:

- Ensuring that teachers are able to participate in professional development focused on specific mathematical content as it relates to the Common Core State Standards.
- Scheduling opportunities for teachers to collaborate with our Math Staff Developer to integrate the learning fostered in professional development sessions and make connections to their own classroom practice
- Ensuring that teachers have ongoing access to the support of our Math Staff Developer through individual and team planning and debriefing meetings.
- Creating opportunities for collegial inter visitations and post-visit discussions facilitated by our Math Staff Developer (Per Diem substitute teachers will be hired); September 2012-June 2013 ongoing

The Principal, Assistant Principal, and Math Staff Developer will develop teacher leaders who will demonstrate expertise in the teaching of Mathematics in labsites for fellow teachers on a grade to observe and enhance their Mathematics content knowledge and teaching strategies. October 2012-May 2013 ongoing

The Math Staff Developer will collaborate frequently with third grade teachers to ensure that the strategies utilized in the mathematics program are adapted to their needs. September 2012-June 2013 (weekly).

Grade 3 teachers will be trained on how to scaffold learning, create differentiated lessons, and make accommodations and modifications. They will progress monitor their students using a variety of assessments and participate in data discussions during “Team Learning” and planning. September 2012-June 2013.

The Math Staff Developer will:

- Visit all grade 3 classrooms twice a week to implement math routines to promote fluency and efficiency in recalling basic facts through string work.
- Meet on a regular basis with grade 3 teachers during their common prep to review priority work and discuss the effective implementation of aligned lessons.
- Realign the Contexts for Learning units to align grade 3 level Mathematics to the CCLS.
- Revise curriculum maps to emphasize the priority teaching standards for the grade.
- Lead a workshop on:
 - a) how to incorporate the Standard for Mathematical practice into the structure of the math workshop on a daily basis and
 - b) how to promote math talk in the various formal September 2012-June 2013 on-going

The data specialist will train the grade 3 teachers in the analysis of data to inform instruction

The Math Staff Developer will model lessons to increase the repertoires of teachers in using strategies and approaches that meet the needs of our students in grade 3, 4 and 5 such as:

- planning structured lessons for students that include active and engaging tasks that promote classroom discourse and students questioning one another, and problem posing (Habits of Mind);
- discussing, explaining, writing, representing, etc. for students to comprehend, interpret, and solve mathematical problems;
- pre-teaching key vocabulary and concepts for Mathematics as evidenced by lesson plans and observations.
- organizing and consolidating mathematical thinking through communication, analyzing and evaluating mathematical thinking and strategies of others,
- using the language of mathematics to express mathematical ideas precisely. September 2012-June 2013 ongoing

The Math Staff Developer and Teacher Leaders will assist teachers in formulating lesson plans that make connections with and build on pupils' experiences, create space to use existing knowledge, give opportunities to talk around a topic across the curriculum, and build a framework for organizing thinking, using key visuals. September 2012-June 2013 ongoing

Our Math Staff Developer will work with classroom teachers to provide professional development to engage students explicitly in the use of mathematical language and integrating language objectives with goals for content understanding. September 2012-June 2013

Our Math Staff Developer will support classroom teachers by providing coaching, modeling, and peer observations. The teachers will observe high-level lessons that are modeled using a research-based tool for improving teacher effectiveness and a variety of resources to improve instruction. Follow-up monitoring will occur through individual coaching in the classroom environment to increase teacher effectiveness and improve student performance. September 2012-June 2013

To build coherence, teachers will participate in collaborative classroom visits, organized by our Staff Developer, to include pre-visit and post visit discussions focused on the important math of a lesson and how students engage with math. October 2012- March 2013 as needed

Title I SWP funding will be used to provide Per Diem substitutes to release teachers for ongoing professional development in Mathematics with a particular focus on meeting the needs of our grade 3 teachers September 2012-May 2013

The Math Staff Developer will provide a series of workshops for classroom teachers in order to align instruction to CCLS in Mathematics October 2012-April 2013
PD in mathematics will focus in:

- How to implement math strategies for numeration
- Problem solving in mathematics

PD will be ongoing from September 2012 to June 2013

Target Population: Teachers of grades 3, 4, and 5

Responsible staff Members: Principal, Assistant Principal, Math Staff Developer, Teachers in grades 3, 4, and 5, and Special Education Coordinator.

Implementation Timeline

Activity # 2:

- Embed the capacity for using data to plan instruction through collaborative inquiry.

The data room and the computer technology lab will be accessible for teachers to retrieve and analyze disaggregated student data. September 2012-June 2013

The data specialist and computer technology specialist will assist teachers in such activities as monitoring student progress, setting individual student goals, and designing programmatic changes based on interim progress assessment results. September 2012-June 2013

Based on assessment data, teachers will implement the use of differentiated strategy groups within the Mathematics block. September 2012-June 2013 ongoing

Teachers will use disaggregated student data to determine learning priorities, monitor progress, and help sustain continuous improvement. September 2012-June 2013 ongoing

Data culled from school Inquiry Team Meetings will enable teachers to tailor instructional approaches to leverage students' strengths, address their weaknesses, and improve their performance as indicated on formative assessments. September 2012-June 2013 monthly

Teachers will be trained to identify and implement targeted academic interventions for all students, specifically targeting grade 3 students. These interventions will be implemented before school, during the regular school day, and after school. September 2012-June 2013 daily

Teachers will assess students frequently and continuously by effectively using diagnostics, common unit and formative assessments, to disaggregate and analyze assessment data. This data-based information will be used to plan and implement daily lesson plans and academic interventions. September 2012-June 2013 ongoing

Teachers will use periodic assessments, classroom assessments, and unit assessments from *Envision Math*, to identify target areas that need to be modified in Mathematics. September 2012-June 2013 bi-monthly

Teachers will continue to analyze and interpret results from Acuity to adjust instruction and improve student outcomes in Mathematics, with a focus on grade 3, and chart student growth consistently. October 2012-June 2013 quarterly

Target Population: Teachers of grades 3, 4 and 5

Responsible staff Members: Principal, Assistant Principal, Math Staff Developer, Data Specialist, Technology Teacher, members of the Schoolwide Inquiry Team

Activity # 3

- Provide supplemental and/or Intensive targeted intervention services

Students will spend 90 minutes per day in Mathematics and each lesson will be followed by a "Quick Check" assessment to provide teachers with data for differentiation of instruction. Topic tests will be administered after each topic and benchmark assessments will be administered every three to four topics. September 2012-June 2013 daily

Tier I Interventions:

Teachers will use the "*Envision Math*" re-teach component to reinforce strategies and remediate student skill deficiencies.

Teachers will provide small group differentiated instruction based on student data collected to increase student knowledge in Mathematics. September 2012-June 2013 daily

Students will use manipulatives on a regular basis to reinforce mathematical skills.

Students will study the vocabulary of mathematics to assist their understanding of mathematical concepts.

Students will be instructed in a variety of strategies to enhance their abilities to interpret and solve mathematical problems.

Students will be provided with educational software in the classroom and in the computer lab to help remediate mathematical skill deficiencies.

Tier II Intervention:

Students in grade 3, 4, and 5 will be serviced by AIS providers during the school day using a pull-out small group model September 2012-June 2013 (2-3 times a week)

Grade 3, 4 and 5 students will participate in an intensive supplementary instructional after-school Extended Day program on Mondays and Tuesdays from 2:20-3:35. The focus will be on strategies for remediation of deficiencies in mathematic skills. September 2012-June 2013 weekly

Grades 3, 4, and 5 students will participate in a mid-year small group Wednesday/Thursday after school intervention program. December 2012- April 2013 weekly

Students in grades 3, 4, and 5 will participate in a Saturday Institute, small group program. February 2013-April 2013

Title III funding will be used to provide academic services to ELLs in an Afterschool ELL Academy to provide intensive academic intervention to increase students' knowledge and understanding of mathematical concepts, numeration skills and to learn effective strategies for problem solving. December 2012-May 2013

Target Population: Students in grade 3, 4, And 5

Responsible staff Members: The Principal, Assistant Principal and AIS providers and classroom teachers.

Steps for including teachers in the decision-making process

Teacher Leaders will participate in Vertical Team planning/meetings in the area of Mathematics to increase the academic performance of all students, with a particular focus on grade 3. September 2012-June 2013

Teachers will be able to plan collaboratively and effectively by grade level, by content areas, by specialized areas (ELLs and SWD's) and vertically. This planning will be product-based and will include sharing, reflection, peer coaching and feedback.

Each grade level will meet monthly during the school year to collaboratively plan instruction, study assessments results, and disaggregate current data to increase the academic performance of all students with a focus on grade 3.

- Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret achievement data, and to identify necessary instruc-

tional changes.

- Teachers will meet in grade-level and multi-grade teams to review student data gathered from periodic assessments.
- Teachers will plan collaboratively, by grade level as well as vertically
- During common planning periods, teachers will meet to plan lessons, assess student progress, evaluate instructional strategies (as compared to exemplars), intensify curriculum maps, and develop strategic approaches to meeting the needs of all students.
- Staff determined that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity.
- Periodic Assessment Dates: November 2012, January 2013, and March 2013

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 page 35 through 40 in this CEP.
- Strategies to increase Parental Involvement. Teachers will employ the following activities:
 - Arrange for parent conferences throughout the school year as needed to promote parent involvement
 - Send home weekly/daily behavior sheets indicating progress made behaviorally and academically
 - Invite parents/guardians to the class for celebrations
 - Send emails informing parents of events/assignments/celebrations
 - Call home to discuss positive actions taken by students

The Principal will attend regularly scheduled parent meetings (e.g., PA) to share information and respond to parent questions and inquiries.

Principal will conduct a workshop explaining the Common Core Learning Standards in Mathematics

Parent Coordinator will host various workshops for parents.

The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings

The school will create and distribute a parent handbook that is translated in all the dominant languages.

Parents will be trained on how to use ARIS Parent Link.

P.S. 152 will hold several family nights during the school year to increase parent participation

P.S. 152 will hold a Math evening workshop to inform parents about grade level curricula and State Standards

PS 152 offers many opportunities for parents to become involved in the school's programs and activities. Invitations and notices of important school events are sent home in multiple languages. In addition, our School Messenger voice message system leaves messages for parents about important school events in several languages. We provide translation services for parents during Parent Teacher Conferences.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title III, Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy Fair Student Funding (TLFSF), Title I Funds (Schoolwide Program SWP, Title IIA and Title III) to implement this action plan

All students participate in the EnVision Mathematics Program program that has been established as part of the overall instructional program. TLFSF

A year-long Mon/Tues Extended Time program (2.5 hour weekly) TLFSF

A December 2012 through April 2013 Weds/Thurs. after school 2.5 hour weekly program Title I SWP

A December 2012 through April 2013 Weds/Thurs. after school for English Language Learners 2.5 hour weekly program Title III

A 9 week Saturday morning program 3 hour weekly Title I SWP

An attendance team has been formed as part of the school's efforts to improve attendance TLFSF

Student Interns and Student Teachers from Brooklyn College provide intervention services during the regular school day

Two full time teachers and two 2 day a week F-status teacher will provide academic intervention services to students during the school day TLFSF and Title I

Supplies and supplemental materials will be purchased for Students in Temporary Housing to be used in school and at home. i.e student take-home student Libraries. Title I SWP

- Principal per session Saturday Institute (9 sessions) Tax Levy Fair Student Funding (TLFSF)
- Supervisor per session for after school TLFSF
- Professional instructional materials to support curriculum development during the regular school day. TLFSF, Title I Schoolwide Programs (SWP)
- Instructional materials for use during extended day programs. Title I, SWP, Title III SWP, TLFSF Title IIA
- Teacher per session for after school programs and differentiated professional development. Title I, SWP, Title III SWP
- Instructional materials for use during the regular school day in Mathematics. TLFSF, Title I SWP, Title IIA
- Computers to enhance classroom technology TLFSF, Title I SWP
- Educational Software for classroom and computer labs TLFSF, Title I SWP
- Diagnostic software to assist in student assessments TLFSF, Title I SWP
- Two TESOL teachers provide professional development and student support services during the regular school day. TLFSF
- Mathematic Staff Developer Title I SWP
- Educational Consultants Title I SWP
- Per Diem substitutes used for Professional Development Title I SWP



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ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, a comparison of the base line with the final writing assessment will show that a minimum of 60% of grade 4 and 5 students have improved at least one level (on a common rubric) in their use of text based evidence to support their statements in essays.

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.
An analysis of data generated by an examination of student's classroom essays and journals, Reading Street Assessments and the New York State English Language Assessment indicates the following:
 - Analysis of the Fall expository essay benchmark indicated that only 39.7% of grade 4 and 5 students were at level 2 or above, with 7.7% at level 3.
 - Further analysis of school wide assessments indicated that:
 - Students in grade 4 and 5 do not consistently use textual evidence to support statements in their essays, as required by the Common Core Learning Standards.
 - Students do not regularly transfer textual evidence noted in written short responses when they complete their extended writing responses.
 - Students have difficulty in distinguishing relevant textual information from irrelevant textual information.
 - Students have not mastered the technique of paraphrasing textual evidence.

Student scores on the extended writing portion of the NYS ELA also indicate the need for students to improve their skills in connecting textual evidence to student essay conclusions.

We also discerned some discrepancies in the criteria teachers employed to judge student writing. The uniform grading of essays by teachers (using a common rubric) is essential to the goal of improving student skills in using text based evidence.

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) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

Activity # 1:

Professional Development

- The Principal and Assistant Principal will strengthen Professional Development for writing instruction by providing teachers with tools and strategies via the model of a Collaborative Community of Practice. September 2012-June 2013.
- The Principal will analyze samples of student writing to indicate that grade wide application of common rubrics is in evidence. October 2012-May 2013.
- The Principal will collect samples of student essays, examine the work with the Professional Development Team, share their reflections with the grade, as well as make suggestions to individual teachers for necessary adjustments in grading criteria and/or instruction.
- The School Based Inquiry Team and Staff Developers will attend Professional Development Workshops conducted by a Department of Education consultant, who will guide them in the development and implementation of a common rubric for writing to ensure uniformity of teacher grading. October 2012-March 2013
- The Literacy Staff Developer will provide Professional Development to:
 - *Deepen Teacher's understanding of the language of rubrics to ensure that each teacher understands the norm
 - *Demonstrate the application of rubrics for expository, narrative and argumentative writing
 - *Examine student work focusing on content, organization, craft and structure
 - *Ensure uniformity of teacher practice September 2012-June 2013 on-going.

The Literacy Staff Developer will also:

- Model exemplary lessons that encompass small group and individual instruction to meet individual needs.
- Provide single-topic mini-presentations on needed strategies, and plan and deliver large group workshops.
- Facilitate teams of teachers in identifying areas of need and in learning strategies, assessments, classroom organizational and management practices.
- Provide teachers with research-based instructional strategies to assist students in meeting rigorous academic standards.
- Serve as mentor for teachers in grades 4-5. September 2012-June 2013 ongoing
- Teachers will use Grade Level Inquiry Team Meetings to:
 - Independently grade identical samples of student work

Compare assigned grades
Single out discrepancies in scoring
Review the criteria for the rubric
Adjust scores to ensure the uniformity of grading norms October 2012-March 2013

Lead teachers will be identified and will provide Professional Development on each grade as needed. October 2012-May 2013

Target Population: Teachers in grades 4 and 5

Responsible Staff Members: Principal , Assistant Principal, Literacy Staff Developer, Network Consultant, Lead Teachers

Activity # 2

Activities to promote student mastery

Classroom teachers will implement two Common Core aligned writing units that would embed expectations for students to support their opinions by referring back to text-based evidence. September 2012-June 2013

Teachers will provide clear expectation of the rubrics criteria to students before the writing piece is assigned. September 2012-June 2013

Teachers will use the common rubric as a tool of measurement to assess student progress September 2012-June 2013

Teachers will provide feedback regarding student essays, using the language of the standards. September 2012-June 2013

Teachers will incorporate concrete phrases and vocabulary to connect the writing unit to the reading anthology. September 2012-June2013

Teachers will use vocabulary clusters to enable students to infuse within a context, and relate the cluster to the essential theme.
September 2012-June2013

Content area writing using text based evidence is integrated into the teaching of Science and Social Studies. September 2012-June2013

All students writing will be geared to the use of text based writing skills such as finding details and supporting conclusions. September 2012-June2013

Students will prepare individual group and research projects using text based evidence garnered from books and the internet. October 2012-May 2013

Non- fiction texts are an integral part of the weekly writing program. September 2012-June 2013

One period a day will be devoted to student writing using the *Reading Street* writing program. September 2012-June 2013

Students will be engaged in discourse that promotes the language of the standards. September 2012-June 2013

Students' checklists focusing on features of the genre will be used for self assessment. October 2012-June 2013

Students writing assignments will indicate that teachers have asked them to “complete an essay where you have to use evidence to defend your own opinion or ideas a minimum of 3 times or more during the school year. October 2012-May 2013

Sample student essays will show growth from fall to spring and represent a range of performance levels across the common rubric. October 2012-May 2013

Student progress will be monitored via the *Reading Street* writing assessment program. September 2012-June 2013

Benchmark assessments of student essays will be administered in October/November 2012, February 2013 and May 2013.

Target Population: Students in grades 4 and 5

Responsible Staff Members: Principal, Assistant Principal, Literacy Staff Developer, Teachers of Grade 4 and 5

Steps for including teachers in the decision-making process

Teachers will meet frequently during common planning time to plan lessons, assess students' progress, evaluate instructional strategies, collaboratively look at student work, , and develop strategic approaches to meeting the needs of all students including English Language Learners and Students with Disabilities. September 2012-June 2013 (weekly).

- Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and to identify necessary instructional changes.
- Teachers will meet in grade-level and multi-grade teams to review student data gathered from periodic sampling of student writing.
- Teachers will plan collaboratively, by grade level as well as vertically ;
- During common planning periods, teachers will meet to develop common rubrics for grading writing, plan lessons, assess student progress, and evaluate instructional strategies.
- Teachers will participate in workshops to design and implement the criteria for using rubrics to grade expository writing.
- Staff determined that the common grade level writing rubric would be the instrument of assessment
A 30% increase in the percentage of students consistently referencing textual evidence to support essay statements will be the interim benchmark
- Periodic Assessment Dates: October 2012, February 2013, and May 2013

Strategies to increase parental involvement.

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 35 through 40 in this CEP.
- 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 35 through 40 in this CEP.

Teachers of Students in Grades 3 to 5 will employ the following activities:

- Arrange for parent conferences throughout the school year as needed to promote parent involvement
- Send home weekly/daily behavior sheets indicating progress made behaviorally and academically
- Invite parents/guardians to the class for publishing parties/celebrations
- Send emails informing parents of events/assignments/celebrations
- Contact by phone to inform parents of positive results

The Principal will attend regularly scheduled parent meetings (e.g., PA) to share information and respond to parent questions and inquiries.

Principal will conduct a workshop explaining the Common Core Learning Standards

Parent Coordinator will host various workshops for parents.

The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings

The school will create and distribute a parent handbook that is translated in all the dominant languages.

Parents will be trained on how to use ARIS Parent Link.

P.S. 152 will hold several family nights during the school year to increase parent participation

P.S. 152 will hold a Literacy evening workshop to inform parents about grade level curricula, State Standards, and to apprise them of the rubrics used to judge writing.

P.S. 152 will use automated phone systems such as School Messenger and Wake-Up NY to inform parents of student’s attendance, lateness’s as well as special school events.

A Student/Parent Planner will be sent home every night to apprise parents of teacher comments or special events.

Parents will be invited to class Publishing Parties several times during the school year.

The SLT committee will meet monthly to discuss parent concerns.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title III, Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy Fair Student Funding (TLFSF), Title I Funds(Schoolwide Program SWP, Title II A, and Title III to implement this action plan

All students participate in the Reading Street Literacy program that has been established as part of the overall instructional program. TLFSF

A year -long Mon/Tues Extended Time program (2.5 hour weekly) TLFSF

A December 2012 through April 2013 Weds/Thurs. after school 2.5 hour weekly program Title I SWP

A December 2012 through April 2013 Weds/Thurs. after school for English Language Learners 2.5 hour weekly program Title III

A 9 week Saturday morning program 3 hour weekly Title I SWP

An attendance team has been formed as part on the schools efforts to improve attendance TLFSF

Student Interns and Student Teachers from Brooklyn College provide intervention service during the regular school day

Two full time teachers and one two day a week F-status teacher will provide academic intervention services to students during the school day TLFSF and Title I

Supplies and supplemental materials will be purchased for Student in Temporary Housing to be used in school and at home. i.e student take- home student Libraries.

Title I SWP

- Principal per session Saturday Institute (9 sessions) Tax Levy Fair Student Funding (TLFSF)
- Supervisor per session for after school TLFSF
- Professional instructional materials to support curriculum development during the regular school day. TLFSF, Title I Schoolwide Programs (SWP)
- Instructional materials for use during extended day programs. Title I SWP, Title IIA, Title III SWP, TLFSF
- Teacher per session for after school programs and differentiated professional development. Title I, SWP, Title III SWP
- Instructional materials for use during the regular school day in Mathematics. TLFSF, Title I SWP, Title IIA
- Computers to enhance classroom technology TLFSF, Title I SWP
- Educational Software for classroom and computer labs TLFSF, Title I SWP
- Diagnostic software to assist in student assessments TLFSF, Title I SWP
- Two full time and two 2 day F status teacher to provide intervention services during the regular school day Title I SWP
- Two TESOL teachers provide professional development and student support services during the regular school day TLFSF
- Mathematic Staff Developer Title I SWP
- Educational Consultants Title I SWP
- Per Diem substitutes used for Professional Development Title I SWP

	<p>Interactive Read Alouds Repeated Reading Differentiated Guided Reading Interactive Writing and Shared Writing</p> <p><u>“New York Content Reading”</u></p> <p>Differentiated Instruction Scaffolded Instruction Constructed Responses Shared Writing</p> <p><u>“Crosswalk Coach for the Common Core”</u> Standards in English Language</p> <p>Diagnostic and Intervention System Targeted Skill Instruction Cumulative Assessment</p> <p><u>“Buckledown to the Common Core Reading “</u></p> <p>Diagnostic and Intervention System Targeted Skill Instruction Cumulative Assessment</p> <p>AIS for English Language Learners Tier I:</p> <p><u>“English Language Learners Readers”</u> English Language Development Readers</p>	<p>Small group instruction for students in Grades 1, 3, 4, and 5</p> <p>Small group instruction for students in Grades 3, 4, and 5</p> <p>Small group instruction Grades 3, 4, and 5</p> <p>Small groups of ELL student Grades K-5</p>	<p>Monday and Tuesday after school program 2:20 PM to 3:35 PM September 2012 –June 2013</p> <p>Wednesday and Thursday after school program 2:20 PM to 3:35 PM December 2012 –April 2013</p> <p>Afterschool Saturday from 9:00AM to 12:00 PM February 2013-April 2013</p> <p>During the school day 3 to 5 times a week for 50 minute periods</p>
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	<p>Modified Read Alouds Guided Reading Shared Reading Shared Writing</p> <p>Tier II</p> <p><u>“Foundations”</u> (Phonics Based)</p> <p>Letter sound Recognition Sound Word Recognition Vocabulary In Context Fluency Shared Writing Re-reading</p> <p><u>“On Our Way to English”</u></p> <p>Vocabulary reinforcement Context clues</p> <p><u>“Pearson’s Reading Street for ELLS”</u></p> <p>Interactive Reading Shared Writing</p> <p><u>“Pearson’s Reading Street for ELLS”</u></p> <p>Targeted Skill Instruction Close reading with vocabulary enhancements Explicit Teaching of Grammatical Construction Interactive Reading</p>	<p>Push in/Pull Out Program Small groups of ELL students in grade K through 5 who are designated <i>Beginners and Intermediate</i></p> <p>Push in/Pull Out Program Small groups of ELL students in grade K through 5 who are designated <i>Advanced</i></p>	<p>September 2012-June 2013</p> <p>During the school day 8 hours of instruction per week September 2012-June 2013</p> <p>During the school day 4 hours of instruction per week September 2012-June 2013</p>
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	<p>Shared Writing</p> <p><i>“Explode the Code”</i> (Phonic Based)</p> <p>Letter sound Recognition Sound Word Recognition Vocabulary In Context Fluency Interactive Reading Interactive Writing</p>	<p>Small group instruction for ELLS for students in grades K-5 Sections will be multi-grade as students will be placed on using data from Language Assessment rather than grade level</p>	<p>Wednesday and Thursday after school program 2:20 PM to 3:35 PM December 2012 –April 2013</p>
<p>Mathematics</p>	<p>Tier I Intervention</p> <p><i>EnVision Mathematics</i> Program</p> <p>Diagnostic Assessment Re-teach Component Scaffolded Instruction Guided Teacher Groups</p>	<p>Flexible small groups Groups adjusted frequently to meet students skill deficit needs Grades K-5</p>	<p>During the school day Daily for 20 minutes September 2012 – June 2013</p>

	<p>Extensive use of manipulatives, Classroom mathematics libraries</p> <p>Tier II Intervention:</p> <p><u><i>EnVision Math Diagnostic and Intervention System</i></u></p> <p>Student Assessment Teacher Model Lessons Teacher Guided Instruction Teacher/Student Interactive Instruction Student Independent work Reassessment</p> <p><u><i>“Big Ideas in Math”</i></u></p> <p>Diagnostic Assessment Scaffolded Instruction Guided Teacher Groups Independent Instruction Cumulative Assessment</p> <p><u><i>“Crosswalk Coach”</i></u> for the Common Core Standard in Mathematics</p> <p>Diagnostic and Intervention System Targeted Skill Instruction Independent Practice Cumulative Assessment</p> <p><u><i>“Buckledown Mathematics”</i></u></p>	<p>A pull out small group program Students in Grades k-5</p> <p>Small group instruction Grades 1, 3, 4, and 5</p> <p>Small group instruction Grades 1-5</p> <p>Small group Grades 3, 4, and 5</p>	<p>During the school day 2 period of instruction per week September 2012-June 2013</p> <p>Afterschool Monday and Tuesday Extended Time Program from 2:20PM to 3:35PM September 2012-June 2013</p> <p>Afterschool A Wednesday and Thursday Extended Day Program 2:20 PM to 3:35PM December 2012-April 2013</p> <p>Afterschool Saturday Program from 9:00 AM to 12:00PM</p>
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	<p>Diagnostic and Intervention System Targeted Skill Instruction Independent Practice Cumulative Assessment</p>		February 2013-April 2013
Science	<p>Tier I Intervention; <i>Focus on Science.</i> Reading in the Content Area Read and ask questions Compare and contrast informational text Expository Writing SCIS Materials Hands-on Science</p>	Small Group	<p>During the school day 1 period per week September 2012-June 2013</p>
Social Studies	<p>Tier I Intervention; Material used(Strategies for Success in Social Studies, Primary Documents, Classroom Social Studies Library)</p>	Small group	<p>During the school day 1 period per week September 2012-June 2013</p>

	<p>Reading in the Content Area Main Idea and Supporting Details Compare and contrast informational text Organizing text Expository Writing</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling geared toward: Improving Social Skills, Conflict Resolution Strategies Behavior Modification Crisis Intervention as needed. ERSSA counseling</p>	<p>One on one or small group</p>	<p>During the school day 1 to 2 periods weekly September 2012-June 2013</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Strategies for attracting Highly Qualified Teachers (HQT)

- At present all appointed staff are deemed highly qualified.
- Administrative staff attends hiring fairs to identify and recruit highly qualified teachers of students with disabilities.
- The Principal, the Assistant Principal, The Literacy Staff Developer, the Math Staff Developer and the Special Education Coordinator provide mentoring for teachers in need of additional support in the classroom.
- Teachers are able to choose varied PD workshops to enhance their skills.
- Teacher choose out of school PD workshops in various areas of the curricula
- The Literacy Staff Developer and the Math Staff Developer provide a continuum of professional development workshops throughout the school year.
- The Data Specialist provides Professional Development for teachers in the collection and analysis of data to help teachers to identify students' strengths and weaknesses.
 - The School Inquiry meets monthly to examine and analyze student work, standardize grading policies and asses effective classroom practices. Results of these meeting are disseminated at monthly grade conferences to all teachers.

Teacher subgroups meet on a regular basis ie,

Grade level Inquiry Teams

Special Education Inquiry

ELL teachers Inquiry Teams

Teachers are invited to lab site workshop to observe effective teaching practices

Profession Development materials are provide at all teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

P.S. 152's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school.

The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 152 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 152 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Actively engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact; maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Hold annual workshops based on feedback provided on parent surveys and parent requests, i.e. during PA meetings.

P.S. 152 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library providing instructional materials for parents;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
- Hosting Parent Social Functions such as Mother's Day Brunch and Taste of the World.

SCHOOL-PARENT COMPACT

P.S. 152, [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. P.S.152 staff and the 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.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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;
- insuring that 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; and
- 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 communicate effectively with parents whose native language is other than English;
- 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; and
- planning activities for parents during the school year (e.g., Open School Week, , Math Family Night, Reading Family Night).

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;
- disseminating monthly parent newsletter;
- 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; and
- 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.

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. I will also:
- communicate with my child's teacher about educational needs and stay informed about his/her education by prompting 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 serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

- share responsibility for the improved academic achievement of my child.

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Deidre Aguilar, Title I Representative, on September 22, 2013.

This Parent Involvement Policy was updated on January 16, 2013.

The final version of this document will be distributed to the school community on January 23, 2013 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Joseph Blaize	District 22	Borough Brooklyn	School Number 152
School Name The School of Science and Technology			

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

Principal Dr. Rhonda Dawn Farkas	Assistant Principal Mrs. Carol Sheldrick
Coach C. Romeo, Literacy Coach	Coach S. Gigante, Math Coach
ESL Teacher Irina Vlady	Guidance Counselor
Teacher/Subject Area Shasta Lockwood/ ESL	Parent
Teacher/Subject Area Theresa Modica/ AIS	Parent Coordinator Tammy Zaccheo
Related Service Provider K. McGinley, Sp. Ed. Liaison	Other Randy Soderman, CEI-PEA ESS
Network Leader	Other

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

D. School Demographics

Total number of students in school	872	Total Number of ELLs	105	ELLs as share of total student population (%)	12.04%
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Part II: ELL Identification Process

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

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

1. At registration, a licensed English as a Second Language (ESL) teacher, along with the Pupil Accounting Secretary (PAS) make an initial determination of the new student's home language. If necessary, bilingual personnel are called upon to conduct an informal interview in the native language. The PAS and a licensed ESL teacher assists parents in completing the Home Language Identification Survey (HLIS) in the appropriate language. The ESL teachers review all HLISs to identify new potential ELLs. Once an ESL teacher determines that the student is eligible for testing based on one answer to questions 1-4 and two answers 5-8 including a language other than English, she administers the Language Assessment Battery-Revised (LAB-R) within ten days of admission. The assessment is hand-scored by the ESL teacher. Students who score below proficiency level receive ESL services.

Every spring, the ESL teachers compile a list of all students eligible for the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL teachers administer the NYSESLAT to each English Language Learner (ELL) to determine continued eligibility for ESL service.

2. At registration, all parents are provided a brief explanation of the school's programs. Within the first month of school, parents of ELLs are encouraged to attend an orientation session. Invitation letters are sent in many languages. The parents view the NYC Department of Education's Orientation video in their native language, which explains the different program choices. Our ESL teachers, Parent Coordinator, and translators are available to answer questions. Parents complete the Parent Survey and Program Selection (PSPS) form and make a decision about the most suitable placement for their child. Individual orientation meetings are provided intermittently throughout the year as needed. Photocopies of HLIS and PSPS forms are filed in the ESL classroom, while the originals are kept in student cumulative files. A record of PSPS choices is also maintained by the ESL teachers in the ELL student roster within the ESL Compliance Binder.

3. Entitlement letters in the appropriate home languages are sent home to parents to ensure that they remain informed about their child's current entitlement or non-entitlement for the ESL program. All the parents of newly admitted ELLs in our school returned HLIS and PSPS forms last year. Copies of HLISs, PSPS forms, and Continued Entitlement letters are kept on file in the ESL Compliance Binder.

4. Identified ELL students are placed in the ESL instructional program immediately after they are identified. Parents are invited to an Orientation to discuss program choice. Translators are provided at these meetings. Letters of entitlement are sent out in the native language and English to parents of identified ELLs.

5. In the 2010-11 school year, 92% of the parents requested the free-standing ESL program, as has been the pattern over the past few years.

6. Our programs are aligned with New York State guidelines and the program choices that parents have requested. 92% of parents have chosen an ESL program. We have provided a list of schools in the city that have bilingual and dual language programs to parents who chose those options. We have explained that if a sufficient number of parents with children enrolled at this school request a bilingual or dual language program, the school will open a program in accordance with their request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	91	Special Education	14
SIFE	3	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	91	3	14	14		6				105

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	Total
Total	91	3	14	14	0	6	0	0	0	105
Number of ELLs in a TBE program who are in alternate placement: <u>1</u>										

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	9	14	3	6	4	5								41
Chinese														0
Russian		1												1
Bengali	2		2	1										5
Urdu	1	2		1	1	1								6
Arabic	2		2											4
Haitian	4	6	11	3	14	8								46
French					2									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	18	23	18	11	21	14	0	105						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1.
 - a. Our ESL program is organized as a combination of Push-In and Pull-Out service. One class of 24 grade K ELLs receives Push-In ESL service. The other 86 ELLs receive Pull-Out service.
 - b. Students are served in groups of mixed-proficiency level with the exception of one group of Beginning proficiency in grade 1. Beginning and Intermediate students in grades 2 through 5 receive half their instruction in a mixed-grade group of Beginning and Intermediate proficiency, and the other half of their instruction is delivered in a mixed-proficiency grade-level group.
2. The school employs two full-time licensed ESL teachers. One teacher serves 47 ELLs in grades K-1 in our Early Childhood Annex. The other teacher serves 63 ELLs in grades 2-5 in our main building. The Early Childhood ESL teacher provides 360 minutes per week of ESL instruction to Beginning and Intermediate ELLs and 180 minutes per week to Advanced ELLs in grades K and 1. The ESL teacher for the main building provides 180 minutes per week in mixed-proficiency groups by grade level for Beginning, Intermediate and Advanced ELLs, and an additional 180 minutes per week in mixed-grade groups of Beginning and Intermediate proficiency for Beginning and Intermediate ELLs. Advanced ELLs receive at least 180 minutes of English Language Arts (ELA) instruction per week. The ESL teacher provides native language support in the form of Spanish-language summaries of weekly reading selections, translations of weekly vocabulary words, and instruction in the use of bilingual dictionaries and bilingual picture dictionaries. The ESL teachers and classroom teachers use pairings and instructional groupings to allow students to draw on the native language resources of their classroom peers to discuss, summarize, or translate classroom activities and texts. Some native language texts are available for reading comprehension activities. Bilingual glossaries are provided for science and math instruction and assessments.
3. The content areas are delivered in English in regular classrooms, in cluster classrooms, and in the ESL classroom. All teachers of ELLs use a variety of scaffolding methods to allow ELLs access to content area learning. Our math program, Envision Math from Pearson, includes video animations to aid conceptual learning and a Language of Math component which teaches essential vocabulary and reading skills. Our science programs, Harcourt Science and the Foss laboratory science program, provide opportunities for hands-on science learning experiences that minimize the linguistic barrier to content learning. In addition, these programs feature video components to increase ELLs' access to science content. Our Informational Literacy program on Fridays provides explicit instruction in navigating informational texts in social studies, and our Science Investigations program on Fridays provides hands-on learning experiences in science. Our literacy program, Reading Street, includes informational as well as literary texts. The program's ELL Component offers teachers multiple ways to scaffold instruction to enrich language development through comprehensible content. The ESL program supports ELLs' access to content area learning in the Reading Street program through vocabulary development and reading comprehension. The ESL program also includes a thematic study component which engages students in a content-area topic for several weeks to enrich language

A. Programming and Scheduling Information

development through content area reading and writing projects incorporating form-focused instruction using mentor texts.

4. When one of the ESL teachers administers the LAB-R to a newly admitted ELL, she also assesses literacy in the native language through a variety of instruments. Spanish-speaking ELLs take the Spanish Language Assessment Battery. Speakers of other languages are assessed informally using texts written in the native language. The ESL teacher uses this information about native language literacy in placement decisions impacted by previous literacy experience and transferable literacy skills. Knowledge of the students' levels of native language literacy also informs decisions about types of native-language support and assessment. Regardless of level of native language literacy, all ELLs are given bilingual glossaries to use in preparation activities and when taking the New York State Math and Science exams.

5. All instruction in P.S. 152 is driven by assessment data and responds to individual students' needs. To ensure that specific strategies foster student growth in all areas, particularly language acquisition, and to promote overall academic achievement, instruction is differentiated for ELL subgroups. Our ELLs are served in heterogeneous groups of students in adjacent grades of similar proficiency level. Students of all proficiency levels benefit from an interactive, communication-oriented classroom environment and the opportunity to exchange language modeling with students of higher and lower English proficiency levels.

a. Our SIFE students are provided intensive academic intervention in small group settings during and after school as well as through mandated pull-out instruction during the school day and in our Saturday Academy for ELLs. AIS focuses on reading comprehension and math using Targeted Reading and Targeted Math from Teacher Created Materials.

b. ELLs in US schools less than three years comprise the majority of our ELL student population. Many of our students attain proficiency within three years. Newcomers are serviced in heterogeneous groups alongside students of similar proficiency level. Newcomers receive bilingual and picture dictionaries and intensive vocabulary development. Instruction is focused on enriching language development through multiple opportunities to interact with target language structures in listening, speaking, reading, and writing activities. Instructional strategies include interactive group work which requires students to use oral and written language to negotiate meaning and exchange information for a variety of purposes. Students in their second year of service who are required to take the ELA receive testing modifications and instruction in test format and strategies. Instruction is focused on helping ELLs to acquire grade-level vocabulary and literacy skills. Instructional strategies include modeling and collaborative group work on reading strategies and skills.

c. ELLs receiving service four to six years are provided Academic Intervention Services (AIS) via small group instruction in literacy and math. Instruction is focused on remediation of gaps in literacy and math skills. Instructional strategies include oral language opportunities to help ELLs bridge informal language to academic language.

d. Long-term ELLs who have completed six years of service are highly unusual in our school. We currently have no such students enrolled.

6. Teachers of ELL Students with Disabilities (ELL-SWDs) use the principles of Universal Design for Learning (UDL) to design instruction that uses adaptations, modifications, small groupings, and multiple means of presentation and action to allow access for students of various learning styles. Grade-level materials including Reading Street and Envision Math include differentiated activities and texts to provide access to academic content and accelerate English language development.

7. Our teachers of ELL-SWDs meet in an SWD common prep period as well as in grade-level common prep periods to allow for horizontal and vertical alignment. ELL-SWDs are placed in appropriate settings that are the least restrictive for them in accordance with their IEP. ELL-SWDs are integrated with mainstream ELLs for ESL service.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

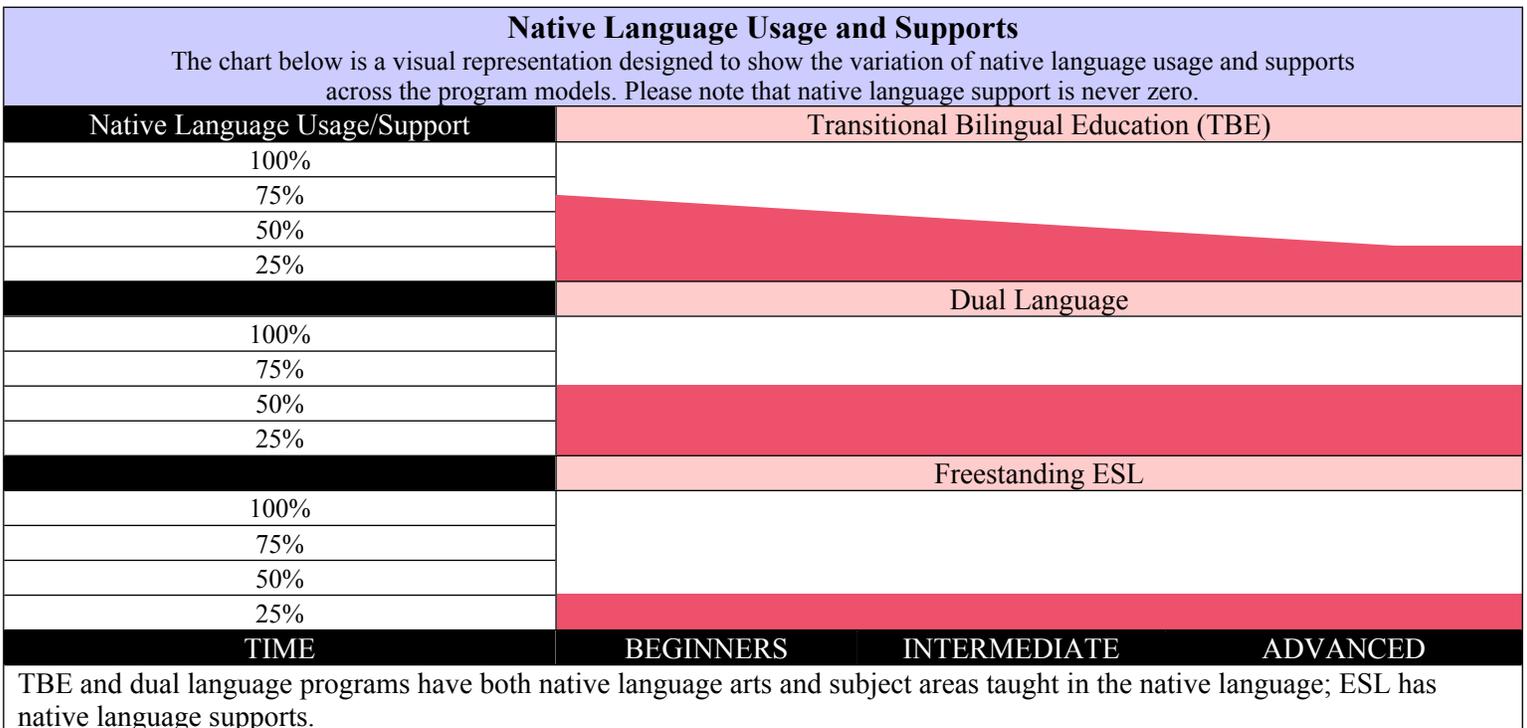
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts			
Social Studies:			

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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?

8. The math and literacy coaches tested all the ELLs in grade 3, 4, and 5 in mathematics. These AIS providers will use Do The Math by Marilyn Burns, Module A. Three ELLs will be using Module B. The special education coordinator/ staff developer provides Tier II academic intervention services in math and literacy for ELL SWDs, using Targeted Mathematics and Targeted Reading from Teacher Created Materials. Classroom teachers provide Tier II intervention in literacy in the form of small group instruction using the ELL components of the Reading Street program, including ELL and ELD Readers. The ESL Teacher provides Tier II academic intervention services in math and literacy in Extended Time, using EnvisionMath and Reading Street from Pearson Education. The ELL Saturday Academy begins October 29 and runs through late spring, servicing grades K-5 for three hours each week. All instruction is in English.

9. Former ELLs (FELs) receive time and a half on tests, including state and classroom assessments. The school offers the Extended Day to FELs. Classroom teachers provide Tier II interventions in the form of small group instruction. Tier III interventions are provided as needed by AIS providers.

10. This year, the school has adopted a new literacy program, Reading Street from Pearson Education. Although the Teachers College Reading Workshop succeeded in many ways in building a thriving reading culture in the school, the Reading Street program offers a higher level of support for ELLs, along with more explicit instruction in skills and vocabulary. ELLs will receive differentiated instruction in this program in their regular classrooms, and will also receive supplemental support in this program in ESL periods, including sheltered reading, fluency practice, decoding and phonics support, writing conventions, and concept development. We are considering adopting the Pearson Literacy and Math Navigator program and National Geographic ESL materials for use in Extended Time service. The school has convened a newly formed ELL Inquiry Team and Study Group in an effort to close the achievement gap with this subgroup. The team will use Supporting English Language Learners in Math Class by Rusty Bresser and Christine Sphar, from Math Solutions Publications 2009. The group will work to guide teachers in developing proficiency in English.

11. No programs and no services will be discontinued at this time.

12. ELLs are afforded equal access to all school programs by receiving invitations in writing and by the School Messenger program in English and the home language. Translators are available in the school to speak with parents and to perform translation by appointment after school. DOE Translation and Interpretation Services are utilized as necessary. ELLs are invited to participate in all programs, including but not limited to the Student Press Initiative (sponsored by Teachers College), Harmony Instrumental Music Program (sponsored by CUNY), the Program for Achieving Student Success (PASS), Extended Day, Saturday Academy, Tier III intervention services provided by interventionists, Project Green Reach, and a series of workshops provided by Genovese Environmental Center. ELLs are fully integrated into all of these programs. Over ninety percent of our ELLs attend our Extended Time program.

13. Science instruction is supported by Harcourt Science, which includes video resources and lab discussion resources, as well as the Foss laboratory science program. Science investigations every week offer hands-on science learning experiences. Social studies instruction is supported by Houghton-Mifflin Harcourt and primary and secondary documents, and historical context knowledge is supported by art instruction. Classroom teachers use the mobile laptop lab, document projectors, and SMARTboards to deliver multimedia content. Classroom instruction follows teacher-created curriculum maps across the content areas and grades which align content with specific scaffolds, resources, and modifications to support ELL learning, including graphic organizers, mentor texts, books on tape, decodable books, and eTexts. Classroom instruction will implement the ideas reflected in the Considerations for ELLs included in the Instructional Bundles in the Common Core Library. In addition to regular cluster instruction in Technology, ELLs also have access in the classroom and at home to Pearson Reading Street and Envision Math, RAZ-Kids, Discovery Education, BrainPop, and Earobics.

14. Our ELLs receive instruction in the use of and opportunities to use bilingual dictionaries, picture dictionaries, and bilingual picture dictionaries. Our ESL teachers encourage students to retain fluency in the native language and to attain literacy in the native language as

well. An emphasis is placed on social studies content that values student knowledge of foreign cultures and geography. Bilingual or native-language texts are used on occasion to supplement English-language content-area reading materials.

15. All the resources and material used for academic instruction of ELLs correspond to ELLs' age and grade levels. For example, ELLs in grade 5 receive literacy instruction in the regular classroom and the ESL classroom through the Reading Street program. This program offers differentiated texts and strategies for ELLs to allow access to the grade-level content and literacy learning. A beginning ELL in grade 5 studies grade-level vocabulary as well as the high-frequency words commonly taught in the lower grades.

16. At present we do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year.

17. ELLs in Kindergarten, First and Second Grades are offered a course in Spanish language and Hispanic culture.

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.

1. All school personnel who work with ELLs (general and special education teachers, subject area teachers, paraprofessionals, related service providers, Parent Coordinator, etc.) participate in ongoing professional development for 4.5 hours during common planning periods and 3 hours during Chancellor's Conference Days.

Some of the items addressed in professional development include identifying effective techniques, approaches, and interventions and making content comprehensible for our ELL population. Teachers review texts and/or professional readings, i.e., Academic Language Proficiency (Coleman & Goldenberg, 2010) via protocols, which enhance their knowledge of effective strategies for working with English Language Learners.

Additionally, during common planning periods, participants discuss instructional and linguistic needs of ELLs and collaboratively analyze and interpret the results of formative assessments, including periodic assessments, and adjust and/or modify lessons and shared effective strategies and materials.

2. Our Parent Coordinator provides several workshops throughout the year to parents of ELLs in fifth grade to assist ELLs as they transition to middle school. The school provides support in the form of facilities, materials, and translation services for these workshops. The school also provides a large message board in a prominent location in the school entryway with notices of middle school open houses and middle school application workshops. Furthermore, we furnish the receiving schools with elaborated information about each student we matriculate.

3. We maintain our records for meeting the requirements of ELL training in teacher personnel files. Additionally, copies of all ELL training are maintained in the Principal's office.

E. Parental Involvement

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

1. Parents of ELLs are introduced to the school and its staff during Open School Week, when all parents are invited to attend grade-level and all-grade Parent Orientations. Invitation letters in various languages are sent home and parents are also informed by our translators about the upcoming events. Our School Messenger system delivers recorded messages about school events in several languages. Parents of ELLs are encouraged to participate in all Parent Association (PA) meetings and extracurricular activities, such as school trips, performances, and holiday celebrations. They are encouraged to attend ESL Adult Education classes and Math and ELA Family Nights to become more involved in their childrens' education. In addition, parents of ELLs are represented among the families participating in our Student Press Initiative, which involves parents and children in literacy through oral history.

2. In partnership with the Bureau of Adult Education, we provide a year-long Saturday Morning Adult Education program. This program offers our ELL parents courses that range from ESL for Beginners to Graduate Equivalency Diploma (GED) Preparation.

3. At registration, parents indicate the languages they prefer the school to use for written and oral communication. We also evaluate the needs of parents of ELLs in our Parent Involvement Survey, which asks parents what workshops they might be interested in, as well as how they can contribute to their childrens' classroom activities.

4. Our parent involvement activities for parents of ELLs always include translated invitations and agendas. When planning ELL Parent Workshops, we first survey the parents to determine the best time of day to hold them meeting for maximum attendance. The ESL Teachers hold a number of Parent Workshops for parents of ELLs throughout the year. This year, our first Parent Workshop will be held October 27. Parents will be invited to participate in a mid-winter celebration for families of ELLs. After analyzing the results of the Parent Involvement Survey, the ESL teachers will plan further workshops and celebrations, including one in March to prepare families for year-end testing.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	5	9	2	7	2								33
Intermediate(I)	3	10	3	6	7	6								35
Advanced (A)	9	8	6	3	5	6								37
Total	20	23	18	11	19	14	0	0	0	0	0	0	0	105

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	2	8	4	6	8	6	2						
	A	0	7	3	4	5	6	5						
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	4	5	2		11
5	6	3			9
6	3	6			9
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	1								1
4	8	1	6		3		0		18
5	5		7		1		0		13
6	2		8		2		0		12
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		3			1	12
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

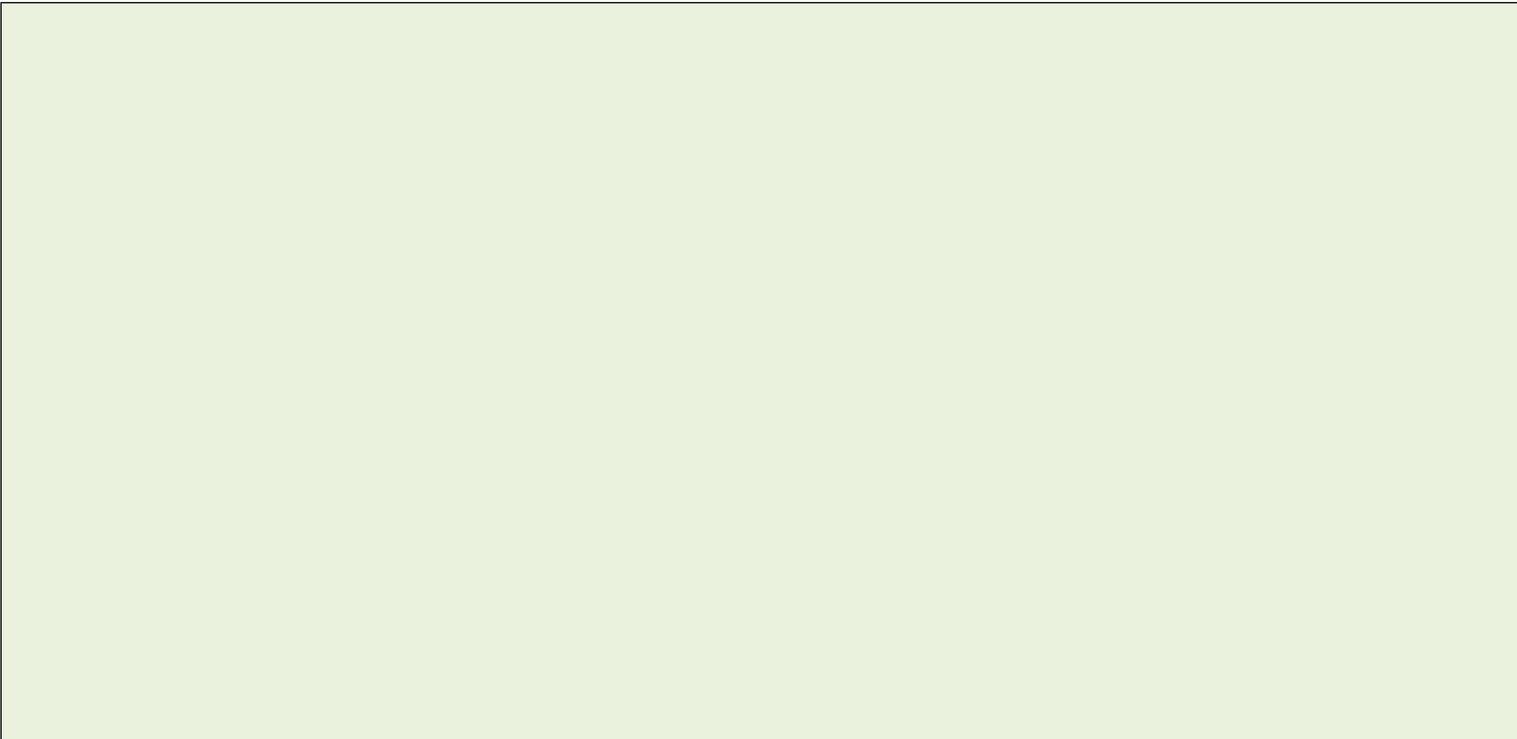
B. After reviewing and analyzing the assessment data, answer the following

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

1. To assess the early literacy skills of ELLs, we use ECLAS-2 twice a year. Throughout the year, we also individually administer DRA and TCRWP assessments to determine student reading levels. In addition, we use the Reading Street unit tests to provide information about student progress in early literacy skills. These data are gathered on a monthly basis by the Literacy Coach, who distributes them to administrators, AIS providers, and ESL teachers. The ESL teachers use this data to form instructional groupings for guided reading activities. Reading level tracking sheets show which ELLs are making progress in literacy. We use these data to provide reading materials at an appropriate level to facilitate ELLs' access to content area instruction. Current data on early literacy shows that in grades 2 and 3, 5 ELLs are reading at levels A-D, 5 ELLs are reading at levels E-H, 11 are reading at levels I-L, and 1 is reading at level M. In grades 4 and 5, 5 ELLs are reading at levels A-D, 6 are reading at levels E-H, 12 are reading at levels I-L, and 6 are reading at levels M-P. These levels range from several years below grade level to at the lower end of grade level proficiency, and indicate the progress needed to meet common core state standard expectations for grade level text complexity reading ability.
2. The data patterns across proficiency levels on LAB-R and NYSESLAT and grades reveal that overall, proficiency levels are evenly distributed, with beginning, intermediate, and advanced students representing 33, 35 and 37 percent of our ELLs, respectively.
3. Patterns across NYSESLAT modalities reveal that speaking and listening competence precede reading and writing competence. These data confirm research in second language acquisition. Because our ELLs achieve oral proficiency first, our instruction will focus on using oral language as a bridge to written language to move students along the mode continua from oral and social to written and academic language. ESL instructional strategies include using oral language opportunities as scaffolds to support literacy development.
4.
 - a. An examination of student results on NYS ELA reveals that 50% of current grade 4 ELLs, 33% of current grade 5 ELLs and 66% of last year's graduating ELLs achieved basic, partial understanding of the knowledge and skills expected at their grade level. An examination of student results on NYS Math reveals that in our current grade 4, 57% achieved a level 2 or above, in our current grade 5 62% achieved a level 2 or above, and in last year's graduating class, 83% of our ELLs achieved a level 2 or above. This pattern reveals that the language barrier to success is greater on the ELA than on the math test. A comparison of native language versus English testing on the NYS science shows that the only ELL to achieve a level 4 result took the test in his native language. However, a grade 3 SIFE ELL who took the NYS math in her native language received a result of 1, demonstrating that prior academic experience in the country of origin has a huge impact on student success.
 - b. Data culled from the optional ELL Periodic Assessment which we administered in October will be analyzed and interpreted to know patterns and trends and to determine how ELLs are progressing along the continuum. These data are shared with the school community at large, to develop and refine teachers' understanding of areas in need of remediation and examine our own practice with an informed eye, so that they can tailor their instruction to the demonstrated needs of our ELLs.
 - c. The school will administer periodic assessments in math in the native language.
5. The school does not currently have a dual language program.
6. We evaluate the success of our programs for ELLs by performing rigorous analysis on data from NYSESLAT, NYS Math, ELA, and Science tests, and student progress on assessments of early literacy skills. Our data specialist performs item analysis on ELL test results on NYS Math and ELA in order to evaluate our program's success in delivering instruction in specific math and literacy skills. Our ESL teachers perform analysis of NYSESLAT modality scaled scores to evaluate our program's success in promoting ELL language development.

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.



Part VI: LAP Assurances

School Name: <u>PS 152</u>		School DBN: <u>22K152</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Rhonda Dawn Farkas	Principal		10/26/11
Mrs. Carol Sheldrick	Assistant Principal		10/26/11
Tammy Zaccheo	Parent Coordinator		10/26/11
Irina Vlady	ESL Teacher		10/26/11
	Parent		
Shasta Lockwood/ ESL	Teacher/Subject Area		10/26/11
Theresa Modica/ AIS	Teacher/Subject Area		10/26/11
Christina Romeo/ Literacy	Coach		10/26/11
Shari Gigante/ Mathematics	Coach		10/26/11
	Guidance Counselor		
	Network Leader		

School Name: PS 152

School DBN: 22K152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
K. McGinley	Other <u>Sp. Ed. Coordinator</u>		10/26/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22k152 **School Name:** School of Science and Technology

Cluster: 5 **Network:** CFN531

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.

P.S. 152 used the following data and methodologies.

- a. We examined the data reported and analyzed the School Report Card
- b. We conducted a Demographic study
- c. We consulted with the Parent Coordinator
- d. We consulted with the School Leadership Team
- e. We conferred with the TESOL teachers
- f. We examined the School Quality Review

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

Our findings indicated that our two major ethnic groups are Hispanic and Haitian Creole.

We confirmed the need for school letters, announcements, booklets, and other pertinent information to be translated into Haitian Creole and Spanish.

We confirmed the need for Spanish and Haitian Creole translators to be available at registration, during orientation meetings, at parent workshops and P.A. meetings.

We also discussed the need for translators to respond to parent inquires in the office in person and via phone conversations during the school

day.

The findings were reported to the school community at an SLT meeting, a parent association meeting, and via a notification letter to parents.

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.

P.S. 152 will provide translation of parent letters, parent booklets, school announcements, and other relevant material into Haitian Creole and Spanish. Translated materials will be distributed at the same time the English language version is distributed. Additionally, the school will use the translation services of the Department of Education for pertinent information to be translated into other than aforementioned languages.

P.S. 152 will pay for the per session services of a Spanish speaking teacher who will translate these materials. The services will be implemented in September and continue through June.

P.S. 152 will also utilize the services of a Haitian speaking school psychologist and a Haitian speaking paraprofessional to translate material.

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.

P.S. 152 will offer per session employment to a Spanish speaking teacher to translate during school registration. We will hire per diem subs in the fall for an ELL parent orientation day.

We will also provide Haitian Language speakers to assist during school registration and at an ELL parent orientation.

P. S. will provide per session pay to our Spanish speaking teacher to provide: translation services at general parent meetings and parent workshops.

Additionally, we will provide per session pay for this teacher to work in the general office before and after school hours to address translation needs. We will hire per diem subs so our translators and our TESOL teacher can offer a spring workshop for ELL parents to discuss and evaluate the services offered through our ESL program.

P.S. 152 will utilize the services of a Haitian Speaking School Psychologist and a Haitian Speaking Paraprofessional to provide oral translation services at registration and during the school day. We will use parent volunteers to provide oral translation services at PA meeting and functions.

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>.

P.S. 152 will maintain a current record of the primary language of all parents in the school. All parents will be notified of their rights to receive documents in their native language and to receive translation services when necessary.

P.S. 152 will be able to provide translation services, oral and written, in Haitian Creole and Spanish through the services of our staff. We will work with the Parent Association, who will provide us with the names of parent volunteers who can provide translation services to other native language speakers.

2012-13 Comprehensive Education Plan (CEP)

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: PS 152K	DBN: 22K152
Cluster Leader: Debra Maldonado	Network Leader: Joseph Blaize
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # 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:

PS 152 will provide a 22 week after-school program for English Language Learners (ELLs) to support language development and high academic achievement in math. We have identified 25 ELLs who did not meet their Annual Measurable Achievement Objectives (AMAO) I and II for progress (I) and proficiency (II) on the New York State English as a Second Language Achievement Test (NYSESLAT). Using the AMAO Tool, we have identified another 20 ELLs who made progress on NYSESLAT, but demonstrated low achievement (score point 1 or 2) on the New York State English Language Arts and Mathematics examinations.

These ELLs receive push-in and pull-out services during the regular school day as mandated by CR Part 154. To complement their regular service, our after-school program will support high-needs ELLs in meeting the standards for their grade in literacy and mathematics as well as English language development, as measured by the NYS ELA and Math exams and the NYSESLAT. English language development support will be provided through an intensive vocabulary program, Words Their Way with English Learners from Pearson Education, and a decoding and phonics program called Explode the Code, from EPS.

Because math instruction requires students to comprehend narrative word problems as well as to explain their thinking, our direct instruction supplemental program will focus on broadening and deepening vocabulary knowledge, especially the Tier II academic words that students will encounter across subject areas and disciplines.

ELLs in grades K through 5 will be offered placement in one of three sections: a K-1, a 2-3, and a 4-5. Class size will range from 12 to 15 students. The ELL program will begin in November and continue through May. The Academy will take place on Wednesdays and Thursdays from 2:20 to 3:35. The language of instruction will be English, with supplemental native language supports. Four teachers will provide instruction: two certified ESL teachers and two teachers certified in common branches with experience teaching ELLs. We have budgeted \$11,042 for instruction.

Among the materials we will use in this program are Words Their Way with English Learners from Pearson Education, and Explode the Code from EPS. We have budgeted \$2,826 for these supplemental supplies and materials.

Part C: Professional Development

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:

One of our certified ESL teachers will offer two sessions of Professional Development for classroom teachers. The first session will take place on Election Day, Nov 6, 2012. The title of the session is "ELL Vocabulary Knowledge and the Common Core Learning Standards." The session duration is from 9:00 AM to 11:00 AM. Another session will take place on Brooklyn Queens Day, June 6, 2013, entitled "Dialect Difference and Comprehending Complex Texts," from 9:00 AM to 10:00 AM. Further professional development will include regular sessions at monthly grade meetings. These monthly sessions will cover such topics as the Common Core Learning Standards for Language, assessing ELL writing using developmental standards, vocabulary teaching strategies and activities, reading and writing strategies for nonfiction, using contrastive analysis to teach bilingual and bidialectal students the conventions of Standard English, and implementing the scaffolding activities of the QTEL Institute. The schedule of monthly sessions is as follows: for Grade 2, the ESL teacher will provide twenty minutes of professional development from 12:35 PM to 12:55 PM on December 19, January 9, February 13, March 13, April 10, May 8, and June 12. For Grade 3, the ESL teacher will provide twenty minutes of professional development from 12:10 PM to 12:30 PM on December 19, January 30, February 27, March 27, April 24, May 29, and June 19. For Grade 4, the ESL teacher will provide twenty minutes of professional development from 11:05 AM to 11:35 AM on January 9, February 6, March 6, April 3, May 1, and June 5. For Grade 5, the ESL teacher will provide twenty minutes of professional development from 1:30 PM to 1:50 PM on January 14, February 11, March 11, April 8, May 13, and June 10. The ESL teacher for Grades K and 1 will provide regular professional development at grade meetings in our Annex building from for twenty minutes from 10:45AM to 11:05 AM(K) and 11:40 AM to 12:00 PM (1) on the third Thursday of each month. Throughout the year, the ESL teachers meet with classroom teachers of ELLs during preparation periods to provide modifications and additional supports to improve ELL access to the math and literacy curricula.

Our ESL teachers attend regular instructional support meetings offered by our network, as well as a variety of professional development activities offered by the Office of English Language Learners. On September 26, two ESL teachers attended a network meeting focused on formative assessment. On October 25, one ESL teacher attended a network training to learn how to use the AMAO Estimator tool. On Tuesday, November 20, an ESL teacher and a common branch teacher attended a workshop offered by the Office of English Language Learners entitled "Co-Teaching: How to Have a Successful Push-In Model." On November 29, one ESL teacher attended a workshop offered by the OELL "Reading and Writing Non-Fiction: Instructional Implications for ELLs." On December 11, one ESL teacher attended a network meeting focused on feedback as an instructional tool. In addition, one ESL teacher is a Common Core Fellow and attends bimonthly sessions to evaluate curricular alignment to the Common Core Learning Standards.

Finally, our English Language Learners Inquiry Team meets the fourth Friday of each month from 12:35 PM to 1:25 PM to analyze student work, plan for effective instruction, and share best practices. This meeting is attended by three ESL teachers, three common branch teachers of ELLs, the literacy coach,

Part C: Professional Development

the math coach, the Special Education Coordinator, and the Principal.

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:

PS 152 offers many opportunities for parents of English Language Learner (ELL) students to become involved in the school’s programs and activities. Invitations and notices of important school events are sent home in the ELLs’ home languages. In addition, our School Messenger voice message system leaves messages for parents about important school events in their home language. We provide translation services for parents of ELLs during Parent Teacher Conferences.

The English as a Second Language teachers maintain an additional program of parent involvement for the parents of ELLs. This year, a Parent Workshop for parents of ELLs will be held in our Main Building on Thursday, January 10, from 2:20 PM to 3:35 PM. The event, titled "Parent Workshop for Parents of ELLs: ESL and the Common Core Learning Standards" will be co-hosted by the ESL teacher and by a bilingual teacher. At this event, parents will learn about the College and Career Readiness Standards and how the ESL program supports their children in climbing the staircase of text complexity to academic and professional success. Refreshments will served, vocabulary learning resources, home literacy tips, testing information and library card applications will be distributed, and parent feedback will be solicited. The meeting will result in a lively and informative discussion and produce a list of ideas and suggestions from parents regarding their childrens’ language education. The next event for parents of ELLs will take place on Friday, March 1, from 8:10 AM to 9:45 AM, entitled "Your Child and the New York State Testing Program." At this workshop, co-hosted by ESL and bilingual teachers, parents will have the opportunity to learn about the NYS Testing Program, especially testing accomodations, promotional policy, and changes to the state exams. Parents will receive brochures and glossaries in their home language, where available, as well as practice materials to help their students prepare for the exams. On Thursday, April 4 from 3:45 PM to 5:30 PM, ESL students and their families will be invited to a NYSESLAT preparation party, with learning games designed to rev up student and family motivation prior to NYSESLAT administration. Parents are also invited to assist in the ESL classroom.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		