



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : P.S.152-

DBN: 06M152

PRINCIPAL: JULIA PIETRI EMAIL: JPIETRI2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ

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
Julia Pietri	*Principal or Designee	
Anne Bishop	*UFT Chapter Leader or Designee	
Rudolfo Vittini	*PA/PTA President or Designated Co-President	
Herminia Perello	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Lilith Agredano	Teacher Member	
Marilyn Vitinni	Parent Member	
Yulemi Columbo	Parent Member	
Inaya Assal	Teacher Member	
Ana Martinez	Parent Member	
Clarissa Martinez	Parent Member	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 13 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June, 2013, all classroom teachers will engage all students in a literacy performance task, as a summative assessment, embedded in a rigorous, well-sequenced unit of study, strategically aligned to Common Core Standards in ELA.

Comprehensive needs assessment

- This goal is based upon the NYC DOE Citywide Instructional Expectations for 2012-2013. The goal is aligned to the Common Core Learning Standards for Literacy. The school has consistently made AYP in the All Students category. Based upon the spring 2012, NYS ELA standardized test performance of ELL and SWD sub-groups; the school was identified as a school in restructuring (year 1) therefore considerations to support English Language Learners (ELLs) and Students with Disabilities (SWDs) will be included in this unit.

Instructional strategies/activities

- Classroom Teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEPs, English Language Learners, and students with varying reading levels
- Professional development topics will include Depth of Knowledge, Questioning techniques and Universal Design for Learning, Differentiation
- Literacy Coach and supervisors will provide individualized support to teachers in the form of inter-visitations, modeling, conferencing and planning based upon teacher goals and observable need.
- Supervisors will conduct ongoing, frequent classroom visits and observations and provide concrete, actionable feedback. Effective feedback to teachers will be specific and evidenced based, selective, actionable and timely.
- Teachers will meet in Grade Level Teacher Teams in frequent cycles to develop lessons, and formative assessment tasks aligned to the selected Common Core Learning Standards. Vertical Teacher Team (teachers who are grade leaders across grades K-5, in ELA) will meet monthly with Literacy Coach to share best practices in the implementation of curricular expectations, using student work to determine trends to address as instructional next steps.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 13 through 16 in this CEP.
- The school will host parent meetings introducing the Common Core Learning Standards and the Instructional Expectations for the 2012-2013 school year and its impact on instruction and curriculum at all grade levels.
- The school will host two family events to highlight literacy activities and assessments associated with the Common Core units of study on each grade
- The school will publish a newsletter which shares examples student work and highlights tasks from rigorous curriculum units of study.
- Teachers will present curriculum information at Parent Association Meetings throughout the year

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- As a Title SWP school, funding is conceptually consolidated thus maximizing fiscal resources to benefit all students. Parent Meetings focusing on Instructional Expectations/ Common Core Standards, Family Events, Monthly PA/Information meetings are held. The school has partnerships with CBOs (Children's Aid Society, Healthy Schools/Healthy Families, New York Presbyterian School Based Mental Health Clinic)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 Funds:
- Contract for Excellence Funds:
- ARRA RTTT Citywide Inst Exp Funds:
- Title III Funds:

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

- By June, 2013, all Classroom Teachers will engage all students in a math task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution, as outlined in the Common Core Learning Standards for Mathematics. The school has consistently made AYP in the All Students category. Based upon the spring 2012, NYS Math standardized test performance of ELL and SWD sub-groups; the school did not make AYP in Math and therefore will include considerations to support English Language Learners (ELLs) and Students with Disabilities (SWDs) in this unit.

Comprehensive needs assessment

- This goal is based upon the NYC DOE Citywide Instructional Expectations for 2012-2013. The goal is aligned to the Common Core Learning Standards for Math by grade and will include Considerations for English Language Learners (ELLs) and Students with Disabilities (SWDs).

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - time-line for implementation.
 - All classroom teachers will engage in professional development around the selected mathematics instructional units and performance tasks to address the needs of students with IEPs, ELLs, and students with varying math levels.
 - Supervisors, Math Coach, and Teachers will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics.
 - Supervisors, Coach, and Teachers will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions.
 - Supervisors will conduct ongoing, frequent classroom visits and observations and provide concrete, actionable feedback. Effective feedback to teachers will be specific and evidenced based, selective, actionable and timely.
 - Teachers will meet in Grade Level Teacher Teams, in frequent cycles, to develop lessons, discuss student work, and use the results from assessments to support on-going mastery of learning.
 - Teacher Teams will collaborate to align curriculum and assessment to the Common Core Learning Standards in Mathematics.
 - Vertical Teacher Team (teachers who are grade leaders across grades K-5, in Math) will meet monthly with Math Coach to share best practices in the implementation of curricular expectations, using student work to determine trends to address as instructional next steps

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 13 through 16 in this CEP.
- School will host two Family Night events to engage families in mathematics activities and assessments associated with the Standards for Mathematical Practices. The school will provide parents with materials and activities to use at home to support what is being taught in math classes in school.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- As a Title SWP school, funding is conceptually consolidated thus maximizing fiscal resources to benefit all students. Parent Meetings focusing on Instructional Expectations/ Common Core Standards, Family Events, Monthly PA/Information meetings are held. The school has partnerships with CBOs (Children's Aid Society, Healthy Schools/Healthy Families, New York Presbyterian School Based Mental Health Clinic)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'13 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 Funds:
- Contract for Excellence Funds: .
- Title 1 Funds:
- Contract for Excellence Funds: .
- ARRA RTTT Citywide Inst Exp Funds are funding:
- Title III Funds:

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, all teachers will effectively implement a wide range of effective methodologies for English Language Learners resulting in increased proficiency in writing, as measured by a school developed rubric aligned to the Common Core Learning Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- This goal is based upon the NYC DOE Citywide Instructional Expectations for 2012-2013. The goal is aligned to the Common Core Learning Standards for Literacy. The school has consistently made AYP in the All Students category. Based upon the spring 2012, NYS ELA standardized test performance of ELL and SWD sub-groups; the school was identified as a school in restructuring (year 1) therefore considerations to support English Language Learners (ELLs) and Students with Disabilities (SWDs) will be included in this unit.

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
 - Classroom Teachers and ESL Teachers will engage in professional development focusing on effective ESL teaching methodologies.
 - Classroom Teachers and ESL Teachers will implement suggested ELL strategies as outlined in the D.O.E. Common Core Standards-aligned Literacy Bundles.
 - Classroom Teachers and ESL Teachers will engage in a study group around the ELL Considerations for Common Core-Aligned Tasks in English Language Arts.
 - Classroom Teachers and ESL Teachers will engage in an inquiry/ study group around the professional texts by Pauline Gibbons and/or Seth Aldrich (expert in ESL Instructional strategies) and RTI for ELLs
 - Supervisors will conduct ongoing, frequent classroom visits and observations and provide actionable, timely, specific, and evidence-based feedback to teachers, with a focused lens on effective ELL instructional strategies.
 - Teachers and support staff will meet monthly to plan, discuss, and analyze student work, and use the results from interim assessments to make classroom level curricular and instructional decisions, based on the specific needs and strengths of the ELL students

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 13 through 16 in this CEP.
- School will provide workshops for parents of ELL students , highlighting activities that families can do to support what is being taught in the school.
- School will host ELA Family Workshops to promote literacy
- The school will host parent meetings introducing the Common Core Learning Standards and the Instructional Expectations for the 2012-2013 school year and its impact on instruction and curriculum at all grade levels.
- School will host Literacy Evenings to engage families in literacy activities and assessments associated with the Common Core Learning Standards
- School will publish a newsletter to celebrate exemplars of student work, aligned to rigorous units of study in ELA and Math..

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- As a Title SWP school, funding is conceptually consolidated thus maximizing fiscal resources to benefit all students. Parent Meetings focusing on Instructional Expectations/ Common Core Standards, Family Events, Monthly PA/Information meetings are held. The school has partnerships with CBOs (Children's Aid Society, Healthy Schools/Healthy Families, New York Presbyterian School Based Mental Health Clinic)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'13 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 Funds:
- Title III Funds:

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13	13	N/A	N/A	2	N/A	N/A	1
1	13	13	N/A	N/A	3	N/A	N/A	2
2	36	43	N/A	N/A	5	N/A	N/A	6
3	83	51	N/A	N/A	8	N/A	N/A	7
4	92	80			9	N/A	N/A	1
5	74	54			10	N/A	N/A	2
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>ELA Intervention programs are researched based instructional programs designed to help our students reach the NYS and Common Core Learning Standards. Students from the Grade 4/5 bilingual classes are taught Wilson strategies during separate 50 minute periods five times a week in a small group setting. Grade five students are given a variation of the literacy framework in a small group setting during the school day. Grade Four students sharpen skills and strategies using trade books and the program entitled Insights in small group settings. Grade Three AIS students are grouped according to their Fountas& Pinnell reading level and taught reading strategies in guided reading groups no larger than six. The writing component is addressed through responding to literature and writing personal narratives, with the teacher conferencing with each individual student. All small groups meet three to four times a week in a pull out model.</p>
Mathematics	<p>Both push-in and pull-out models are utilized. In small groups during the school day, SWD's are mainstreamed and serviced through a push in model which integrates general education students from across the grade. Critical thinking skills are addressed using Every Day Math units (EDM). EDM is also used with the bilingual groups with a focus on word problems to address their need for language development. All groups meet three to four times a week. AIS in math use the research based program, Exploring Math. The computer program Math Missions is available.</p>
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<p>One-to-one and small group counseling is provided by the school counselor to 8 mandated students and 37 non-mandated students two times a week during the school day. Peer counseling is utilized with some students</p>
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	One-to-one and small group counseling is provided to students and their families by the School Based Mental Health CBO, from New York Presbyterian Hospital.

PARENT INVOLVEMENT POLICY (PIP) P.S. 152

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

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

P.S. 152 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: send letters home, post information for parents on bulletin boards, collaborate with CBO's to deliver workshops to parents.

P.S. 152 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: parents will be active members in the Schools Leadership Team, the Parents Association will organize monthly meetings, and parents will be encouraged to participate in the Community Board Meetings which are facilitated at the Regional Level.

P.S. 152 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: All support staff will work together to

effectively implement parent involvement activities. The following activities will be offered to parents who will reinforce information and skills presented to their children through the academic school year.

- Parent Workshops in Math, ELA and Strategies to address the needs of ELLs and SWDs.
- Training Opportunities
- Conflict Resolution & Mediation Activities.

P.S. 152 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies in collaboration with the Children's Aid Society (CAS). Workshops jointly offered by CAS and the PS 152M Parents Association include Childcare certification courses, ESL, Sewing, arts and crafts to promote cottage businesses and healthy cooking.

The PS 152M Parent Coordinator will focus on increasing parental involvement in the school by working closely with parents and community organizations. In an attempt to improve students' academic achievement and enhance parent involvement the following activities will be offered:

- Workshops and information will be provided to parents to help them understand school policies in accordance with Chancellors Regulations.
- Parent Coordinator will hold meetings to inform parents how monitor their child's progress, and how to work with educators (general education and Special education teachers as well as service providers)
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy, math, and technology training to enhance student achievement
- The schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Balanced Literacy, Everyday Math.
- In collaboration with the NYC Police Department the school will facilitate workshops such as Gang Reduction and Bullying.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- providing literacy training for parents from Title I, Part A funds if not available through the school's support network, CEI-PEA Network 532

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- parents will be notified of their children's reading levels in writing by the principal three times a year
- arranging meetings at flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meetings
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary
- read to my child and/or discuss what my child is reading each day as delineated by grade, in the letter sent home by the principal informing families of their children's Fall 2011 reading level
- 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
- complete the Learning Leaders course to be able to volunteer in my child's school
- participate, as appropriate, in the decisions relating to my child's education
- communicate with my child's teacher about educational needs by making appointments to stay informed about their education
- prompting reading and responding all notices received from the school or district
- follow school policies to include school visitations and lunchroom protocols
- respond to the NYC School Environmental Survey as well as any other school specific surveys, feedback forms and notices when requested
- 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., Title I Parent Committees, School or District Leadership Teams
- share responsibility for the improved academic achievement of my child

III. Student Responsibilities:

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

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 Debra Maldonado/Ben Socadatto	District 6	Borough Manhattan	School Number 152
School Name Public School 152			

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

Principal Julia Pietri	Assistant Principal Arlene Pedraza
Coach Laya Ameri-Fernandez	Coach Inaya Assal
ESL Teacher Jenny Moon	Guidance Counselor Rosa Moreno
Teacher/Subject Area Sonia Kim, ESL Teacher	Parent Rodlfo Vittini
Teacher/Subject Area Simone Escano	Parent Coordinator Vivana Ramirez
Related Service Provider Luz Narvaez, IEP Teacher	Other type here
Network Leader Ben Socadatto	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	5	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	1	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	725	Total Number of ELLs	245	ELLs as share of total student population (%)	33.79%
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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. As part of the registration process, with the assistance of a pedagogue, parents must complete a Home Language Identification Survey (HLIS), which includes an informal oral interview. The interview is conducted in English or Spanish, depending on the parent's preference. The interview is conducted by an ESL teacher or a licensed pedagogue or assistant principal. Once the HLIS is completed, and the results of HLIS indicate that the child has a native language other than English, the child is tested by the ESL teacher with the LAB-R within 10 days. Parents are informed that if the child passes the LAB-R, they are not entitled to ESL services. If this is the case, parents are then informed that they have the right to select a Dual Language Program based on availability. Parents of children who score out of bilingual entitlement, are informed, that their children will be transferred to the monolingual program and will not receive ESL services. The school communicates to the parents that, immediately after students are identified as potential English Language Learners (ELLs), they must take the LAB-R. If the child does not pass the LAB-R, then the LAB in Spanish must be administered. The LAB-R and the LAB-Spanish are administered to the students by the ESL teachers within 10 days of the admission of the students. Parents are also informed that students are evaluated every year, and that those students who do not pass the LAB-R must be annually evaluated using the New York State English As a Second Language Achievement Test (NYSESLAT). Students must take the NYSESLAT yearly until they attain a score of Proficiency. All four sections are administered and the results individually analyzed. We use the RLAT, RNMR in order to identify students requiring the NYSESLAT assessment.

2. Parents of identified ELLs are sent an invitation to attend a session where they learn about programs offered in the city and the choices available. Meetings are conducted for the parents of newly arrived students. During these meetings parents are required to watch a video that explains all the different types of programs available citywide. During this meeting, the bilingual coordinator/assistant principal explains the various programs available. A question/answer session is held following the viewing where the details of all the programs are then explained in full detail. The Assistant Principal, ESL teachers, guidance counselor and the parent coordinator are responsible for informing the parents of all the programs available citywide and in our school. After the group presentation is completed, individual interviews with parents are conducted to help them select the program that best addresses the needs of their children. If parents choose a program not available at our school at the time of their selection, the parent is personally called if the program should become available.

3. PS152 ensures that entitlement letters; including initial entitlement, placement, continued entitlement, non-entitlement are distributed every year as soon as we receive the results from the NYSESLAT and LAB-R. We also ensure that Parent Survey and Program Selection Forms are returned during the meetings held for parents of ELLs. We track the Program Selection Forms by recording the return dates of the forms for every ELL in the school. If parents do not return the Program Selection Form, we re-send the forms, including translations, and also reach out to parents by phone. If any parent does not return the form, the default program for ELLs is the Transitional Bilingual Education as per CR Part 154. These letters are maintained in a binder by the Assistant Principal in charge of bilingual education and ESL.

4. ELL students are placed in their corresponding programs according to parents' choice and program availability. Additionally,

students are placed in classes according to their English language proficiency as per LAB-R and/or NYSESLAT results. Parents get the communication in written and/or oral form and in English or Spanish based on parents' native language. Written and/or oral communications are sent home in English and Spanish depending on the parents' preferred language or native language. Copies are maintained.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, data demonstrates that parents are choosing to place their students in monolingual classes with the Freestanding ESL Program. In the academic year 2009-2010, 54% of the parents of ELLs selected bilingual classes, while 46% selected Freestanding ESL. This year, 2010-2011, 57% of the parents of ELLs selected Freestanding ESL, and 43% selected a Bilingual Program, within this 43%, 9% of these parents selected the Transitional Bilingual Program. This data indicates there has been a decrease of parents selecting the Transitional Bilingual Program and an increase of parents selecting the Dual Language Program. Last school year only 14% of the parents selected the Dual Language Program, in contrast to this year where 34% of the parents selected this program.

6. Our current program models have been changing to honor parents' requests. Parents of students ELLS have expressed increased interest in enrolling their children in a Freestanding ESL program. We have therefore adjusted our classes to a 1/2 and 4/5 bridge TBE, as well as, one grade K TBE and one grade 3 TBE. Additionally, there was strong interest in a grade 2 Dual language class and therefore we accomodated their request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	245	Newcomers (ELLs receiving service 0-3 years)	184	Special Education	47
SIFE	11	ELLs receiving service 4-6 years	61	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	85	9	2	1	0	1	0	0	0	86
Dual Language	20	0	2	0	0	0	0	0	0	20
ESL	79	2	17	60	0	25	0	0	0	139
Total	184	11	21	61	0	26	0	0	0	245
Number of ELLs in a TBE program who are in alternate placement: <u>0</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	20	14	4	22	8	18								86
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	20	14	4	22	8	18	0	86						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	0	0	0	0	20	10	0	0	0	0	0	0							20	10
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	20	10	0	0	0	0	0	0	0	0	0	0	0	0	20	10

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	34	23	41	52	43	48								241
Chinese														0
Russian														0
Bengali	1	0	0	0	1	0								2
Urdu														0
Arabic	0	0	0	1	1	0								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	35	23	41	53	45	48	0	245						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. At PS152 instruction is delivered through the Pull-Out model. Students for the most part are pulled out from different classes. Our Freestanding ESL Program addresses the needs of the ELLs who by parental choice have been placed in monolingual English classes. The frequency by which an ESL teacher either pulls these students out of the mainstream class is determined by each child's NYSESLAT or LAB-R score. These children have been opted out of either the Bilingual Transitional Program or the Dual Language Program by their parents after the parents have attended a parent meeting and/or one-to-one meeting where all programs offered at the school were explained to them.

The Freestanding ESL Program offers:

- Pull-Out model of instruction
- ESL instruction is aligned to the NYS English as a Second Language learning standards
- ESL Teachers use data to drive instruction and differentiate tasks

Our ESL teachers use a variety of ESL strategies such as total physical response, songs and chants, use of realia, scaffolding instruction, repetition, graphic organizers, interactive read alouds, sequencing, pantomiming, the Language Experience Approach, predicting, story mapping, checklists, the Step-Up to Writing Program and rubrics to accommodate the needs of their students constantly. Additionally many of our ELL students receive academic intervention services in reading and/or math.

2. The organization of PS 152 staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Native Language is used for instruction in the self contained TBE classes and to support the ELLs learning.

A. Programming and Scheduling Information

Language allocation of 60/40, 50/50, 25/75 is selected according to the student's level of English Language Proficiency. The Native language for the students in our Transitional Bilingual Education class is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYC Language Allocation Policy and reflect a 40% (135 minutes) English / 60% (180 minutes) NLA for beginner ELLs, a 60% (180 minutes) English / 40% (135 minutes) NLA for Intermediate ELLs, 75% (236 minutes) English / 25% (70 minutes) NLA for advanced ELLs and 50% (157.5 minutes) English and 50% (135 minutes) NLA. The minutes dedicated to each language are reflected in the percentages of the instructional time contained in the academic day. Each period is 45 minutes long and there are 7 instructional periods in a day. In order to ensure students receive the mandated minutes of ESL instruction as indicated by CR Part 152, students are placed in the Freestanding ESL program as per their proficiency level and across grade levels. Students in our Transitional Bilingual program receive native language arts as per CR Part 154 mandates: 360 minutes for Beginner and Intermediate students, 180 ESL minutes for Advanced students.

3. Our instructional model uses the Balanced Literacy and Balanced Mathematics. The Mathematics curriculum is aligned with the NYC and NYS Council of Teachers of Mathematics Standards. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are:

- Read Alouds
- Independent Reading and Writing
- Shared and Guided Reading Instruction

All instructional decisions and planning for each program are based on students' data and its analysis. All our teachers are provided with the opportunity to receive ongoing professional development on how to use data to differentiate instruction. The Native language for the students in our Transitional Bilingual Program is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYC Language Allocation Policy and reflect a 40% English / 60% Spanish for beginner ELLs. ELLs in our Dual Language class receive a 50% English / 50% Spanish. All classes differentiate instruction based on individual student language proficiency levels and academic achievement (i.e. whole group instruction, small group instruction, one to one conferencing and differentiated tasks). The English Language proficiency levels for all ELL students are measured yearly with the administration of the NYSESLAT. The guiding philosophy in the 50% English / 50% Spanish dual language class is:

- To provide a rich learning and challenging environment with the implementation of a rigorous curriculum to meet the needs of each individual student.
- Student use of both languages (English and Spanish) equally across content areas
- An in depth accelerated pace of study as delineated by K-5 uniform literacy framework.

4a. PS 152 differentiates instruction for Students with Interrupted Educations (SIFE) by having teachers who speak the student's native language help them develop higher levels of their native language skills while they acquire English. These students follow the 60\40 model of language allocation throughout the school day. Teachers are notified as to who their SIFE students are so that they can plan accordingly. Additionally, SIFE students receive intervention in reading and math as supplementary services during the school day.

4b. Newcomers are addressed through an emphasis of English language vocabulary development. To best support their academic needs the 60\40 model of language allocation along with flexible grouping and continuous assessments are utilized in the planning and implementation of instruction. ELLs in the testing grades third, fourth or fifth, are taught emergent literacy simultaneously in English and Spanish. Those students must take all the city assessments just like the non-ELL students and they must take the ELL periodic assessments as well. Teachers analyze the results of these assessments and data driven lessons are taught according to the students needs.

4c. We currently have 53 ELL students who are receiving services for four to six years. 16.9% of those students are in third grade, 41.5% are in fourth grade and 41.5% are in fifth grade. 9.4% of those students are in a Dual Language Program and 90.5% are in our Freestanding ESL Program. All of these students are mandated to receive 37½ minutes of instruction during the school's small group Extended Day Program. They also receive additional support in literacy when they participate in our early winter Saturday Academy Program. General classroom teachers and ESL teachers use the results of the NYSESLAT, predictive assessments and period assessments to differentiate their lessons for these ELLs.

4d. We currently have two long term ELLs who are in our Freestanding ESL Program. We are using a Push-In model to maximize the amount of instructional time they receive. They receive extra support in the early winter Saturday Academy Program and intervention during the school day in literacy and math. In addition, these students are invited to participate during the Extended Day Program from

A. Programming and Scheduling Information

Monday through Wednesday during the entire school year.

4e. ELLs identified as having special needs are provided with special services as mandated by their Individual Educational Plans (IEPs) within compliance deadlines. We have special education providers available to provide services to our students in the areas of: speech and language, physical therapy, occupational therapy, counseling, hearing services, Special Education Teacher Support Services (SETSS), Integrated Co-Teaching Classes and Self-Contained Classes.

5. Our ELLs receive targeted intervention in literacy and math. They also receive intervention on literacy and math in their native language, Spanish, when they are new arrivals. Intervention goals are determined on an individual students basis as the result of data resulting from various assessments; such as, conferencing, DRAs, running records, mathematics Unit Tests as aligned with the NYS CCLS.

5a. SIFE students are individually assessed for native language development proficiency. Based on these results, instruction is differentiated and intervention provided.

5b. Newcomer students are provided intensive language development through increased use of strategies that encourage language use and expression. these students are exposed to daily read-alouds, graphic organizers with native language support, increased opportunities for accountable talk, picture supoport, etc.

5d. The academic and language needs of long term ELLS are addressed through our Academic Intervention Services and continued Language Support in the classroom.

6. All instruction for ELLs-SWDs is differentiated as per Individual Educational Plan. Classroom, ESL and Intervention teachers modify curriculum so as to differentiate instrucion for the ELL-SWD students. At the beginning of the school year, teachers are advices of the class compositon as it pertains to these disaggregated groups and therefore plan their lessons accordingly. Throughout the content areas, there is an increase of instructional scaffolding through the use of mini-lessons, conferencing and graphic organizers. Students are also exposed to grade level texts in the content areas of Social Studies and Science. Grade level math curriculum is presented in the cyclical curriculum of Everyday Mathematics.

7. PS 152 is a former Reading First school. This is our second year of schoolwide implementation of Balanced Literacy across all the grades. This change in pedagogy has ensured that students have multiple entry points into the curriculum. They have also benefited from differentiated instruction that is data driven. Students will receive literacy instruction in small guided reading groups and literature circles. Teacher and students schedules are monitored so ELL-SWDs lose as little mainstream instructional time as possible. When there is a need to pull a students out during a content area, every effort is made to provide ESL services through this area of instruction. Mainstream, Special Education Service providers , AIS providers and ESL teachers articulate in order to continuously monitor students progress in all academic areas.

Courses Taught in Languages Other than English ⓘ

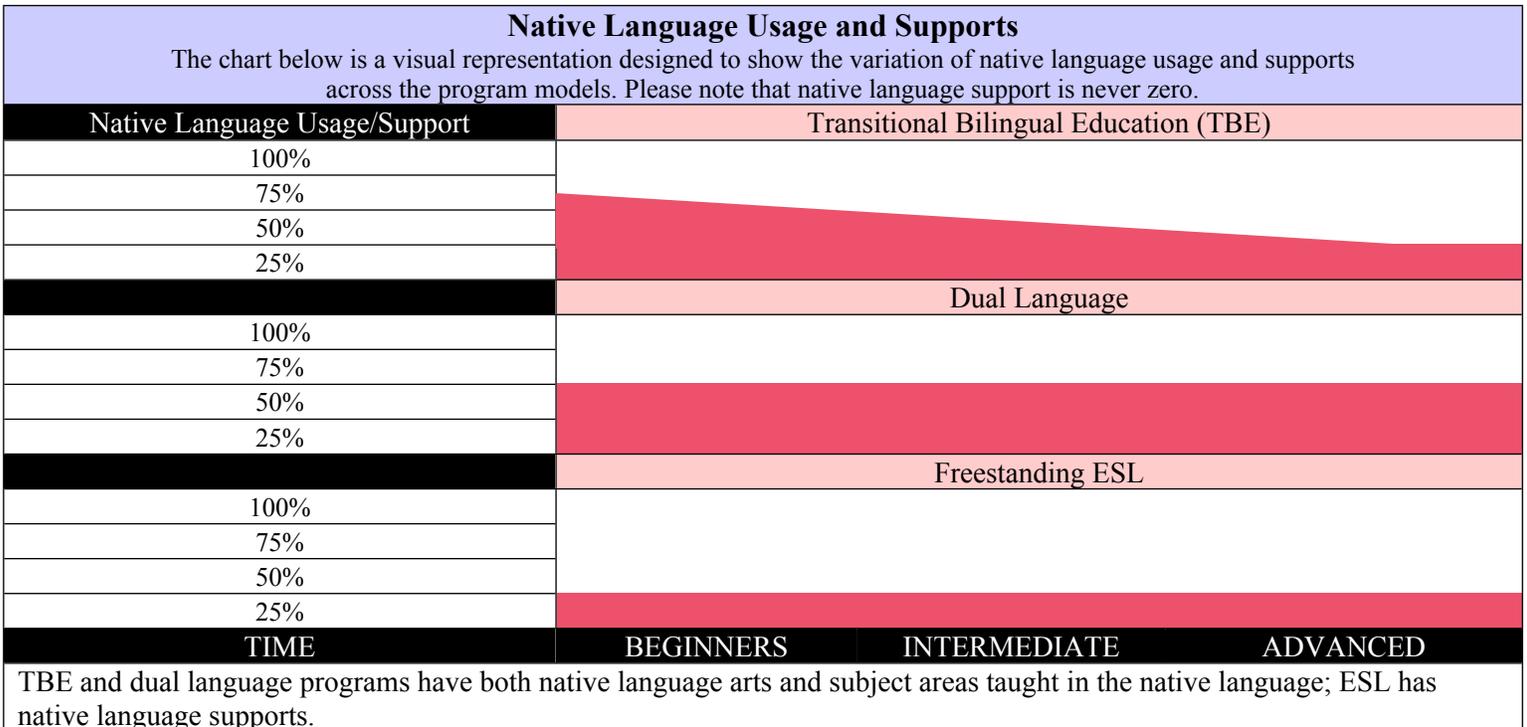
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:				
Math:	Spanish			
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. Three ELA Academic Intervention Teachers and two Mathematics Academic Intervention Teachers provide intervention services to ELL students. Targeted students are provided services in English Language Arts and Spanish Language Arts, depending upon individual assessments. Students also receive Mathematics Intervention services in both languages.

9. Former ELLs are closely monitored at our school. They are provided with testing accommodations of extended time and separate location during the administration of the New York City and New York State tests or assessments and during classroom quizzes. PS 152 offers literacy and math intervention to all the ELLs who score lower than a level 2 or a low level 3 on the New York State ELA and/or Math Tests.

12. ELLs have equal access to all programs available in the school. They are offered the Extended Day Program of 37½ minutes after school small group tutoring. They are also invited to participate in the Saturday Academies offered throughout the year. ELLs also receive academic intervention services to increase their academic success in Mathematics as well as English Language Arts. The Supplemental Educational Services (SES) partners at the school invite eligible ELLs that meet the qualification criteria, to join the program during the week or in Saturday sessions that are specifically designed for ELLs and their language acquisition needs. Students are invited to these programs based on the ELL identification process.

10. In order to further improve ELL performance, we are reviewing scientifically research based instructional programs for the upcoming school year.

11. At present, we intend to supplement, not replace the use of balanced literacy as our literacy program for or ELLs.

13. Our instructional model uses Balanced Literacy and Balanced Mathematics. The Mathematics curriculum is aligned with the NYC and NYS Council of Teachers of Mathematics Standards. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are: read alouds, independent reading, independent writing, shared and guided reading instruction. Each classroom is supplied with a leveled library that is reflective of students' individualized Fountas and Pinnell reading levels as determined by DRAs.

PS 152 ELLs in grades kindergarten through five use the computer regularly during the school day. Teachers use different programs to differentiate instruction. All teachers with ELLs have listening centers for students to increase their listening skills. Teachers in both the lower and upper grades use computer programs such as Lexia to track the progress of the students in Tier I intervention. Students in grades three through five also use the computer to take assessments such as the Performance Series in ELA and Math.

14. Native language support is delivered in each program by having appropriate materials for teachers to use with their students. For example: this school year the teachers received materials in English and Spanish for the social studies curriculum, as well as, for the math curriculum. Additionally a teacher borrowing library that includes books across all genres, different authors and books highlighting different backgrounds that mirror the cultural backgrounds of our ELL students was created for whole building use.

15. The school ensures that the required services, supports and resources correspond to the needs of the ELLs by teachers providing services to the ELLs according to their grade level and ages. Additionally, students are also grouped according to their individual needs, and academic levels. Necessary resources for the specific ELL groups are provided in all subject areas.

16. We do not have any activities in our school to assist newly enrolled ELLs before the beginning of the school year.; however, it will be presented to the PA and SLT for review.

17. We presently do not offer electives for ELLs.

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)?

1. The target language used for EPs and ELLs in each grade is 50% in Spanish and 50% in English.

2. EPs and ELLs are integrated 100% of the instructional school day. All subjects are taught together in self contained elementary classes.

3. Language is separated for instruction using an alternate day model of instruction; thereby, providing all content area instruction in alternating English and Spanish.

4. The Dual Language model that we use is one of alternate days of instruction. Students receive full instruction in English and Spanish covering all the subject areas as listed on their schedules.

5. Emergent literacy is taught simultaneously in the dual language classes across the grades. Emergent literacy is taught sequentially in the transitional bilingual class.

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. PS 152M provides a series of professional development for its teachers. There is one full-time Literacy Coach who provides constant professional development to teachers servicing ELLs in both monolingual and bilingual classes. In addition, we have a part-time consultant, who provides professional development with an emphasis on differentiation of instruction across the school and its constituents. The school has two ESL teachers who provide teachers with on going professional development to address the needs of the ELLs. Using Title III funds, additional professional development to our ESL and bilingual teachers is provided in the areas of scaffolding for ELLs and differentiated instruction. Also, there are professional Opportunities for teachers who service ELLs in the following areas: Cultural and Linguistic Diversity, Stages of Language Acquisition, Contest-embedded vocabulary and Comprehensible Input ESL Teachers meet monthly with the program supervisor or the coach, to discuss strategies to be implemented with their groups, they also analyze student data and discuss curriculum. Training and support is given to bilingual and monolingual teachers with ELLs in their classroom during grade meetings or during individual meetings with the Bilingual Supervisor.

2. As students transition from elementary to middle school, the guidance department, as well as, the assistant principal in charge of fifth grade inform parents of the programs that best suits the needs of ELLs. Workshops and/or one-to-one meetings are arranged by the guidance counselor to meet with parents and assist them in selecting the appropriate schools with the acceptable program for their children.

3. As mandated by the state, a 7½ hour ESL training course is offered to all new teachers as need it. During this workshop teachers receive training on how to differentiate instruction for the ELLs, use ESL methodologies, and how to address the needs of the ELLs depending on their proficiency level and the program they are in.

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. Parent involvement at PS 152 is an integral part of our school community. Monthly meetings are conducted to keep abreast of all school activities and policies. Additionally, the parent coordinator is informed of the admission of new ELLs to our school, so that special outreach in order to address the personal needs these parents.

2. PS 152 has a long standing relationship with our on site Community Based Organization, The Children's Aid Society. The CAS director and the principal meet on a regular basis to articulate upon the needs of our shared students. In particular, the CBO is aware of the identification of our ELLs that they service.

3. The needs of parents are evaluated through surveys conducted by our Parent Coordinator, as well as, articulation at PA meetings and Parent Teacher Conferences.

4. Parents have expressed an interest in various workshops. Our Parent Coordinator and CBO have been instrumental in bringing these to fruition. Workshops including GED, Crafts, Culinary Arts, Sewing, Cake creations, etc, play an essential role in motivating our parents to be vital parts of our school and community, as well as provide them with marketable skills.

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)	16	22	16	14	11	17								96
Intermediate(I)	0	6	13	23	11	12								65
Advanced (A)	0	1	9	2	24	21								57
Total	16	29	38	39	46	50	0	0	0	0	0	0	0	218

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	5	6	0	7							
	I		4	4	6	2	10							
	A		5	19	20	10	15							
	P		4	11	15	21	13							
READING/ WRITING	B		11	12	10	3	14							
	I		7	15	23	10	11							
	A		0	9	13	22	22							
	P		0	1	0	1	1							

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

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

NYS Science

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

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

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

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

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

1. Hispanic ELLs in grades three through five are assessed in their native language (Spanish) with El Examen de Lectura en Español (ELE). Across all grades, ELLs are also assessed by their teachers within their classrooms when they conduct running records and during the administration of the DRA-2 to monitor their reading progress. Teachers use rubrics and the Fountas and Pinnell reading behavior checklists along with students during conferencing. Bilingual teachers are responsible for Native Language Literacy Portfolios. Bilingual teachers in grades K-3 must administer “EL Sistema de Observación de la Lecto-Escritura” (EL SOL). If students are performing below grade level, classroom teachers provide differentiation of instruction according to the data derived from the above mentioned assessments.

2. The data patterns across proficiency levels and grades reveals that as students move up in grades, they become proficient in the modalities of listening and speaking. By the time students reach fifth grade, the vast majority are proficient in the areas of listening and speaking. However, students stay either at the intermediate level or at the advanced level in the areas of reading and writing. It is uncommon for students to become proficient in reading and writing and not be proficient in listening and speaking.

3. Instructional decisions are very influenced by patterns identified across the NYSESLAT modalities data. Knowing that reading and writing are the areas of highest needs, PS 152 has focused on differentiated instruction and providing students with multiple entry points into the curriculum. Step-Up to Writing is used to teach the students how to be proficient writers. In reading, we are using balanced literacy with an emphasis on guided reading to help the ELL students increase their reading levels and reading comprehension skills.

4a. One of the patterns identified across proficiencies and grades is that as students become proficient they have the tendency out perform ELLs in NYS tests. ELLs perform poorer in the Native Language Test than EPs.

4b. The school leadership and teachers are planning to use the results of the ELL Periodic Assessment to address the needs of the students at the individual level by analyzing the assessment results and trends. The school leadership and teachers will analyze patterns/ trends in general and study the effect on ELLs as a group as well as individual student levels. Teachers will use these assessment results to differentiate their lessons.

4c. The ELL periodic assessment will be used for the first time this academic year 2010-2011. The school is planning to use these results to differentiate instruction and to address the needs of the ELLs in general. The Native Language will be used to identify areas of needs and strengths for the ELLs in their native language and to assess how the program is meeting their needs.

5a. English Proficient students in grades three, four and five are assessed in Spanish with El Examen de Lectura en Español (ELE). English Proficient students in grades K-3 are evaluated using “EL Sistema de Observación de la Lecto-Escritura” (EL SOL). Additionally, the Evaluación del Derarroyo de la Lectura (EDL) is used to assess the students' reading levels across all grades.

5b. As per the results of the ELE test from last school year, our EP students are out performing the ELLs. 84% of our EPs scored at or above Q3 (51-99 percentile) while our ELLs scored 55% at or above Q3 (51-99 percentile).

5c. EPs out performed ELLs on the NYS ELA for the year 20010-2011. In third grade, 92% of the EPs scored a level two or above, while only 71% of the ELLs scored level two or above. In fourth grade, 91% of the EPs scored a level two or above, while 69% of ELLs scored a level two or above. In Fifth grade, 88% of our EPs scored a level two or above, while only 54% of the ELLs scored a level two or above.

6. There are several ways in which we evaluate the successes of programs offered to our ELLs. We use the data derived from the New

York State ELA, Math, Science, and Social Studies. We also use the data derived from the New York State English as Second Language Assessment Test as well as from the assessments from New York City. We also analyze the results from the DRA-2, Fountas and Pinnell reading levels and the students' portfolios.

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: PS152

School DBN: 06M152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julia Pietri	Principal		11/21/11
Arlene Pedraza	Assistant Principal		11/21/11
Viviana Ramirez	Parent Coordinator		11/21/11
Jenny Moon	ESL Teacher		11/21/11
	Parent		11/21/11
	Teacher/Subject Area		11/21/11
	Teacher/Subject Area		11/21/11
	Coach		1/1/01
	Coach		1/1/01
Rosa Moreno	Guidance Counselor		1/1/01
Ben Socadatto	Network Leader		1/1/01
Sonia Kim	Other <u>ESL Teacher</u>		1/1/01
	Other		
	Other		

School Name: PS152

School DBN: 06M152

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M152 School Name: Dyckman Valley School

Cluster: 5

Network: 532

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.

- The school determines the primary language spoken by each parent by administering the Home Language Identification Survey.
- These results are recorded on ATS by the school secretary.

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 show that 90% of parents speak Spanish.
- All written communication will need to be translated into Spanish.
- An interpreter or other method of translation will be needed at all PTA meetings, SLT meeting, Parent-Teacher Conferences, curriculum meetings and parent workshops.

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.

- Most of our school members speak a second language such as; Spanish, Mandarin or Arabic. At least 75% of our staff speaks Spanish which is the dominant language of most ELL parents in our school.
- Our staff members routinely translate all written communications that go out to parents. Nothing goes out without a translation.
- School aids, para-professionals, the parent coordinator and cluster teachers are assigned to classrooms during curriculum day/parent-teacher conferences and meetings as per language translation needs

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.

- At PS 152 , we contract an outside service in order to provide simultaneous translation for our students' parents. This is especially necessary at SLT meetings.

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

- All DOE documents containing critical information regarding their child's education, limited to: registration, application, and selection; standards and performance, report card; conduct, safety, and discipline; special education and related services; transfers and discharges.
- Translation and Interpretation Unit documents are used where ever applicable & available
- Dedicated office staff handle routine school written announcements and communications sent out
- All student specific critical documents are given in translated versions where needed
- A copy of the Bill of Parent Rights and Responsibilities which rights regarding

translation and interpretation services & translated versions of this document, in the covered languages, are made visible and available to all staff and parents

- Our school posts in a conspicuous locations at or near the primary entrances signs in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.
- Minor students do not provide translation services.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Dyckman Valley	DBN: 06M152
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 143
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 8
of certified ESL/Bilingual teachers: 8
of content area teachers:

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:

The focus of our Title III program is to accelerate literacy through language development in the four modalities of listening, speaking, reading and writing.

The rationale is to accelerate literacy skills and content knowledge through language development by reading and writing in the content areas. Students will have the opportunity to demonstrate their comprehension of conversational language, synthesize information, comprehend passages in different genres, and respond verbally and in writing.

Students in grades 3 to 5 will participate in a Mid -Winter Saturday Academy on the following Saturdays: January 12 and 26; February 2 and 9; March 2, 9, and 16; April 6, 13, and 27; and May 4th. Students will participate for three hours each Saturday for eleven sessions as specified above.

Students will be selected for the program by using the Title III AMAOs 1 and 2 Status Estimator.

Students will be grouped according to the following criteria and data from AMAOs and NYSESLAT scores:

- Students in grades 3, 4, and 5 who are approaching or at the status of long term ELLs, and are making progress on the NYSESLAT.

- Students in grade 3, 4, and 5 who are not making progress in the NYSESLAT who are long term ELLs or approaching.

- All SIFE students.

- The language of instruction will be English at all times using ESL methodologies.
- Students in this program will receive instruction from; two certified ESL teachers and six certified bilingual teachers.
- In alignment with the Citywide Instructional Expectations (CIE) and the demands of the Common Core (CCS), the materials selected for this program include: non-fiction leveled texts across the content. Students will also be engaged in rigorous tasks focusing on building reading and comprehension skills. While reading grade level texts, students will cite evidence to make predictions/inferences, compare and contrast texts, identify main ideas, analyze themes, summarize key ideas, and explain how and why elements develop through texts. Additionally, students will engage in evaluating arguments and claims and respond to literature both orally and in writing. Students will produce written responses to rigorous tasks as per the CCS and CIE.

Part B: Direct Instruction Supplemental Program Information

- Utilizing strategies from Success with English Language Learners by Virginia Pauline Rojas, teachers will use best practices and ESL strategies to scaffold instruction. Anchor texts along with NYSESLAT preparation materials from Continental Press Publishing, specifically the Empire State NYSESLAT series will be used across the grades.

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:

- In an effort to close the achievement gap and in response to our students' NYSESLAT results the key standards selected to be emphasized during Professional Development will be:

- Reading text closely to make sense of it, infer and cite evidence

- Producing clear writing that answers rigorous tasks

All teachers of ELL students in grades 3, 4, and 5 will receive training to enhance their pedagogy in the above CCS. The training will take place over a series of three 1 hour sessions throughout the program's timeframe.

Topics to be covered:

- Developing academic writing and reading skills

- Creating teacher materials to support writing and reading development

- Selecting appropriate strategies to meet the needs for all ELLs

- Using assessment to drive instruction and monitor student progress

- Using higher order thinking questioning and discussion techniques

Training will be provided by our building Literacy Coaches, Ms. Laya Ameri-Fernandez and Ms. Joana Hall.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

In order to engage parents as partners, PS 152 will offer workshops and activities that will encourage and support active participation to promote the academic success of their children.

These workshops will be offered once a month; parents are invited to participate in workshops conducted by the ESL teachers, the Assistant Principal and Literacy Coaches. Each workshop will be presented to families in the workshop model of instruction and will be approximately 90 minutes long.

The topics that will be covered during these sessions will include:

- Concepts Your Kids Need to Know
- How to Support Your Children at Home in Developing Their Reading and Writing Language Skills
- Developing and Understanding the Components of the NYSESLAT
- How to Support Your Children at Home in Increasing Academic Achievement

Parents will be notified of these activities through translated letters and flyers that are sent home via student backpacks. These notifications will also be posted on the school bulletin board at the school's main entrance. The flyers will also be distributed by The Parents' Association during their monthly meetings. Additionally, the Parent Coordinator will actively encouraging parent to attend workshops. [2]

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 		

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.
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		