



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 52 QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q052

PRINCIPAL: MS. LINDA POUGH **EMAIL:** LPOUGH@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. LENON MURRAY

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
Ms. Linda Pough	*Principal or Designee	
Ms. Deborah Clark	*UFT Chapter Leader or Designee	
Ms. Inez Hawkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Joanne Helenese-Barnett	Teacher/Chairperson	
Ms. Veronica Best	Teacher	
MS. Cheryl Hillman	Teacher	
Ms. Deborah Smith	Teacher	
Ms. Susan Plummer	Parent	
Mr. Ernesto McKenzie	Parent	
Ms. Cassandra Simmons	Parent	
Ms. Delphine Lee	Parent	
Ms. Deshanna Carr	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, students in grades K, 1, and 2 will demonstrate a 3% increase toward achieving state and Common Core standards as demonstrated by moving up three Text Reading Comprehension (TRC) reading levels as determined by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Comprehensive needs assessment

- Student Progress for English Language Arts indicates the following:

Student performance trends can be easily identified from the results of the MCLASS assessments. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. MCLASS results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the MCLASS results and then differentiate instruction through DIBELS and Text Reading Comprehension (TRC). Our second grade students have consistently scored lower than our kindergarten and first grade students. To rectify that situation we will continue to differentiate instruction based on data (e.g, DIBELS, TRC). We will continue to provide professional development to improve instruction for the early childhood grades.

Instructional strategies/activities

The NYCDOE has identified Charlotte Danielson's work related to professional teaching practice as an approved research based resource. During the 2012-2013 school-year, teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well.

- Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2012-2013 school year.
- Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.
- Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2012-2013.
- Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.
- Principal will schedule meetings for teachers to regularly meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of activities.
- Principal will schedule meetings for vertical alignment to discuss curriculum. Teachers will utilize their class assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.
- Teachers will evaluate the effectiveness of their formative assessment during grade meetings and teacher team meetings.
- Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.
- September – June: Ongoing scaffolding and support of teachers in implementation of effective ELA instruction
- September – June: Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor's Instructional Expectations for the 2012-2013 school year.

Strategies to increase parental involvement

- Public School 52 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- **Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.**
 - **Curriculum Workshops and Fairs**
 - Math**
 - Science**
 - ELA**
 - Social Studies**
 - Technology**
 - **Following the conferences, we will offer workshop on improving grades and study skills**
 - **Provide families with rubrics and list of required mastery skills for various subjects**
 - **Math Night gets students excited about math, familiarizes parents with math curriculum, and encourages families to continue the fun of math at home.**
 - **Organize a “Literature Day and Night”**
 - **Family Fitness Night**
 - Families and School staff work-out together to increase fitness in our school.**
 - **Special Performances and Presentations by Students and Teachers.**
- ✓ **Some of these events will take place during our monthly P.T.A. meetings**

Budget and resources alignment

- Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Fund source(s) used to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan.

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, there will be a 3% combined increase in the number of students in Grades 3, 4 and 5 achieving Level 3 and 4 on the NYS ELA Assessment.

Comprehensive needs assessment

- Student performance trends can be easily identified from the results of the New York State English Language Arts (ELA). These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State ELA results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the ELA results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation we have monitored student progress more specifically in grades 3,4, and 5 and we have provided additional ELA professional development to support to teachers in grades 2,3,4 and 5. We will continue those supports and analyses throughout the 2012-2013 school year.

The overall score for student progress was 49.5 out of 100. The percent of students at Proficiency Levels 3 and 4 was 50.0% compared to our Peer Horizons which was 63.8% and the City Horizon Schools which was 53.2%. The data indicates that we are below our Peer schools and below the City Horizon Schools. Our average student proficiency score was 2.95%.

Student performance trends can be easily identified from the results of the New York State ELA Assessment. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State ELA results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the math results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation we have been monitored student progress more specifically in early childhood grades and we have provided additional ela professional development to support teachers. The performance trend shows that our students in grades 3 and 4 had an average scale score that was a high level two and the students in the fifth grade had an average scale score for a low level three student. During the 2012-2013 school year we will identify the students who have scored in the high two/low three category. They will be progress monitored more carefully and teachers will ensure they receive the small group instruction that is necessary to push them from a level 2 student to a level 3 student. Additionally, we will identify, monitor, and coach students who may have the potential to move from a level 3 to a level 4.

During the 2011-2012 school year:

51.6% of the third grade students achieved a performance level of 3 or 4 on the NYS ELA Exam. The average student proficiency was 2.94.

43.0% of the fourth grade students achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average student proficiency was 2.85.

54.3% of the fifth grade students (who have now graduated) achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average student proficiency was 3.03.

Instructional strategies/activities

- **The NYCDOE has identified Charlotte Danielson’s work related to professional teaching practice as an approved research based resource. During the 2012-2013 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well.**
 - **Under model of classroom-embedded professional development, teachers, lead teachers, administrators and Consultant work with teachers in classrooms to demonstrate and coach teachers in Balanced Literacy scaffolding students to write with more rigor and deeper understanding of ELA concepts.**
 - **Looking at Student’s work PD’s (Professional Development Focused on the Analysis of Student Work): Ensuring that students responses reflect synthesis, is evaluative and sophisticated vocabulary is utilized.**
 - **Grade level teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction. Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2012-2013.**
 - **Conduct “Looking at Student Work Sessions” with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.**
 - **Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52.**
 - **Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps to guide instruction throughout the school year.**
 - **Monitor reading logs, conferring notes, running records, periodic assessment, Acuity, Achieve 3000 data, monthly assessments, reading notebooks/folders, writing notebooks/folders.**
 - **Teacher teams analyze data and revise curriculum maps and lesson plans accordingly to improve student achievement.**
 - **Align curriculum maps, monthly exams, class rubrics and checklists and performance tasks to the common core standards.**
 - **Ongoing scaffolding and support of teachers in implementation of effective ELA instruction from September 2012- June 2013**
 - **September, 2012 – June, 2013 – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor’s Instructional Expectations for the 2012-2013 school year.**

Strategies to increase parental involvement

- **Public School 52 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- **Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.**
- **Curriculum Workshops and Fairs**
 - Math**
 - Science**
 - ELA**
 - Social Studies**
 - Technology**
- **Following conferences offer workshop on improving grades and study skills.**
- **Provide families with rubrics and list of required mastery skills for each subject taught for each grade,**
- **Math Night by the Number**

Math Night gets students excited about math, familiarizes parents with math curriculum, and encourages families to continue the fun of math at home.

○ **School Book Club**

Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.

○ **Organize a “Literature Day and Night”**

Organize a Literature Day for students, and then repeat the activity at night so parents who work can be included.

○ **Family Fitness Night**

Families and School staff work-out together to increase fitness in our school.

○ **Special Performances and Presentations by Students and Teachers.**

✓ **These events will take place during our monthly PTA meetings**

Budget and resources alignment

• Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Fund source(s) used to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

• We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, there will be a 3% combined increase in the number of students in Grades 3, 4 and 5 achieving Level 3 and 4 on the NYS Math Assessment.

Comprehensive needs assessment

- *Student Progress for Mathematics indicates the following:*

The overall score for student progress was 49.5 out of 100. The percent of students at Proficiency Levels 3 and 4 was 52.5% compared to our Peer Horizons which was 47.7% and the City Horizon Schools which was 41.0%. The data indicates that we are above our Peer schools and above the City Horizon Schools. Our average student proficiency score was 3.07%.

Student performance trends can be easily identified from the results of the New York State Math Assessment. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State Math results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the math results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation we have been monitored student progress more specifically in early childhood grades and we have provided additional math professional development to support teachers. The performance trend shows that our students in grades 3 and 4 had an average scale score that was a high level two and the students in the fifth grade had an average scale score for a mid level three student. During the 2012-2013 school year we will identify the students who have scored in the high two/low three category. They will be progress monitored more carefully and teachers will ensure they receive the small group instruction that is necessary to push them from a level 2 student to a level 3 student. Additionally, we will identify, monitor, and coach students who may have the potential to move from a level 3 to a level 4.

During the 2011-2012 school year:

43.6% of the third grade students achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average scale score for our third grade students was 682. The scale score range for a level 2 student in grade 3 was 662-683 and the scale score range for level 3 students was 684-706.

50.6% of the fourth grade students achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average scale score for our fourth grade students was 679. The scale score range for a level 2 student in grade 4 was 636-675 and the scale score range for a level 3 student was 676-706.

63% of the fifth grade students (who have now graduated) achieved a performance level of 3 or 4 on the NYS Mathematics Exam. The average scale score for our fifth grade students was 688. The scale score range for a level 2 student in grade 5 was 640-675 and the scale score range for a level 3 student was 676-706.

Instructional strategies/activities

- The NYCDOE has identified Charlotte Danielson's work related to professional teaching practice as an approved research based resource. During the 2012-2013 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well. Under model of classroom-embedded professional development, teachers, lead teachers, consultants, and school administrators will work to evaluate the effectiveness of the strategies/activities.
 - Various assessments will be used to identify student subgroups and guide planning for differentiation of instruction. Hands-on activities (games, projects, etc.) will be used to meet the needs of these subgroups and will include the use of Smart Technologies.
 - Senteo data collection for immediate feedback on student progress during instruction/independent work will also be used to guide instruction.
 - Students in grades 2 and 3 will participate in a web based math program from The Mind Research Institute named JiJi. The program is self-paced and provides practice using multi-step/multi-strategy problem solving.
 - Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2012-2013 school year.
 - Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.
 - Implement Common Core Learning Standards, Unit of Study and 4 performance tasks: 2 during the fall and 2 during the spring in the 2012-2013 school year.
 - Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.
 - Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52.
 - Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps as an instructional guide throughout the school year.
 - Periodic assessments, Acuity data, monthly assessments, and problem of the day notebooks will be monitored.
 - Teacher teams analyze data and revise curriculum maps to include the Common Core Standards and lesson plans will be revised accordingly to improve student achievement.
 - Performance tasks will be developed as formative assessment as an additional aid to guide instruction.
 - Teachers will utilize assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.
 - Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.
 - Teachers will evaluate the effectiveness of the strategies/activities through teacher team meetings and grade meetings.
 - Implementation will be ongoing through September 2012 – June 2013.
 - Fall: Teacher Teams will discuss and explore actions/ timeline/ professional development needs related to the Chancellor's Instructional Expectations for 2012-2013
Fall – Winter – Exploration, choice, development of Unit of Study for Mathematics

Strategies to increase parental involvement

- Public School 52 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.
 - Curriculum Workshops and Fairs
 - Math
 - Science
 - ELA
 - Social Studies
 - Technology
 - Following conferences offer workshop on improving grades and study skills.
 - Provide families with rubrics and list of required mastery skills for each subject taught for each grade,
 - Math Night by the Number
 - Math Night gets students excited about math, familiarizes parents with math curriculum, and encourages families to continue the fun of math at home.
 - School Book Club
 - Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.
 - Organize a “Literature Day and Night”
 - Organize a Literature Day for students, and then repeat the activity at night so parents who work can be included.
 - Family Fitness Night
 - Families and School staff work-out together to increase fitness in our school.
 - Special Performances and Presentations by Students and Teachers.
- ✓ These events will take place during our monthly PTA meetings.

Budget and resources alignment

- Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Fund source(s) used to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, 100% of the teachers in Grades 1-5 will design two Common Core-aligned units of study in Math and two in ELA, incorporating Social Studies and Science aligned to the Common Core standards in literacy. These units will focus on shifts in instruction that align to the Common Core as evidenced by tasks and classroom observations.

In Math	In ELA, Social Studies, and Science
Require fluency, application, and conceptual understanding	Require students to ground reading writing, and discussion in evidence from text.

Comprehensive needs assessment

Student performance trends can be easily identified from the results of these Performance Tasks. These results will allow us to monitor student proficiency, track student progress, target instruction and to predict performance. Periodic Performance Task results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the math results and then differentiate instruction by content strand. The performance trends will show scale scores in Grades 1-5 in all subject areas. During the 2012-2013 school year, the periodic Performance Task will identify the students who have scored in the one/low two category. These students will receive additional remediation through Academic Intervention Services (AIS) and Extended Day instruction. Students scoring in the high two/low three category will be progress monitored more carefully and teachers will ensure they receive the small group instruction that is necessary to push them from a level 2 student to a level 3 student. Additionally, we will identify, monitor, and coach students who may have the potential to move from a level 3 to a level 4. Level 4 students will be supported with enrichment activities. As a result, all students will:

- Students will engage in multiple Common Core-aligned units of study across content areas;
- Experience more challenging, rigorous discussion and assignments in order to accelerate their learning, deepen their knowledge and conceptual understanding, and strengthen their abilities to use text and textual evidence in writing and discussion.

Instructional strategies/activities

- The NYCDOE has identified Charlotte Danielson’s work related to professional teaching practice as an approved research based resource. During the 2011-2012 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well. Under model of classroom-embedded professional development, teachers, lead teachers, consultants, and school administrators will work to evaluate the effectiveness of the strategies/activities.
 - Various assessments will be used to identify student subgroups and guide planning for differentiation of instruction. Hands-on activities (games, projects, etc.) will be used to meet the needs of these subgroups and will include the use of Smart Technologies.
 - Senteo data collection for immediate feedback on student progress during instruction/independent work will also be used to guide instruction.
 - Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2011-2012 school year.
 - Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within

daily balanced literacy instruction for all students.

- Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2012-2013.
- Conduct “Looking at Student Work Sessions” with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.
- Curriculum Maps will be uploaded to an online site utilized by staff members of Public School 52.
- Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps as an instructional guide throughout the school year.
- Periodic assessments, Acuity data, monthly assessments, and problem of the day notebooks will be monitored.
- Teacher teams analyze data and revise curriculum maps to include the Common Core Standards and lesson plans will be revised accordingly to improve student achievement.
- Performance tasks will be developed as formative assessment as an additional aid to guide instruction.
- Teachers will utilize assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.
- Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.
- Teachers will evaluate the effectiveness of the strategies/activities through teacher team meetings and grade meetings.
- Implementation will be ongoing through September 2012 – June 2013
- Fall: Teacher Teams will discuss and explore actions/ timeline/ professional development needs related to the Chancellor’s Instructional Expectations for 2012-2013
- Fall – Winter – Exploration, choice, development of Unit of Study for Mathematics

Strategies to increase parental involvement

- Public School 52 Queens 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:
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Organize a Literature Day for students, and then repeat the activity at night so parents who work can be included.
 - **Family Fitness Night**

Families and School staff work-out together to increase fitness in our school.

- **Special Performances and Presentations by Students and Teachers.**
- ✓ **These events will take place during our monthly P.A. meetings**

Budget and resources alignment

- Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Fund source(s) used to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Tier I Intervention</p> <ul style="list-style-type: none"> • Extended Day (Monday and Tuesday for grades 1,2/Wednesday and Thursday for grades 3,4,5) 50 minutes • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • Partner Reading <p>Tier II Intervention</p> <ul style="list-style-type: none"> • Achieve 3000 • Small Group Instruction • Strategic Progress Monitoring (DIBELS/Grades K-2) • Young Scholars After-School Program (Wednesdays and Thursdays/2:50 pm-4:50 pm) • Wilson (12:1:1/3,4,5) • Reading Conferences • Guided Reading <p>Tier III Intervention</p> <ul style="list-style-type: none"> • Intensive Progress Monitoring 	<p>Tier I Intervention is scheduled for one 45 minute period per week.</p> <ul style="list-style-type: none"> • Small Group Instruction <p>Tier II Intervention is scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> • Small Group Instruction <p>Tier III Intervention is scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> • One-to-One Instruction 	<p>These students will receive differentiated instruction in their classroom during the school day.</p> <p>These students will receive differentiated instruction that is tailored to their unique academic needs during and after school.</p> <p>These students will receive differentiated instruction that is tailored to their unique academic needs during and after school.</p>

	<p>(DIBELS/Grades K-2)</p> <ul style="list-style-type: none"> • UDL Centered Lessons and Activities • Reading Conferences • Wilson (12:1:1/3,4,5) <p>Targeted ELL students</p> <p>Tier I Intervention (ELL)</p> <ul style="list-style-type: none"> • Progress monitoring (bi-weekly). <p>Tier II and III Intervention (ELL)</p> <ul style="list-style-type: none"> • Emphasize development of conversational and academic vocabulary. • Provide explicit and systematic instruction in phonological awareness, alphabetic knowledge, fluency, vocabulary and comprehension. • UDL Centered Lessons and Activities 	<p>Targeted ELL students will receive the following services:</p> <p>Tier I Intervention is scheduled for one 45 minute period per week.</p> <ul style="list-style-type: none"> • Small group instruction <p>Tier II and III Intervention are scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> • Intensive small group instruction 	<p>These students will receive differentiated instruction during the ELL period.</p> <p>The ELL teacher will provide differentiated instruction tailored to the unique academic need(s) of the English Language Learners during and after school.</p>
Mathematics	<p>Tier I Intervention</p> <ul style="list-style-type: none"> • Extended Day (Monday and Tuesday for grades 1,2/Wednesday and Thursday for grades 3,4,5) 50 	<p>Tier I Intervention is scheduled for one 45 minute period per week.</p> <ul style="list-style-type: none"> • Small Group Instruction 	<p>These students will receive differentiated instruction in their classroom during the school day.</p>

	<p>minutes</p> <ul style="list-style-type: none"> Peer-Assisted Learning (Pairing a stronger student with a weaker student) Math Games (Small group instruction with the classroom teacher, i.e., Game 24) <p>Tier II and III</p> <ul style="list-style-type: none"> Achieve 3000 Pearson Math RTI Program JJI Math Program (grades 2,3) Young Scholars After-School Program (Wednesdays and Thursdays-2:50 p.m.- 4:50 p.m.) <p>Targeted ELL</p> <p>Tier I Intervention</p> <ul style="list-style-type: none"> Small group instruction with supplemental materials from Pearson’s math program. <p>Tier II and III</p> <ul style="list-style-type: none"> Targeted assistance in key mathematical concepts designed for small group instruction UDL Centered Lessons and Activities 	<p>Tier II and III Intervention is scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> One-to-One Instruction <p>Targeted ELL students will receive the following services:</p> <p>Tier I Intervention is scheduled for one 45 minute period per week.</p> <ul style="list-style-type: none"> Small Group Instruction <p>Tier II and III Intervention are scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> Intensive small group instruction 	<p>These students will receive differentiated instruction that is tailored to their unique academic needs during and after-school.</p> <p>These students will receive differentiated instruction during the ELL period.</p> <p>The ELL teacher will provide differentiated instruction tailored to the unique academic need(s) of the English Language Learners during and after school.</p>
Science	<p>Targeted students will receive the following services (Grade 4):</p> <p>Tier I Intervention</p> <ul style="list-style-type: none"> Peer-Assisted Learning (Pairing a 	<p>Tier I Intervention is scheduled for one 45 minute period week.</p> <ul style="list-style-type: none"> Small Group Instruction 	<p>These students will receive differentiated instruction with their classroom and science cluster teachers during the school day.</p>

	<p>stronger student with a weaker student)</p> <ul style="list-style-type: none"> Extended Day (Monday and Tuesday for grades 1,2/Wednesday and Thursday for grades 3,4,5) 50 minutes <p>Tier II and III Intervention</p> <ul style="list-style-type: none"> One-on-One Instruction with science teacher. Science After school Program (Tuesdays/Thursdays- <u>March-May</u>/2:45 pm-4:50 pm) <p>Targeted ELL students will receive the following services: Tier I Intervention</p> <ul style="list-style-type: none"> progress monitoring <p>Tier II and III Intervention</p> <ul style="list-style-type: none"> Emphasize development of conversational and academic vocabulary. Provide explicit and systematic instruction in phonological awareness, alphabetic knowledge, fluency, vocabulary and comprehension UDL Centered Lessons and Activities 	<p>Tier II and III Intervention is scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> One-to-One Instruction <p>Tier I Intervention is scheduled for one 45 minute period per week of differentiated instruction during the ELL period.</p> <ul style="list-style-type: none"> Small group instruction <p>Tier II and III Intervention is scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> Intensive small group instruction 	<p>These students will receive differentiated instruction tailored to their unique academic needs during the school day.</p> <p>These students will receive differentiated instruction during the ELL period.</p> <p>The ELL teacher provides differentiated instruction tailored to the unique academic needs of the English Language Learner during and after school</p>
Social Studies	<p>Targeted students will receive the following services: Tier I Intervention</p> <ul style="list-style-type: none"> Peer-Assisted 	<p>Tier I Intervention is scheduled for one 45 minute period week.</p>	<p>These students will receive differentiated instruction in their classroom during the school day.</p>

	<p>Learning (Pairing a stronger student with a weaker student)</p> <ul style="list-style-type: none"> • Extended Day (Monday and Tuesday for grades 1,2/Wednesday and Thursday for grades 3,4,5) 50 minutes <p>Tier II and III Intervention.</p> <ul style="list-style-type: none"> • One-on-One Instruction with classroom teacher <p>Targeted ELL students will receive the following services:</p> <p>Tier I Intervention</p> <ul style="list-style-type: none"> • small group instruction • progress monitoring <p>Tier II and III Intervention</p> <ul style="list-style-type: none"> • Intensive small group instruction • Emphasize development of conversational and academic vocabulary. • Provide explicit and systematic instruction in phonological awareness, alphabetic knowledge, fluency, vocabulary and comprehension • UDL Centered Lessons and Activities 	<ul style="list-style-type: none"> • Small Group Instruction <p>Tier II and III Intervention is scheduled for two 15 minutes periods per week.</p> <ul style="list-style-type: none"> • One-to-One Instruction <p>Tier I Intervention is scheduled for one 45 minute period per week.</p> <ul style="list-style-type: none"> • Small group instruction <p>Tier II and III Intervention is scheduled for two 15 minute periods per week.</p> <ul style="list-style-type: none"> • Intensive small group instruction 	<p>These students receive differentiated instruction tailored to their unique academic needs during the school day.</p> <p>These students receive differentiated instruction during the ELL period.</p> <p>The ELL teacher provides differentiated instruction tailored to the unique academic needs of the English Language Learner during the school day.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor</p> <ul style="list-style-type: none"> • At Risk Counseling (individually and/or group for 6 weeks) • Peer Mediation (one day per week) 	<p>As needed</p>	<p>As needed</p>

	<ul style="list-style-type: none"> • Peer Counseling (two days per week) • Parent Workshops (during the school day and/or in the evening during monthly PTA meetings) <p>The School Psychologist provides consultative and support services to school staff and parents to assist them in managing at-risk students. Services will be provided as needed.</p> <p>Social Worker</p> <ul style="list-style-type: none"> • ERSSA Counseling (individually and small group for 6 weeks) • Text Anxiety Workshops <p>School Nurse</p> <ul style="list-style-type: none"> • Asthma Classes • Diabetic Classes 	<p>As needed</p> <p>As needed</p> <p>As needed</p>	<p>As needed</p> <p>As needed</p> <p>As needed</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Mentoring services will be offered to new teachers as well as senior staff members. Our lead teachers conduct professional development workshops and push into classrooms as needed. Coaching will be offered to all teachers periodically throughout the school year. Consultant services are contracted throughout the school year from various vendors including Custom Computers, AUSSIE, Mind Research Institute and MCLASS-Wireless Generation to assist with technology initiatives and instructional improvement. Additionally, support is provided by CEI – Network -531, the principal, data specialist, lead teachers, teacher effectiveness team and instructional team.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Public School 52 Queens will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: All teachers teaching in Public School 52 Queens will utilize the state curriculum and standards for teaching. Workshop style teaching will be utilized in self-contained classrooms.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: During the month of November and during the month of March.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Monthly parent newsletters detailing school events and monthly newsletters from teachers detailing classroom events.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Preparation periods will be utilized for teachers to meet with parents. Teachers will provide information regarding preparation periods and availability.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may contact the parent coordinator to arrange to volunteer in the building or during school outings.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to

attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

II. Parent/Guardian Responsibilities:

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

III. Student Responsibilities:

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

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

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE DATE DATE

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.

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: PS 52	DBN: 29Q052
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 52 has had a steady increase in the number of ELL children in grades 2-5 over the last few years. Many of these students are newcomers to the United States and are coming to school with limited literacy skills in their native language. These students are finding it hard to keep up in the mainstream classroom and require extra assistance beyond their mandated ESL service. According to our AMAO NYSESLAT data from Spring 2012 our students are not making adequate progress in meeting our AMAO I and II targets. In order to address this growing problem, our Title III program will provide supplemental services for these children in order to address their academic needs. The program will also target ELL's who have been receiving services for 3 or more years and are reading below grade level.

The Raising The Bar After School Program will begin during the third week in January and will continue until the end of April. There will be 20 sessions. The students will be grouped into two groups. The program will provide services to approximately 20 ELL children who are all at various levels of language proficiency. Students will stay after school on Tuesdays and Thursdays from 2:45pm-4:45pm and will be grouped according to grade level. The program will combine ESL and monolingual students and will focus on math, literacy and test preparation. Two content area teachers will provide targeted instruction that incorporates the Common Core Standards in math and literacy and will be supported by the ESL teacher. The ESL teacher will push in with each grade level so that she can provide additional English language support, especially for those students who are taking the New York State exams for the first time. The goal for this program will be to help our students achieve language proficiency by providing them with every opportunity to learn and practice their academic language skills. The program will utilize many different types of materials like leveled books, Envision math, math manipulatives, interactive SMART board lessons, computers, and NYSESLAT, ELA and math test prep books.

Part C: Professional Development

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

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

Begin description here: The ESL teacher will attend all professional development workshops that are provided by the network and then share that information with the staff members who have ELL students in their classroom. Topics for the 2012-2013 school year include Using Assessment Results to Improve Instructional Outcomes, Understanding Title III AMAO's and ELL Considerations for the Common Core. The ESL teacher will also attend weekly professional development sessions in school every Monday. In addition, all staff members attend weekly teacher team meeting which focus on analyzing student work and how to best differentiate instruction to meet each student's needs. The

Part C: Professional Development

content area teachers and the ESL teacher who will be providing after school instruction will attend professional development sessions prior to the start of the program in order to assess student's needs and plan for effective instruction. There will be two professional development sessions. The sessions will be from 3:00 PM to 4:30 PM. The professional development topics for the afterschool program are:

1. Reading Comprehension Strategies for Struggling Students
2. Mathematics Problem Solving Strategies for Struggling Students

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: Parents are an integral part of our school community. Parental involvement is a key factor in the success of our ELL's. We want to include our ELL parents in all activities and events that take place during the school year. During the afterschool program there will be two workshop sessions for ELL parents of students in the program. The workshops will take place from 3:30 pm to 4:30 pm. The topics will be ELA State Assessment Preparation, Mathematics State Assessment Preparation. In addition to our initial parent orientation and regularly scheduled parent teacher conferences, parents are given many opportunities to become involved in their child's education. Our PTA holds monthly meetings that address topics that are important to our school community. Our Parent Coordinator, Donna Santana, gives workshops that will benefit our ELL parents in many ways. Our school also partners with Learning Leaders to provide parental workshops and training for those who wish to provide one-on-one tutoring to students. Although our workshops and meetings are designed for all parents, we make every effort to include the parents of our ELL's. Parents are notified of all meetings in both English and the native language when necessary. In addition to sending written notices home, Ms. Santana personally informs parents of upcoming events during morning drop-off and afternoon pick-up times.

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 		

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.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q052 **School Name:** PS 52

Cluster: _____ **Network:** CFN531

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to assess our school's written translation and oral interpretation needs, we surveyed our teachers, consulted with the Pupil Accounting Secretary and did a thorough examination of our Home Language Information Surveys. We also spoke with several parents, our Parent Coordinator and our bilingual staff members in order to determine what types of services were necessary so that all of our parents can receive information in a language they can understand.

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.

Based on our research, we have determined that we will require both written translation and oral interpretation in the three main languages represented in our school. These languages are Spanish, Haitian Creole and French. Our ESL parents were informed of these findings during our parent orientation meeting and at individual meetings with the ESL teacher.

Part B: Strategies and Activities

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

We will need to translate PTA meeting notices, parent newsletters, open school week invitations, parent/teacher conference notes, half-day notices and written notices from teachers. All documents that need to be translated will be prepared well in advance so that we can ensure their timely delivery to the parents. We will translate our our documents in-house using our bilingual staff members, as well as parent volunteers when needed. This will allow our parents greater access to information about important events in our school.

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

We will provide oral translation as needed for student admissions, ELL parent orientations, parent workshops, PTA meetings and parent-teacher conferences. These services will be provided by school staff and parent volunteers. If necessary, we will also contact the Translation and Interpretation Office. By providing these services, we hope to increase parent participation in our school.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide written notification of parent's rights regarding translation and interpretation services in the appropriate languages. We will include how to obtain these services in our school and what services are available. Signs will be posted near the entrance indicating the availability of interpretation services. Parents will also be directed to the DOE website to receive further information about their rights.

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: PS 52	DBN: 29Q052
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 52 has had a steady increase in the number of ELL children in grades 2-5 over the last few years. Many of these students are newcomers to the United States and are coming to school with limited literacy skills in their native language. These students are finding it hard to keep up in the mainstream classroom and require extra assistance beyond their mandated ESL service. According to our AMAO NYSESLAT data from Spring 2012 our students are not making adequate progress in meeting our AMAO I and II targets. In order to address this growing problem, our Title III program will provide supplemental services for these children in order to address their academic needs. The program will also target ELL's who have been receiving services for 3 or more years and are reading below grade level.

The Raising The Bar After School Program will begin during the third week in January and will continue until the end of April. There will be 20 sessions. The students will be grouped into two groups. The program will provide services to approximately 20 ELL children who are all at various levels of language proficiency. Students will stay after school on Tuesdays and Thursdays from 2:45pm-4:45pm and will be grouped according to grade level. The program will combine ESL and monolingual students and will focus on math, literacy and test preparation. Two content area teachers will provide targeted instruction that incorporates the Common Core Standards in math and literacy and will be supported by the ESL teacher. The ESL teacher will push in with each grade level so that she can provide additional English language support, especially for those students who are taking the New York State exams for the first time. The goal for this program will be to help our students achieve language proficiency by providing them with every opportunity to learn and practice their academic language skills. The program will utilize many different types of materials like leveled books, Envision math, math manipulatives, interactive SMART board lessons, computers, and NYSESLAT, ELA and math test prep books.

Part C: Professional Development

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

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

Begin description here: The ESL teacher will attend all professional development workshops that are provided by the network and then share that information with the staff members who have ELL students in their classroom. Topics for the 2012-2013 school year include Using Assessment Results to Improve Instructional Outcomes, Understanding Title III AMAO's and ELL Considerations for the Common Core. The ESL teacher will also attend weekly professional development sessions in school every Monday. In addition, all staff members attend weekly teacher team meeting which focus on analyzing student work and how to best differentiate instruction to meet each student's needs. The

Part C: Professional Development

content area teachers and the ESL teacher who will be providing after school instruction will attend professional development sessions prior to the start of the program in order to assess student's needs and plan for effective instruction. There will be two professional development sessions. The sessions will be from 3:00 PM to 4:30 PM. The professional development topics for the afterschool program are:

1. Reading Comprehension Strategies for Struggling Students
2. Mathematics Problem Solving Strategies for Struggling Students

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: Parents are an integral part of our school community. Parental involvement is a key factor in the success of our ELL's. We want to include our ELL parents in all activities and events that take place during the school year. During the afterschool program there will be two workshop sessions for ELL parents of students in the program. The workshops will take place from 3:30 pm to 4:30 pm. The topics will be ELA State Assessment Preparation, Mathematics State Assessment Preparation. In addition to our initial parent orientation and regularly scheduled parent teacher conferences, parents are given many opportunities to become involved in their child's education. Our PTA holds monthly meetings that address topics that are important to our school community. Our Parent Coordinator, Donna Santana, gives workshops that will benefit our ELL parents in many ways. Our school also partners with Learning Leaders to provide parental workshops and training for those who wish to provide one-on-one tutoring to students. Although our workshops and meetings are designed for all parents, we make every effort to include the parents of our ELL's. Parents are notified of all meetings in both English and the native language when necessary. In addition to sending written notices home, Ms. Santana personally informs parents of upcoming events during morning drop-off and afternoon pick-up times.

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 		

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.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		