



**Department of
Education**

Dennis M. Walcott, Chancellor



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

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

30Q152

VINCENT J. VITOLO

PRINCIPAL

VITOLO@SCHOOLS.NYC.GOV

DR. PHILIP A. COMPOSTO

SUPERINTENDENT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Vincent J. Vitolo	*Principal or Designee	
Jessica Baity	*UFT Chapter Leader or Designee	
Lily Foley	*PA/PTA President or Designated Co-President	
Margaret Connors	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Elizabeth Economakos	Member/ Administration -Chairperson	
Enid Maldonado	Member/ Administration	
Amy Muenzen	Member/ Special Education	
Mario Sideridis	Member/ Upper Elementary	
LeeAnn Snyder	Member/ Early Childhood	
Amandeep Dhiman	Member/ Parent	
Maria Chabla	Member/ Parent	
Samia Sultana	Member/ Parent	
Luz Acevedo	Member/ Parent	
Eduardo Moran	Member/ Parent	
Dian Hasan	Member/ Parent	
Maritza Espinal	Member/ Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, the percentage of children in the lowest third reaching the 75th growth percentile or higher in English Language Arts will increase by 3% as evidenced by the results of the 2012 State ELA assessment and documented on the 2012-2013 Progress Report.

Comprehensive needs assessment

Data Source: Progress Report

Student Progress for English Language Arts indicates the following

- **Percentage of Students of The Lowest Third Citywide who are at 75% Growth or Higher: 46.9%** of the students within the lowest third of the citywide population scored at the 75% Growth percentile or higher (a 4.2% increase from prior year.)

Student Progress for English Language Arts indicates the following:

- **Median Adjusted Growth Percentile: 75%** of the students made the expected growth. It further indicates that this group is 85.8% of the peer range and 84.3% of the City range.
- **Median Growth Percentile for School's Lowest Third: 73%** of this group made the expected growth percentile which is 63.5% of the peer range and 59.7% of the City range.

Data Source: The New York State School Report Card

Accountability and Overview Report 2011 -2012

School in Good Standing

The subgroup of students with disabilities will continue to be a focus in the 2012 – 2013 school year. There is a need to focus attention on alternative instruction and modifications in the teaching to better meet the needs of this subgroup.

2012 New York State English Language Arts (NYS ELA) test

Data results from the 2012 ELA indicate that English Language Learners and Students with Special needs who comprise 89% of the lowest third subgroup indicate the following:

- *Grade 5 ELL performance at Level 1 decreased by 11.6% and increase by 18.2% at Level 2. However only 8.8% of the ELLs were found to be performing at Level 3 which indicates a 7.9% decrease in performance at this level from the prior year. Similarly Grade 4 data shows in increase in Level 1 performance but an overall increase at Level 3 and 4 performance.*
- *Students with Special Needs in Grade 5 showed an increase at Level 3 and 4 performance as did Grade 3 with significant decreases in Level 1 performance (3.7% and 12.3% respectively). However, Grade 4 performance results show an increase of 10% at level 1 performance, a 6.7% decrease at level 2 and a 3.4% decrease at level 3 and 4.*

School data for all grades tested indicate that 7.3% of the children were found to be performing at level 1 (a 2.2% decrease from 2011). Students in this group consists of special needs, long term and 2 – 3 year English Language Learners, and general education students who have reached the testing grades with weaknesses and deficiencies in phonics, vocabulary, and phonemic awareness in the early childhood grades. While the performance of ELLs and SWP note progressive gains, the impact of the lack of progress of specific subgroups of SWP in Grade 4 and ELLs in Grade 5 account for the minimal progress observed in the school's percentage of students of the lowest third Citywide at 75% growth or higher.

The percentage of students performing at Levels 2 included 29.2% (a 4.8% decrease from prior year). This group is a targeted concern for the 2012 – 2013 school year. Children at level 2 range greatly in performance. Many of the weaknesses noted in the data result analysis shows deficiencies linked to short response and writing about text read independently and text they have listened to. It is a priority for the 2012 – 2013 school year to significantly reduce the number of children performing at this level with efforts aimed at getting them to gain mastery levels in writing and reflecting about text. In doing so we seek to increase the number of student performing at or above level 3. The needs implicate an added analysis of the elements in our instructional program and curriculum in order to further understand what is impeding the progress of this group. Prior School Leadership Team (SLT) reviews of the conditions of learning and administrative observations all point to a need to approach writing from as a holistic perspective with a greater focus on instructional questioning that promotes discussion and the use of terms and vocabulary at a higher point of interests and thought. Through discussion and tracking of the progress of students in writing we have concluded that there is a need to change how writers compose and write by helping them employ sophisticated and rigorous composing processes. The second element that is impeding progress in the Level 2 and Level 3 performers continues to be limited vocabulary which is linked to second language development and processing concerns amongst special needs and at risk students.

The 63.5% of the tested students in all grades who scored at or above Level 3, denote a 6.1% increase from the year 2011, indicating we positively performance trend in performance growth. With the shift to Common Core Learning Standards and a shift in how children are required to perform in literacy, the focus of P.S. 152 is to continue to support learners at this level through a curriculum of thought and interpretation that is rich in informational, nonfiction text as described by the New York State Department of Education (EngageNY) and the Student Achievement Partners as follows:

- Students will build knowledge through content rich nonfiction and informational texts by reading a true balance consisting in at least 50% of what they read.
- Reading and writing will be grounded in evidence from text. Students are engaged in ongoing rich and rigorous discussion on common text. Conversation is deeply connected to the text and students are able to construct evidentiary arguments as they assess comprehension of the text. Students will emphasize the use of evidence to inform and make their argument. Therefore a change from narrative calls for the children to write arguments that respond to the ideas, events, facts, and conflicts presented in the texts they read.
- Students will build academic vocabulary through extensive practice with complex text. This shift requires instructional scaffolding and comprehension of commonly found words and less on esoteric terms. Teachers work to build on the children's abilities to access more complex texts.

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

Instructional implications dictate a change in procedures for teaching Special education students. While balanced literacy is the method by which literacy will continue to be delivered, structures for strategy exposure and ongoing practice will be set in place through a program that is suited to meet the need of this group. This will include the increase of text previously bulleted above and an increase in the differentiated methods by which to enable this group to access increasingly complex text.

Data by Population

- Studying the results of the 2011-2012 Progress Report it is determined that 46.9% of students fall within the Lowest Third Citywide and did not meet the 75th Percentile Growth.
- Of all students tested in ELA and not meeting 75th Percentile Growth, 22% scored a Level 1; and 78% scored a Level 2. There were no Level 3 or 4s in the

lowest third.

Data by Grade

Grade 3:

The data shows that out of 229 students tested 10% scored at Level 1; 26% scored at Level 2; 64% scored at or above Level 3. Further interpretation of this data indicates that approximately 36% of the children tested were found to be performing below the standard Level 3. While this is a substantial decrease from the results obtained in 2011 (an 11.9% decrease) it continues to be a concern that English Language Learners and Special Needs Students are not maintaining the same pace.

Grade 3 literacy instruction shift started in the 2011 – 2012 school year has started to show a positive impact on student performance. Students at this level are required to transition from understanding and applying the concepts of print to using what they know about these concepts to gain knowledge. In looking at data resulting from teacher made tests and conferences as well as the ECLAS-2 results of our second graders for the last 2 years, there is a link between the results obtained on the Grade 3 State ELA and the second semester Grade 2 ECLAS-2 assessment. We continue to see high percentages of students who are leveling grade 2 with data that shows level specific performance, however, when begin the transition process from Early childhood to upper elementary in grade 3, deficiencies in reading comprehension become evident. Greater emphasis must be placed on the reading, writing and interpretation of nonfiction text at the Early childhood level. By raising the expectations and the rigor of each program beginning with Pre K and Kindergarten through Common Core literacy units, we anticipate a comprehensive change in literacy. Changes in instruction in all grades must use open ended discussion and prompting to lead children to form text based opinions, argue concepts using text evidence, explain and convey oral and written experience based on the informational text read to, with, and by them.

Grade 4:

The data shows that of the 186 students tested 6.5% scored at Level 1; 32% at Level 2; and 62% scored at or above Level 3. This data shows an excessive number of children performing at level 2. Most of this can be attributed to the 55% of ELLs performing at this level as well as the 26.7% of Special Needs Students also at that level. Of the ELLs tested, there was a 6.8% increase in students scoring a Level 1; a 12% decrease in students scoring a Level 2; and a 5% increase in children performing at Level 3. There is concern in the students who regressed to a Level 1. Strategic instruction and increased rigor of instructional programs needs to be addressed. Of special education students tested, there was a 10% increase in the number of students scoring a Level 1; and a 3% decrease in students scoring a Level 3 or above. The increase in students scoring a Level 1 is a major concern. While only 17% of that group consists of English Speaking children, the data is identifying a definite weakness amongst the ELLs and SWPs.

Now that the demands have increased and the standard has been set higher, definite changes to instructional practices, materials, and resources used in this grade must take place in order generate the results expected. Increased rigor of instructional programs and strategic curriculum planning need to be a focus in Grade 4 to curtail this trend.

Grade 5:

The data shows that of the 173 students tested 6% scored at Level 1; 30% at Level 2; and 53% scored at or above Level 3. The focus in Grade 5 as previously stated is to address level 2 performance in identifying the deficiencies that are keeping students from reaching level 3. This data indicates a slight positive trend. Students scoring a Level 1 decreased by approximately 2%. Students scoring at a Level 3 or above increased by 2%.

Of the ELLs tested, there was a 10% decrease in students scoring a Level 1; a 18% increase in students scoring a Level 2; and a 8% decrease in children performing at Level 3 or above. There is concern performance regression at Level 2.

Of special education students tested, there was a 3% decrease in the number of students scoring a Level 1; and a 10% decrease in students scoring a Level 2;

there was a 14% increase in students scoring at a Level 3 or above. The decrease in students scoring at Levels 1 and 2 combined with the increase in students scoring at a 3 or higher indicates a positive trend in the rigor of instruction as well as the strategic curriculum planning to serve the needs of this population.

As previously indicated in the data above, there was a concern stemming in the data that resulted from Standards that were modest to average in their demands. With the shift to CCLS, this group has at a definite risk. There is a need to address the population or Ells now in Grade 6 but also a pressing concern for the instructional practices existing in grade 5 that yielded these results. Professional development and pedagogical changes must take place to afford the children an opportunity to perform successfully at a much higher and complex level.

Grade 6:

The data shows that of the 56 students tested 4% scored at Level 1; 32% at Level 2; and 64% scored at or above Level 3. Similar to the results obtained by third graders, half of this group scored below the proficiency standard level 3. Because these children have graduated and we are not able to address their specific weaknesses, we must focus on the circumstances that produced this outcome in order to change it and return to the positive trends noted in prior years. It is important to note that there was a 12% decrease in the students scoring a Level 1; a 14% increase in students scoring a Level 3 or above (a 14.3% increase from 2011). These figures indicate a positive trend in the rigor of instruction and the strategic curriculum planning.

Additional Data

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

Instructional strategies/activities

Targeted students will consist of Grade upper elementary students who scored within the lowest third of on the Spring 2012 New York State ELA and Grade 3 students who scored in the lowest third who did not meet the reading level of P/Q by the end of the 2011 school year.

Teacher Development / Professional Learning Community

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

Teacher training will be based on the Department of Education’s Citywide Instructional Expectations to increase the rigor in all classrooms by sustaining individual teacher needs assessed via a research based rubric for pedagogues. School Administrators will visit with a focus based on specific competencies, feedback, and professional resources for growth will be provided for each teacher in accordance to their pedagogical needs. Professional Learning Communities will be focused on setting instructional goals based on the Common Core Learning Standards and school wide Literacy curriculum which includes Rigby’s *Literacy By Design* and the *Wilson’s FUNdations* (Grade 3 and Special Needs) phonics program, and NYS ELA READY (a CCLS based curriculum). Further Professional Development will be provided to increase the teacher’s implementation of all instructional and assessment components of the programs that are part of the Literacy curriculum. As needed and captured in formal / informal observations of teachers, administrators will recommend additional professional development for teachers in order to build competencies in questioning, process differentiation, and common core instructional shifts.

Citywide initiatives regarding the Common Core Learning Standards tasks will serve to launch instruction that increases rigor in Literacy across the grades through Social Studies and Science. In order to enable teachers to shift their instructional practices from delivering curriculum to enabling all learners to reach a common goal, teachers will participate in professional development sessions where they will analyze and discuss the sample units on grade specific Common Core Aligned tasks. They will be guided to focus on the culminating task, the Universal Design for Learning attempted in the sample, the rubric / scoring guide, annotated student work, student supports, and additional assessments. Subsequently schools administrators will collaborate in unit analysis, themes, and unit templates in addition to the training supports needed to further prepare teachers. During the Professional Development days, teachers will engage in all day training to analyze prior Common Core Aligned task units for effectiveness and add to make the unit more inclusive of all populations with a specific focus on ELLs and SWPs. Each element will be highlighted to gain a thorough understanding of how to raise the level of text interpretation and analysis amongst this group beyond the literal levels they are accustomed to. Teams of grade specific teachers will work collaboratively to develop Common Core Aligned tasks specific to the units in Social Studies and Science.

Once teachers are prepared with the initial presentation phase grade specific and content area, teachers will work in Teacher Inquiry Networks (TINs) focused on the development of a literacy task embedded in a rigorous curriculum aligned to the Common Core Learning Standards. The focus of each team will include the development of two tasks that focuses on the Universal Design for Learning enabling the task to all learners, and focusing on the strategies that will sustain learners in higher order, critical thinking tasks. Each Team will meet for 45 minutes on Mondays, 2 days per month, and as they deem necessary during other periods. Units will be developed in Science and Social Studies as the informational text theme and topic focus however, the skills and strategies focus will be specific to literacy in:

- Reading content rich nonfiction and informational texts to develop a knowledge base and an ability to write pieces grounded in evidence from texts.
- Engaging in ongoing rich and rigorous discussion on common texts with conversation that is deeply connected to the text where students are able to construct evidentiary arguments as they assess comprehension of the text. Students will emphasize the use of evidence to inform and make their argument.
- Writing arguments that respond to the ideas, events, facts, and conflicts presented in the Social Studies and Science texts they read.
- Building academic vocabulary through extensive practice with complex content text with specific emphasis on scaffolding and comprehension of commonly found words.

Units will be launched in each classroom in early January. Prior to launching, students will be pre assessed in order to fix performance levels. During the weeks of implementation, teachers will gather student work for discussion during TIN sessions where student work will be assessed based on the rubric included in the task package. The focus of the work share sessions will include maintaining the cohesiveness and scoring uniformity in addition to noting progression. With this information, teachers will set mid benchmarks and reassess possible changes, alternative lessons, resources, or other items needed to ensure that the task is accessible to all learners. Curriculum maps used to pace instruction will be altered so that the unit being taught in Science is supported throughout instruction in Reading, Writing, Social Studies, the Arts, and all other instruction.

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

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

they can be engaged or motivated to learn. There is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

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

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

The 2012-2013 continuum of development of pedagogues will be based on a decision-making empowerment, engagement level. Through their participation in Inquiry Networks, teachers will formulate and implement corrective courses of action developing improvement strategies while analyzing the data to monitor and refine their efforts eventually leading to systemic changes. Format of ongoing work will include meeting (at least) twice per month to:

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

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

An additional phase of teacher training will take place to enable teachers to diversify their teaching through the use of technology. The benefits of the SMART technology and digital media will be an added advantage for English Language Learners and students with Special Needs who depend on the strengths of varied modalities to understand text. Therefore adding resources such as BrainPOP where media rich in traditional, blended, and "flipped" learning settings, support individual, team, and whole-class learning. Their informal learning environments and characters help introduce new topics and illustrate complex concepts. A subscription to Learning A-Z will also be added to help teachers differentiate their instruction with customized online learning solutions for students PreK-6. The dynamic classroom resources and learning tools needed to create and monitor individualized solutions, including printable books, worksheets, and lesson plans, along with a host of projectable, online interactive, and mobile resources are included in this subscription. Finally Safari Montage will provide a comprehensive solution for digital media distribution and visual instruction needs. The full suite of integrated products will give teachers and administrators a single interface for accessing all visual resources from inside the school's intranet or from home. The award-winning SAFARI Montage Video-On-Demand and Digital Media Management enterprise solution cut costs for the school by utilizing intelligent digital media delivery, while facilitating visual instruction and learning in the classroom. SAFARI Montage servers come preloaded with educational video titles tied to the curriculum from the industry's leading video publishers including Schlessinger Media, PBS, The History Channel, National Geographic, Scholastic, Disney Education, BBC, and more. In addition, with SAFARI Montage CreationStation, we will have the ability to easily upload and manage our own digital video and other content, and to disseminate it to all classrooms.

A technology professional development plan will be developed in conjunction with Teq as a provider to improve teacher performance. They will work closely with a site supervisor to construct and tailor a [professional development model](#) that keeps teachers in the classroom. A Team of Trainers from Teq will provide professional

development that's innovative, contextual for educators, and provides support for both curriculum *and* technology. All of the training addresses the integration of Common Core Standards and National Content Area Standards, with a focus on:

- Providing best practices to optimize the outcomes of online and blended instruction
- Helping to create rich, data-driven environments that support and bolster each student's unique learning style
- Working with teachers to review and plan lessons based on Universal Design for Learning (UDL) principles
- Integrating research-based design principles and solutions into curriculum
- Understanding and leveraging the benefits of technology, and creating dynamic learning spaces

A professional development partnership with Teq eliminates the expense of hiring substitute teachers and brings the benefits to the teacher through a mentoring model that is tailored to the needs of the educator. Trainers will also work with the previously mentioned subscriptions to maximize their benefits in the classrooms.

Combining each of these efforts will serve to raise the level of instruction and enable our teachers to provide the optimal instruction for our learners at all ability levels where demystifying concepts and information based text is an easier process. It is through these efforts that we seek to impact instruction and raise the rigor for all children. This will also allow for differentiated process of learning with common goals for all students.

Other Activities

Grouping specific to student performance, strengths, and abilities will continue to be the focus of intervention and support for learner as they work on skills they have not mastered in reducing gaps in their development. Students will engage in differentiated activities specific to their instructional group once the whole group instruction has taken place. Teachers will adjust tasks to meet the needs of each group in their class therefore challenging at or above level performers. Students are tracked in accordance with their scale score for a period of instruction that builds upon the proficiency levels adding techniques to strategically move learners in Reading comprehension and/or writing development. Writing and vocabulary development will be strategically incorporated into each lesson. Writing Fundamentals will be the source for units on writing. Students will participate in a Saturday Academy. Sessions will engage learners at this level in challenging literacy activities.

The School Enrichment Model (SEM) also adds a higher order derivative to our magnet theme by which to build high-end learning and develop the strengths and talents of all students. SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for the children based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression. Such activities allow for divergent thinking that improves children's ability to read and write at a higher level. Students in this subgroup will participate in an extended day program aimed at building on critical thinking literacy skills at the higher levels of Bloom's Taxonomy.

Academic Intervention services in Response for Intervention (RTI) will continue in a Push In / Pull out model to provide support for children who at risk. Support cycles will be revisited according to the progress of the participants. Further tiers of intervention will be sought as identified in the documentation and benchmark assessments of the students.

Students in the targeted population will participate in an extended day program 3 days per week for 1 hour and 50 minutes which will commence in October 2012 and continue until May 2013. During each session the children will participate in small group targeted sessions to build strategies for addressing each of the reading comprehension skills while working specifically with informational text. Each lesson concludes with a practice using the Buckle Down by Triumph Learning (New York State version). A Saturday Academy will be held from January to May for 3 hours and 45 minutes for 18 sessions for students who are not able to attend the after school program. The instructional structure of the Saturday academy will be consistent with the after school program with extended lessons that focus on literacy (Reading and Writing).

Additionally, classroom instruction variations during the school day will account for the requirements of the Citywide Instructional Expectations. In an effort to raise the level of rigor addressed in every classroom, the implementation of the CCLS ELA tasks will engage learners in activities specific to their learning ability in a content based topic and theme development with an English Language Arts outcome. Informational text reading, interpretation and use in writing will be at the ongoing throughout the school year. The children will work with rigorous materials that challenge their ability to argue topics based on their reading through the use of Curriculum Associates' Ready New York CCLS which provide rigorous instruction on the new CCLS using a proven-effective, gradual-release approach that builds student confidence. The goal will be for all learners to engage in a common task with the necessary differentiation and scaffolding that will enable each student to meet the same standard.

Progress Tracking:

Identification / Initial Indicator September – October 2012

Students did not meet the 75th Growth Percentile on the 2012 *State ELA exam* have been identified. Initial predictors and needs assessment to be done through an analysis of the June 2012 item analysis of the *New York City Acuity ELA Spring Predictive Assessment*. A second needs assessment conducted in Fall 2012 with *NYC ELA Benchmark* item analysis along with the *Rigby running record* serves to identify reading levels (starting level using equivalent to Fountas and Pinnell reading levels). Data results will serve for the development of student tiered placement for which teachers and students will develop long and short term goals for the initial 10 week instructional cycle.

Mid point Check – READY BENCHMARK, READING LEVELS

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

End point Review and Reflections

Teachers will access the data results of the final predictive and *running records* administered in June 2012 will serve to assess the children's 1-year growth as follows: **Grade 3** readers at or above *Level Q*, **Grade 4** readers at or above *Level T*, **Grade 5** readers at or above *Level V*, and **Grade 6** readers at or above *Level Y*. The *2013 NYS ELA exam* results will be analyzed for the results of the targeted population focused in this goal.

Strategies to increase parental involvement

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

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

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

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

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, the percentage of children in the lowest third reaching the 75th growth percentile or higher in Mathematics will increase by 3% as evidenced by the results of the 2012 State Mathematics assessment and documented on the 2012-2013 Progress Report.

Comprehensive needs assessment.

Data Source: Progress Report

Student Progress for English Language Arts indicates the following

- **Percentage of Students of The Lowest Third Citywide who are at 75% Growth or Higher: 54.0%** of the students within the lowest third of the citywide population scored at the 75% Growth percentile or higher.

Student Progress for English Language Arts indicates the following:

- **Median Adjusted Growth Percentile: 78%** of the students made the expected growth. It further indicates that this group is 89.5% of the peer range and 87.4% of the City range. (8.90 out of 10.00 points earned)
- **Median Growth Percentile for School's Lowest Third: 78%** of this group made the expected growth percentile which is 82.9% of the peer range and 80.1% of the City range. (8.22 out of 10.00 points earned)

Closing the Achievement Gap Mathematics:

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

Data Source: The New York State School Report Card

Mathematics Accountability (All Students):

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

Mathematics Accountability (Ethnicity):

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

Mathematics Accountability (Other Groups):

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

index of 174 with an expected *Effective Annual Measurable Objective* (AMO) of 132.

- Students with Disabilities met *Annual Yearly Progress* and criterion for *Participation* (100% tested). Test Performance- met criterion with a performance index of 146 with an expected *Effective Annual Measurable Objective* (AMO) of 124.

Trends in the New York State Mathematics test

English Language Learners (Ells):

Over a three-year period from 2010 – 2012 the following results were observed in Mathematics for all Ells tested on the New York State Math Test:

	% at Level 1	% at Level 2	% at Level 3	% at Level 4
2010	13.2	48.3	29.8	8.8
2011	12.0	42.1	38.0	7.9
2012	10.1	30.3	50.5	9.0

The data for 2012 shows a positive trend in performance with a shift of 13.7% from below Level 2 performance to above Level 3. Therefore, we can assume that the programs and instructional strategies employed this past year are making a difference in student outcomes, yet in order to maintain this progress in the midst of the more rigorous Common Core Learning Standards will require an additional layer of instruction that will guide this group beyond computation.

When comparing the performance of English Language Learners (ELL) with the performance of English Proficient students on the New York State Math Test the following results were observed:

	2010				2011				2012			
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>English Language Learners (ELL)</i>	13.2	48.3	29.8	8.8	12.0	42.1	38.0	7.9	10.1	30.3	50.5	9.0
<i>English Proficient (EP)</i>	0.5	17.7	36.5	45.3	0.5	8.9	42.2	48.4	0.6	7.7	41.7	50.0
<i>Differences in Percentage</i>	12.7	30.6	(6.7)	(36.5)	11.5	33.2	(4.2)	(40.5)	11.5	22.6	(8.8)	(41.0)

The data shows a significant disparity between the performance of Ells and EPs. This disparity has increased in the most recent years where the difference between the performance of EPs and Ells in Mathematics at levels 3 and 4 has increased from 4.2 and 40.5 to 8.8 and 41.0 respectively. Given that 88.2% of the children in the lowest third is composed of English Language Learners it is evident that any changes made toward decreasing this gap in performance will impact on the

proposed outcome of this goal.

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

We will explore methods by which to make content more comprehensible to Ells. While there has been extensive progress in supporting the growth of this subgroup, much more needs to be done to ensure that we are reaching students at their ability level and assisting in moving them to the next level. Grade specific content is especially difficult when the instructional language is not the native language. Teachers will engage in training aimed at developing concepts through modalities other than auditory. In addressing the Common Core Learning Standard aligned tasks process differentiation continues to be a challenge for the 2012 – 2013 school year. Best practices will be explored in common professional discussions to build a repertoire of instructional strategies to increase the rigor, discussion, and mathematical rational in our teaching. In addition,

Students with Disabilities (SWD) and At-risk students

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

From 2011 - 2012

- Performance at Level 1 decreased by 1.4% (from 4.4% to 3.0%) amongst non SWD students but increased by 2.4%(from 6.4% to 8.0%) for SWD.
- Performance at Level 2 decreased for both non SWD and SWD.
- Performance at Level 3 increased for both groups (by 2.6% for SWD and 14.0 for non SWD).
- Performance at Level 4 increased by 4.5% (from 36.4% to 40.9%) for non SWD but decreased by 2.5% (from 8.5% to 6.0%) amongst SWD.

Areas of main concern:

- The performance of Grade 5 SWP showed a substantial decrease in performance at or above Level 3. While in 2011 this group showed a 45.0% of the SWP performance at or above Level 3, in 2012, only 29.4% reached this level (a 15.6% difference).
- Performance of Fifth grade SWP at Level 1 increased significantly from 2011 to 2012.
- Performance at Level 1 amongst Grade 3 SWP increased by 7.1%.

Given the fact that this subgroup is a large part of the children in the lowest third school wide, these concerns highlight focus areas for the 2012 – 2013 school year.

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

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

- The mathematics curriculum must enable students to work with numbers to develop number sense traits that include a thorough understanding of number meanings, abilities to represent quantities in multiple ways, recognize the magnitude of number, to know the relative effects of operating. Because many of the children who are experiencing these difficulties are Level 3 and 4 students, the challenge is in our ability to provide a differentiated curriculum with rich vast experiences that encompasses the child who is developing a second language, has Special needs, and those who are at or above Level 3 in mathematics. While small strategy groups can add scaffolding activities for ELLs and students with special needs, there is a need to grouping for challenge and divergent thinking at the higher critical levels for high performers. Within this framework, we will continue to deliver instruction using the Mathematics Experience series and enhance the instruction through grouping to meet the demands of each class. In addition writing is a weekly activity that will continue to take place in the content with problem solution and explanations where children have the opportunity to use the content vocabulary in precise, explicit, and creative explanations. This use of content vocabulary is vital since it does not naturally take place in other scenarios.
- The need to break down the learning continuum for students is necessary. By setting realist in cycles that match the Common Core instructional unit will provide an distinct process for learners to approach the common standard.
- The changes required to impact of higher, more rigorous content rational and justifying problem solving processes begins with an ability to use content vocabulary accurately. In addition children needs to be able to think diversely and reason through problem solving with varied strategies. This is especially difficult for children who have processing deficiencies that make them see things in linear thought. Teachers will require specific tools for providing the instruction for children to reach the necessary levels of rationale through modified systems and an extension of the modalities they dominate.
- For ELLs, Special Needs students, and students at risk of not meeting the promotional standards explicit instruction as learning that involves the teacher demonstrating a specific plan (strategy) for solving the problem types and students using this plan to think their way through a solution is absolutely necessary. Unstructured demonstrations leading to a solution, allow for too much speculation on the part of the ELL or the SE student. Processing and immaturity with the nuances of a second language can impede the child's ability to decipher what a teacher demonstrated unless the steps are clearly verbalized, shown, repeated, written out, and practiced with the same structure. The degree of structure and specificity is atypical in conventional mathematics texts and therefore teachers need to have the awareness, training, and pedagogical techniques to create these methods on their own.
- Studies have shown that when faced with multi-step problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking—by talking, writing, or drawing the steps they used in solving a problem— can be effective, if and when it is done on a daily bases and these become a natural occurrence for the student.
- For special education students, explicit, systematic instruction that involves extensive use of visual representations is crucial. It is often advantageous for students to be encouraged to think aloud while they work, by sharing their thinking with a peer. These approaches also seem to inhibit those students who try too quickly and impulsively to solve problems without devoting adequate attention to thinking about what mathematical concepts and principles required for the solution. Instruction should be in a small group:
 - Teachers address skills that are necessary for the unit at hand.
 - Teacher is explicit and systematic.
 - Structures have to be ongoing to support learners beyond language a processing deficiencies.
 - The teacher requires the student to think aloud as she / he solves problems or uses graphic representation to work through problem-solving options.
 - Finally, it should balance work on basic whole number or rational-number operations (depending on grade level) with strategies for solving problems that are more complex.

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

Instructional strategies/activities

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

Teacher Development / Professional Learning Community

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

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

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

Other Activities

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

Core math instruction shifts will take place throughout the 2012 – 2013 school year. Given the necessary changes to abide by the citywide instructional shifts in

mathematics the resources previously used to teach mathematics (primarily Everyday Mathematics) must be sublet for a more comprehensive instructional and standards driven Go Math! (Houghtin Mifflin Harcourt) *GO Math!* a **new** comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core State Standards for Mathematics. This resource emphasizes the Critical Areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students. GO Math! write-In student editions help students interact with lessons in new ways. Students record their strategies, explanations, solutions, practice and test prep right in their books—and at every grade level. These interactive lessons keep students totally engaged and maximize learning during math time. Teacher planning for differentiation is made easier and more comprehensive with *GO Math!* Manipulatives and differentiated centers are organized for teachers to find what they need, when they need it. And, most of our components come ready-made, in a grab-and-go organization to save time. Other resources previously used to teach mathematics in prior years will serve as additional support in getting children to make the shift necessary to meet the demands of CCLS in the six shifts dictated below:

<i>Shift 1</i>	<i>Focus</i>	<i>Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.</i>
<i>Shift 2</i>	<i>Coherence</i>	<i>Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.</i>
<i>Shift 3</i>	<i>Fluency</i>	<i>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.</i>
<i>Shift 4</i>	<i>Deep Understanding</i>	<i>Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.</i>
<i>Shift 5</i>	<i>Application</i>	<i>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</i>
<i>Shift 6</i>	<i>Dual Intensity</i>	<i>Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.</i>

Academic Intervention Services (AIS) will be provided at Tier II intervention levels in Mathematics. Students found to be at risk of not meeting the grade standards, holdovers, and students in the lowest third not receiving Tier III intervention.

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

Intervention will follow the following format:

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

Interventions on solving word problems will include instruction that helps students identify common underlying structures of various problem types. Students will

learn to use these structures to categorize problems and determine appropriate solutions for each problem type. Ten minutes of each session during morning routines each day will be devoted to building fluent retrieval of basic arithmetic facts.

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

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

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

Intervention at the classroom level consists in small group goal driven cycles of 8 to 10 weeks. During this time the children work on a skill they have shown deficiency in. Teachers provide strategy lessons one – two times per week in the form of mini lessons and added practice at their ability level. Progress is monitored with pre mid and post assessments. Students track their progress and monitor their growth as they master a given strategy. Intervals of intervention will include the grade and content specific theme. Students will engage in strategies aimed at facilitating concepts at the at the Common Core grade specific task / topic.

Students in this subgroup and others considered at risk in grade 3 will be invited to participate in an afterschool or Saturday Academy Title I program. The focus of this program is to work with student weaknesses and provide transition in thinking where students are practicing math strategies beyond computation and in preparation for the Common Core Assessment shifts to take place in the 2012 – 2013 school year as follows:

- Shift #1: Priority standards will be the focus of the assessments. Other standards will be deemphasized.
- Shift #2: Assessments will reflect the progression of content and concepts as depicted in the standards across grade.
- Shift #3: It will be assumed that students possess the required fluencies as articulated through grade 8: as such, will be taught to calculate using known fluencies without the use of calculators in grades 3 – 5.
- Shift #4: Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.
- Shift #5-6: Students will be expected to know grade level mathematical content with fluency and to know which mathematical concepts to employ to solve real world mathematical problems.

Progress Tracking:

Identification / Initial Indicator September – October 2012 Students will be identified using the results *Spring 2012 State Mathematics exam*. Initial predictors and needs assessment to be done through an analysis of the June 2012 item analysis of the *New York City Acuity Baseline Exam*. A second needs assessment conducted in Fall 2012 with *Go Math! assessment* item analysis serve to identify skills deficiencies of this group.

Mid point Check *Baseline assessments will be used to set initial goal expectations for overall progress.* The progress of students will include a 2% increase in averages within and between all Tiers. Teachers will review student goals three – four times per year. Cycles of 8 – 10 weeks will include a goal period during which time teachers will conduct benchmark assessments to verify student mastery of targeted skills and granular teacher identified in the goal. These results will serve for teachers to formulate and target needs of the students for the next cycle of goals or adjustment of the short term goal during the cycle. *Go Math! Show What You Know* skills inventory will be used to identify students' levels of preparation for the chapter content. Special intervention and challenge resources link to the results of *Show What You Know* through teacher resources. This assures every student gets off to the right start in each chapter and that weakness are addressed for the

duration of the unit. Student goals are developed along these skills weaknesses and assessed at the completion of the unit. Expectations are for mastery of skills at the unit completion at 70% mastery.

End point Review and Reflections Using the *2013 NYS Mathematics exam* results we will assess that *the percentage of children in the lowest third reaching the 75th growth percentile or higher in Mathematics will increase by 3%. Results that deviate from the original goal will be assessed for external variables, and then on an individual basis to identify factors that may have impeded the success of this goal.*

Strategies to increase parental involvement

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

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

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

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

P.S. 152 has a Universal Pre K supporting four half-day groups of 18 students. This allows children to get a head start on structured development. The program provides the services of a social worker to assist parent with workshops on transitioning to school. We have coordinated the program to adjust curriculum to allow students to be exposed to mathematics practices that will later serve in transitioning to Kindergarten. Getting an initial start to numbers and counting ensures that children have a head start to numeration. It is at the Pre K level where children receive their first experience with Common Core Learning Standards through experiences in CCLS aligned tasks in ELA and Math.

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

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, English Language Learners in grades 3 – 6 will participate in language and goals driven, diversified and targeted instruction that focuses on the literacy needs of second language learners resulting in a 3% increase in students progressing to the next proficiency level (Beginner to Intermediate, Intermediate to Advanced, Advanced to Proficient) as measured by the results of the Spring 2013 New York State English as a Second Language Achievement Test (NYSESLAT).

Comprehensive needs assessment:

Data Source:

School Report Card 2011 – 2012

Closing the Achievement Gap ELA:

P.S. 152 received its greatest additional credit for exceptional gains by English language learners (ELL). This subgroup attained 0.44 points earned out of a possible 1.00 in closing the achievement gap. English Language Learners had the highest gains when compared to the Lowest Third, Self-contained / ICT / SETSS, Black and Hispanic Males in Lowest Third Citywide.

NYStart

Trends in NYSESLAT performance of ELLs indicates:

The following data indicated the percentage of children at each proficiency level in Reading / Writing:

YEAR	Beginner	Intermediate	Advanced	Proficient
2009 - 2010	19	26	32	23
2010 - 2011	12	20	36	31
2011 - 2012	8	24	37	31

The change in Proficiency in the 2011 and 2012 tests did not vary in this modality. Other than the decrease in beginner level performance, the data shows a lack performance growth in the three years. Furthermore, it is evident that the programs in place are continuing to yield the same results obtained in since 2010. Given the changes in programs and curriculum variations, these should not be the outcomes.

An analysis of the performance of each grade band assessed in the Spring of 2012 shows that the greatest percentage of children reaching

proficiency in Reading / Writing could be found in the 5/6 group with 56% reaching Proficiency. While the band of 2 – 4 showed the greatest number of students performing at the Advanced level (48%), the K – 1 band had the most at the Beginner Level (14%). The data for 2011 showed the same results with 5 – 6 highest in the Proficiency level (49%); 2 -4 highest at the Advanced level (47%) and; K – 1 highest at the Beginner level (18%). In the 2010 test the data was much more disparate where the K – 1 band had the highest percentages in both Beginner and Proficient and the 2 – 4 and 5 – 6 band almost even at the Advanced level (46% and 49% respectively).

The following data indicated the percentage of children at each proficiency level in Listening / Speaking:

YEAR	Beginner	Intermediate	Advanced	Proficient
2009 - 2010	3	12	38	47
2010 - 2011	3	10	33	54
2011 - 2012	1	8	29	63

While the performance in Reading / Writing has remained stagnant, the same is not true of the modalities Listening / Speaking where a marked progress in the trends across the three years is evident revealing a 9% increase in proficiency from 2011 and a 16% increase from what it was in 2010.

An analysis of the performance of each grade band assessed in the Spring of 2012 shows that the greatest percentage of children reaching proficiency in Listening / Speaking could be found in the 2 – 4 group with 74% reaching Proficiency. While the band of K - 1 showed the greatest number of students performing at the Advanced level (41%), performance at the beginner level was approximately the same for each of the bands (0 – 1%). The data for 2011 showed the same results with 2 – 4 highest in the Proficiency level (64%); K - 1 highest at the Advanced level (40%) and; approximately the same results at the Beginner level (3% - 4%) Curiously in the 2010 test the data was also the same with 2 – 4 highest in the Proficiency level (65%); K - 1 highest at the Advanced level (49%) and; approximately the same results at the Beginner level (1% - 4%).

The data signals a performance trend linked to classroom instruction where the results have maintained a consistent track since 2010. Instruction in Grades 2 – 4 are leading students to the ability to perform in Speaking and Listening while the main focus of the ELL programs for 5 – 6 promote Reading and Writing.

Grade 2-4 and Grade 5-6 data stands out because there was a decrease in ELL students tested, although more progress was made because 85% of the students tested placed at an advanced and proficient level while last year 79% of students tested at a proficient and advanced level.

The percentage of students reaching Proficiency among the English Language Learners continued to increase in 2012, however the concerns remain the same when we look at the lack of variation from 2010. This coupled with the data results of the English language Arts test that shows the following amongst English Language Learners tested: 22.7% scored at a Level 1; 55.1% at a Level 2; 22.2 at a Level 3; and 0.0% at a Level 4. When we compare these results to those obtained by the English Proficient (EP) group we notice the following: only 1.5% of EPs scored at Level 1 (21.5% less than ELLs at this level); 19.4% of EPs scored at a Level 2 (35.7% less than ELLs at this level); 67.7% of the EPs scored at Level 3 (45.5% more than ELLs at this level); and 11.3% of the EPs scored at a Level 4 (11.3% more than ELLs at this performance level). A further analysis of

this data shows that the difference between the performance of Ells in 2011 and the results of this group in 2012 showed a positive movement at Level 1 performance with a 4.1% decrease and Level 3 performance increased by 3.3% from 2011 to 2012. However, Level 2 performance also increased by 9% and there was not change at Level 4 performance.

A breakdown of this data by grade level compares the results of Ells and EP on the 2012 ELA:

	Grade 3				Grade 4				Grade 5				Grade 6			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL4	LEVEL 1	LEVEL 2	LEVEL3	LEVE L4	LEVEL 1	LEVEL 2	LEVEL3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
EII	30.8	44.6	24.6	0.0	15.9	55.1	29.0	0.0	20.6	70.6	8.8	0.0	25.0	75.0	0.0	0.0
EP	1.8	18.3	64.0	15.9	0.9	17.9	72.9	8.5	2.2	20.1	67.6	10.1	0.0	25.0	68.8	6.3
DIFFERENCE	29.0	26.3	(39.4)	(15.9)	15.9	37.2	(43.9)	(8.5)	18.4	50.5	(58.8)	(10.1)	25.0	50.0	(68.8)	(6.3)

A comprehensive look at these results point to a need to make systemic academic and instructional changes to increase the English Language Learners' ability to read and interpret what they read. This data shows that across all grade levels tested, Ells lack the ability to perform at the standard grade level. While in Grades 4 – 6 a greater concentration of Ells tested can be seen at Level 2 performance, in Grade 3 most of the group tested was found to be performing at Level 1. Much of this data can be linked to the lack of language sophistication and interpretation skills required to comprehend level specific text. This especially true of informational text and the demands of the vocabulary in this type of text. Therefore, greater emphasis in the language classes must be placed on building vocabulary awareness and reading nonfiction genre types.

The level of critical thinking and degree of familiarity with language required of a student in order to achieve proficiency continues to increase, There is a need to continue to expose Ells to extensive language experiences that can expand their vocabulary bank and enhance their ability to interpret text beyond the literal understanding. Expectations have to match the work we are requiring students to do when they perform on their own.

These results denote a need to examine the instruction of ELLs and the instructional program as it pertains to literacy while addressing language goals of these learners. There is a direct need to impact second language learners at an early level by creating goals and targeting instruction that focuses on there needs to create progress and movement among each proficiency level (Beginning to Intermediate, Intermediate to Advanced, Advanced to Proficient) building so within the context of literacy. Conventional methods for teaching literacy have to be adjusted and differentiation for this group has to include explicit teaching of vocabulary and strategies to enable children to read and react to text by progressively scaffolding for the degree of difficulty of informational text. This group needs to engage in diversified and differentiated opportunities to read and write daily so that they can build the stamina needed to address extensive text. The shift for the 2012 – 2013 school year will require a change in the way our curriculum approaches reading and writing. While all groups will need to make these adjustments as they have been described in the Action Plan for Goal 1, it is especially urgent in the classes that service Ells.

Two concerns drive the decision to focus on the outcomes noted in Grade 3 – 6: The lack of change (progression or regression) in the data for the last three years that while not showing drastic decreases in language proficiency, fail to evidence a growth trend; and the ELA data that shows an impacting gap between the performance of Ells and their English speaking peers in grade 3 – 5.

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

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

Instructional strategies/activities

The target population will consist of English Language Learners at the Beginner, Intermediate, Advanced, and Proficient level in the Reading/Writing modality who will be tested in the 2013 New York State English as A Second Language Achievement Test (NYSESLAT).

Professional Learning Community

Teachers will work with supervisors to analyze data specific to English Language Learners. Interpretation of data will be guided by language development concerns and literacy development weaknesses. Through professional sessions specific to the instructional department teachers will develop an objective and constantly updated understanding of the performance and progress of ELLs. Teachers will specifically access and analyze data from ELA predictive assessments, measuring and correlating literacy assessment results with those found in the ELLs predictive assessment. Teachers will learn how to identify weaknesses that are literacy versus language specific and study methods by which to modify instruction to maximize language development. Specific emphasis in sessions will include the methods by which to scaffold for writing arguments justified by text and comparing texts read with varied purposes.

Teachers will engage in activities leading to establishing measurable learning goals for ELLs that will guide their ability to track progress and make adjustments based on the results. Teachers exchange information with families and support staff in order to continue academic progress. Teachers will be facilitated in discussions with the Inquiry Team, data specialist (Assistant Principal) on methods by which to analyze data to plan and make instructional decisions to meet student and teacher goals. Teachers will be trained to follow a prescriptive problem- solving model based on the data that allows for: defining the problem, planning instruction (intervention), implementing the plan (delivering targeted instruction individual, small group, or whole group), and evaluating student progress. Teachers will review student goals three times per year.

Teacher Inquiry Networks (TINs) will analyze previously submitted CCLS aligned units and tasks to ensure that adjustments and instructional strategies account for the methods to use for ensuring that ELLs are successful at meeting the demands of each task developed. The focus on the development of a literacy task embedded in a rigorous curriculum aligned to the Common Core Learning Standards will be done through language enriched Social Studies content in the Fall and through Science in the Spring.

The focus of each team will include the development of a task that focuses on the Universal Design for Learning enabling experiences for all learners, and focusing on the strategies that will sustain learners in higher order, critical thinking tasks with scaffolding strategies for ELLs at each proficiency level. Each Team will meet for 45 minutes on Mondays, 2 days per month, and as they deem necessary. Each TIN includes an English as a Second Language and Bilingual Teacher to focus the work for ELL adjustments in the task unit. Their contribution will be instrumental in making this a successful venture for ELLs. The goal is to ensure that after the weeks of immersion in the learning, the completed task reflects all aspects of the rigorous learning. ELLs will be learning from text, using literacy and language development strategies, and writing informative, research based text. Prior to launching students will be pre assessed in order to fix performance levels. During the weeks of implementation, teachers will gather student work for discussion during TIN sessions where student work will be assessed based on the rubric included in the task package. The focus of the work share sessions will include maintaining the cohesiveness and scoring uniformity in addition to noting progression. With this information, teachers will set mid benchmarks and reassess possible changes, alternative lessons, resources, or other items needed to ensure that the task is accessible to all learners. Teacher Inquiry Networks (TINs) will also focus the learning of the Team on developing a better understanding of the strategies that impact second language literacy development as these apply to the learners of P.S. 152Q. (Additional aspects of this practice are further delineated in the Instructional Strategies section of the Action Plan for Goal #1).

Other Activities:

English Language Learners in grades 3 – 6 will partake of small group instruction in a supplementary afterschool day program from October 2012 to May 2013 with Certified English as a Second Language teachers that will teach language and literacy strategies to address to needs found in the assessment data. There will also be 37.5 minutes of additional support to take place Monday through Thursday, which will focus on English Language Learners in addition to at risk English proficient and transitioning Proficient ELLs. Teacher to student ratio will allow for small concentrated support to be provided in each session aligned with language goals and academic needs. Vocabulary development through the use of word walls and meaningful writing activities will be a part of each modeled lesson. Technology will be utilized throughout the regular school day, extended day, and afterschool program to enhance the instruction and engage students using multiple entry points. Some possible opportunities include the use of the SMART boards, interactive math lessons using the Go Math program, visual support with vocabulary, and the use of computerized visuals via the interactive web lessons. Shared reading and read alouds will provide for further language instruction aimed at building literacy skills.

English learners can learn to read at the same rate as their native English-speaking peers but need extra supports. A comprehensive core reading program Ready (Common Core New York) in grades 3 through 6 aligned with the CCLS includes well-developed assessment systems for identifying student needs as these pertain to the standards. Given the technology tools of the program, the teachers of ELLs will have opportunities to expose children to previous grade lessons they may lack in order to move to the grade specific items. The SMART board lessons will allow for lessons to be interactive and engaging to children who as ELLs are more dependent on visual modalities. While the teachers of ELLs will be using the same materials as the teachers of English speakers, it is in the scaffolding and ESL strategies and techniques that we will find success for this group.

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

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

Pending approval of the Title III plan, an afterschool program and Saturday Academy will be provided to provide supplemental literacy support for Ells in Grades 3 – 6.

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

- Daily small group instruction of 15 – 20 minutes
- Direct, explicit instruction that is fast-paced and engaging and offers frequent opportunities for students to respond and participate, interact, and discuss as those items prompted by sharing and explaining their work and justifying the process used in completing task.
- Frequent review of skills with emphasis on the strategies used
- Clear, corrective feedback
- Adequate wait time for student response
- Attention to the five core reading elements (phonological awareness, decoding, vocabulary, comprehension, and fluency) with adequate modeling of each as it takes place.

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

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

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

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

Academic English is the language of school-based learning and entails understanding the structure of language and the precise way that words and

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

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

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

Goal Progress Tracking Indicators:

Identification / Initial Indicator September – October 2012

Initial predictors and needs assessment to be done through an analysis of the June 2012 item analysis of the *New York City Acuity ELA Spring Predictive Assessment*. Additionally a language strand analysis will be conducted using the *NYC English Language Arts Predictive* administered in Fall 2012. An additional needs assessment will be conducted in Winter 2013 using *the NYC ELA Benchmark* item analysis. These assessments and exam will be used to identify a starting point for the mid year check and end of the year analysis of expected growth and progress.

Mid point Check

In January, students will be assessed using the Ready New York CCLS (Curriculum Associates) in order for the teachers to gather information on the focus areas to address in ELA. This will serve as a second benchmark to evaluate progress as the children work toward CCLS type task mastery. Goals will be modified for learners based on this data. Given that this goal is focused on the impact of literacy on Language proficiency, the data will be analyzed based on the language proficiency of each student. Student writing will also be assessed at this level as the “On-Demand” pieces will set the starting point for language and vocabulary use as well as reference to text as these are rated using a 4 point rubric.

End point Review and Reflections

Analysis of data results on the *New York City ELA Spring Benchmark Assessment* and the final Ready to compare and make conclusions on progress. English Language Learners’ results will be analyzed and compared to prior results for the following: an increase in performance equating to at least 3% from one assessment to the other; an analysis of sampling in student writing for rubric increase from an initial level to the next and/or an increase in reference to text to justify and argue points as well as the use of content specific vocabulary.

Strategies to increase parental involvement

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

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

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

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

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

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

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, Early Childhood (K-2) students will participate in targeted, goal-driven, and differentiated literacy instruction resulting in a 5% increase in the percentage of students reaching grade level reading proficiency as measured by the Spring 2013 Rigby Literacy by Design running records.

Comprehensive needs assessment

<i>Rigby Running Records End of 2011-2012 School Year</i>		
Grade	% on Grade Level	Grade Level
Kindergarten	54/159 = 34%	Level D or higher
First Grade	36/191= 19%	Level J or higher
Second Grade	59/206= 28.6%	Level N or higher
Total	149/556=26.8%	

At the end of the 2011-2012 school year, students' final reading level was assessed. The following results were obtained in this data: 34% of the kindergarten students achieved grade level D or higher; 19% of the first graders independently read a level I or higher; and 28.6% of the second graders reached level N or higher. The overall data for the early childhood grades shows that **26.8%** of the all students were found to be reading on grade level by June 2012. Given the extreme demand set by CCLS, there is a need to prioritize the teaching of literacy in these grades. Reducing reading gaps as time goes on becomes a difficult task when a reader is starting at a disadvantage especially given the transition they must be prepared for in Grade 3. Grades PreK to 2 must be working toward establishing the foundation necessary in reading and writing to facilitate that transition to comprehension and writing about reading in Grade 3.

For the 2012-2013 school year, the teachers in K-2 continued to administer the running records provided from the Rigby Literacy by Design program to show progress in moving reading levels. The assessment is administered individually four times a year. A student is tested at a higher reading level and must score 95% in decoding accuracy, have a sufficient retelling and score 90% comprehension to independently read at a level.

To continue to promote academic rigor, the Early Childhood Language Assessment System-2 (ECLAS-2) was discontinued for the 2012-2013 school year since the levels did not meet the higher expectations that have emerged as a result of CCLS. The Fountas and Pinnell Benchmark Assessment System is being administered for the 2012-2013 school year in place of ECLAS-2. The assessment measures letter recognition, early literacy behaviors, phonological awareness (initial sounds, blending, segmenting, rhyming), high-frequency words, and writing picture names. For the high-frequency test, the students worked through 4 leveled lists. The first list had 25 easy sight words. Then there were 50, 100 and 200 word lists that increased in difficulty. Data was analyzed by taking an average of the students in each class for the subtests of the Fountas and Pinell test in grades K-2.

The following results were obtained in the Fall 2012 initial assessment:

- Kindergarten -the general education, ESL and ICT, had between 64-80% of the children identifying 16-26 of the letters. The ICT special education students often did well here coming from full-time special education pre-kindergartens. The bilingual class had only 48% of the children who scored in 16-26 letter range on the test. The average for sight words in the ESL classes was 1 word and in the ICT and general education classes it was 2-4 words. The ESL classes were significantly lower in early literacy behaviors scoring 4-5 out of 10. The general education and ICT classes scored 6-7 out of 10.
- First grade -almost all of the general education and ESL students identified all the letters of the alphabet and exhibited the 10 early literacy behaviors. There were significantly lower scores in the bilingual –Spanish class in these areas. Many general education students showed mastery in phonological awareness

and near-mastery in writing picture names. . However there is a noted trend showing difficulty in rhyming, which is not currently included in Wilson Foundations phonics program used in Grade K - 3. The ESL and bilingual classes showed notably lower scores in phonological awareness and writing picture names.

- Second grade -the teachers tested only for phonological awareness, high-frequency words and writing picture names. Almost all general education students mastered the phonological test and writing picture names tests. Data results for students who are at risk, holdovers, ELLs, and bilingual was significantly lower. The average number of sight words read on the 200-word list was 155.61 words. Again significantly lower scores were noted in the same classes.

The impact of the phonics program used in these grades was evident. Children are able to use the strategies successfully where in prior data, phonics and phonological awareness were areas on extreme concern.

The results of the Fountas and Pinell test showing a mastery of phonics for most students, even though it does not include a decoding test, showed that the reason children are not progressing in their reading levels is not related to phonics. Rather, it is related to vocabulary, understanding and comprehension of language—not decoding it. The weaknesses in literacy in the primary grades can be linked to language development and transition. Given the large population of English Language Learners and the children whose home language is other than English, comprehension is an ongoing struggle.

A review of classrooms in the 2011 – 2012 school year by the School Leadership Team along with qualitative data in the form of administrative formal and informal observations revealed an instructional environment and culture of learning where tasks, outcomes, and instructional interactions promote the learning, but did not always prioritize the learner. It is evident in this data that the curriculum drives the instruction at this level. Although differentiation and grouping is observed across most classrooms, the essence and purpose is not clearly defined.

An additional barrier noted in this data is the lack of rigorous and relevant instruction that would naturally be embedded in high expectations. There is a definite need to both design instruction for rigorous learning and to personalize learning where students are actively engaged in the support of self and others.

Instructional strategies/activities:

Targeted Population Identification

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

- Kindergarten –Concepts of Print – AA level
- Grade 1 –Level D -F
- Grade 2 –Level I – K

Teacher Development / Professional Learning Community

Instructional Technology Workshops

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

Teacher training will be based on the Department of Education’s Citywide Instructional Expectations to increase the rigor in all classrooms by

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

Citywide initiatives regarding the Common Core Learning Standards tasks will serve to launch instruction that increases rigor in Literacy across the primary grades through the Social Studies and Science curriculum. In order to enable teachers to shift their instructional practices from delivering curriculum to enabling all learners to reach a common goal, teachers will participate in professional development sessions where they will analyze and discuss the sample units on grade specific Common Core Aligned tasks. They will be guided to focus on the culminating task, the Universal Design for Learning, the rubric / scoring guide, annotated student work, student supports, and additional assessments. Subsequently schools administrators serving under the guidelines delineated by the Data Specialist will collaborate in unit analysis, themes, and unit templates in addition to the training supports needed to further prepare teachers. Teams of grade specific teachers will work collaboratively to develop a Common Core Aligned tasks specific to a unit in Social Studies and a unit in Science as the informational text piece. Each Team will meet for 45 minutes on Mondays, 2 days per month, and as they deem necessary during common preparation periods. Units will be developed in a Social Studies and Science theme and topic however, the skills and strategies focus will be specific to literacy. Units will be launched in each classroom in early January. Prior to launching students will be pre assessed in order to fix performance levels.

The 2012-2013 continuum of development of pedagogues will be based on a decision- making empowerment, engagement level. Through their participation in Inquiry Networks, teachers will formulate and implement corrective courses of action developing improvement strategies while analyzing the data to monitor and refine their efforts eventually leading to systemic changes. Format of ongoing work will include meeting (at least) twice per month to:

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

Teachers will focus their efforts in reading informational text to, with, and by children. Guided Reading will continue to serve as the source by which children work on mastering the behaviors needed to read text at higher levels. Sustained emphasis on strategies for decoding and interpreting text will be reinforced at varied levels through read alouds, shared reading, and independent reading.

Interactive lessons using the SMART board will increase through training. Licenses in Reading A – Z and BrainPOP Junior / ESL will aide teachers in reaching and motivating learners. Additionally training in the use of media visual aides such as the document camera will further support the engagement lacking in Grade K – 2. The expectation is to provide the stage for children to discuss further and use content vocabulary in their talk and demonstration as they use these tools.

Other Activities

Intervention

Cycles at Tier II and III take place for the students showing significant deficits. Tracking their progress will allow for decision making along the continuum. With the transitional changes that have transpired in Special Education services, opportunities are available for intensive support that may be needed at a pre Tier III level if this is what a student needs for a period of time.

Ready CCLS and other test-prep

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

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

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

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

Additional activities to build vocabulary will include:

Intentionally teaching (words and word meaning) Direct word-meaning instruction will be used to facilitate children's vocabulary development,

especially for words that represent unfamiliar concept. This will be achieved through:

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

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

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

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

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

Implementation Timeline

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

Identification/ Indicator October-2012

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

- Fall 2012 Rigby running records identify independent and instructional reading levels
- Fountas and Pinnell Sight Word list assessment
- Fall 2012 Unit 1 Wilson *FUNdations* test

Mid-Point Check

Will consist of February benchmarks as follows:

The progression of independent reading levels through Rigby running records:

- Kindergarten: Level A/B;**
- First Grade: Level F/G**
- Second Grade: Level K/L**

Unit Assessments of the Wilson *FUNdations* Phonics program:

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

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

Endpoint Review and Reflections

Will consist of June benchmark analysis as follows:

The progression of independent reading levels through Rigby running records:

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

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

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

Each of the strands of the Spring 2012 ECLAS-2 will be analyzed and compared to the Indicators set in the Fall 2012. Progress in meeting the goal will consist in the percentage of students reaching level specific cut-offs consisting in Reading Level D or above in Kindergarten; Level K or above in Grade 1, and Level N or above in Grade 2.

Strategies to increase parental involvement

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

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

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

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

ACADEMIC INTERVENTION SERVICES (AIS)

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><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u> *Classroom instruction reflecting NY state, NYC, and school curriculum. *Differentiation of whole class instruction to target the needs of Tier I students with focus on process and product. * Materials used for Tier I: <u>Literacy by Design</u> (Rigby) Guided reading program, goal instructional materials, (modeling and reteaching/scaffolding,) and FUNdations/ Double Dose Component</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u> * Students who were found to be performing at Level 1 and 2 (State English Language Arts Spring 2012), students who are</p>	<p><u>Tier I (for At-Risk children Provided by classroom teacher):</u> Small group instruction with SMART goals designed to meet the Tier I students' needs within a six to eight week cycle.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u> Small group instruction, 6-8 students in a group.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher):</u> Service is provided during the regular school day during ELA periods.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u> Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week, during ELA periods for a 6-8 week cycle.</p>

	<p>not performing at grade level on current school years assessments, and students who are holdovers or were identified as possible holdover in the previous school year participate in Tier II At-Risk. Teacher input and AIS team evaluation are also part of the process, which identifies Tier II students.</p> <p>Small group instruction is provided using the <u>Rigby, Intervention by Design program</u>. Wit an emphasis on a targeted reading skill and vocabulary/phonemic development.</p> <p>*Grade 2 Tier II utilities FUNdations Double Dose program with an emphasis on phonics and sight words.</p> <p><u>After School Extended AIS</u> Differentiation of whole class instruction to target students who are performing at or below level 2; and at or below level 3 who experienced negative gains on the State ELA (Spring 2012).</p>	<p><u>After School Extended AIS</u> Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses.</p> <p><u>Saturday Academy</u> Teachers work with whole lass and small groups of students to further develop skills reflected in the data as weaknesses.</p>	<p><u>After School Extended AIS</u> November to May, after school hours, for 1-hour and 50 minute sessions three days per week in selected classrooms.</p> <p><u>Saturday Academy</u> This program runs from February to May for a total of 14 3-hour and 45-minute sessions. In selected</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><u>Saturday Academy</u> Provides students performing at Level 1 and 2 (State ELA 2012) with targeted instruction specific to needs identified in interim assessment item analysis.</p>		classrooms.
Mathematics	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u> Classroom instruction reflecting NY state, NYC, and school curriculum.</p> <p>Differentiation of whole class instruction to target the needs of Tier I students with focus on process and product.</p> <p>Materials used for Tier I: <u>Go Math</u> (Houghton Mifflin) Reteach and Tier I activities, and goal instructional materials</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u> Students who were found to be performing at Level 1 and 2 (State Math Spring 2012), students who are not performing at grade level on current school years assessments, and</p>	<p><u>Tier I (for At-Risk children Provided by classroom teacher):</u> Small group instruction with SMART goals designed to meet the Tier I students' needs within each chapter within a unit. .</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u> Small group instruction, 6-8 students in a group. Tier II teacher also provides one-on-one during pullout.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher):</u> Service is provided during the regular school day during Math periods.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u> Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week, during Math periods. For a 6-8 week cycle.</p>

	<p>students who are holdovers or were identified as possible holdover in the previous school year participate in Tier II At-Risk. Teacher input and AIS team evaluation are also part of the process, which identifies Tier II students.</p> <p>Small group instruction is provided using the, <i>America's Choice Math</i> program with an emphasis on targeted math skills in both computation and word problem solving.</p> <p>.</p> <p><u>After School Extended AIS</u> Differentiation of whole class instruction to target students who are performing at or below level 2; and at or below level 3 who experienced negative gains on the State Math (Spring 2012).</p> <p><u>Saturday Academy</u> Provides students performing at Level 1 and 2 (State Math 2012) with targeted instruction specific to needs identified in</p>	<p><u>After School Extended AIS</u> Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses.</p> <p><u>Saturday Academy</u> Teachers work with whole lass and small groups of students to further develop skills reflected in the data as weaknesses.</p>	<p><u>After School Extended AIS</u> November to May, after school hours, for 1-hour and 50 minute sessions three days per week in selected classrooms.</p> <p><u>Saturday Academy</u> This program runs from February to May for a total of 14 3-hour and 45-minute sessions. In selected classrooms.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	interim assessment item analysis.		
Science	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u> Classroom instruction reflecting NY state, NYC, and school curriculum.</p> <p>Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u> Students who were found to be performing at Level 1 and 2 (State Science Spring 2012), students who are not performing at grade level on current school years assessments, and students who are holdovers or were identified as possible holdover in the previous school year participate in Tier II At-Risk. Teacher input and AIS team</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u> Small group instruction with SMART goals designed to meet the Tier I students' needs within each chapter with a unit. Science goals focus on content and reading skills of non-fiction text.</p> <p><u>Tier II for At-Risk children</u> Small group instruction, 6-8 students in a group. Tier II teacher also provides one-on-one during pullout.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u> Services are provided in the classroom during Science periods.</p> <p><u>Tier II for At-Risk children</u> Small group instruction for 45 minutes during the school day once per week in selected classrooms.</p>

	<p>evaluation are also part of the process, which identifies Tier II students.</p> <p><u>After School Extended AIS</u></p> <p>Differentiation of whole class instruction to target Grade 4 students who are performing at or below grade level.</p>	<p><u>After School Extended AIS</u></p> <p>Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses.</p>	<p><u>After School Extended AIS</u></p> <p>Mid-March to May for apportion of the 2-hour sessions three days per week.</p>
Social Studies	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.</p> <p>Tier I intervention is done by the classroom teacher for at-risk students based on literacy skills weaknesses that affect the way students interpret nonfiction content material</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Small group instruction with SMART goals designed to meet the Tier I students' needs within each chapter with a unit. Social Studies goals focus on content and reading skills of non-fiction text.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Services are provided in the classroom during Social Studies periods.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><u>Guidance Counselor:</u></p> <p>A. Outreach program in support of students with prolonged attendance.</p> <p>B. Self-esteem building</p>	<p><u>Guidance Counselor:</u></p> <p>A. <u>One-On-One</u></p> <p>B. <u>Small group</u></p> <p>C. <u>Once week for 6 week cycle</u></p> <p>D. <u>Once a week for 3-6</u></p>	<p><u>Guidance Counselor:</u></p> <p>A. All year on a needs basis</p> <p>B. Fall semester</p> <p>C. One cycle for Fall and one cycle for Spring</p>

	<p>sessions with students who did not meet promotion criteria in the previous school year.</p> <p>C. Collaboration with the classroom teacher at the classroom level with strategies and techniques to handle varied social emotional issues impacting daily performance in school.</p> <p>D. Prepare students for transition to middle school.</p> <p>E. Support for at risk students who are not meeting expectations or making necessary progress as measured by ongoing assessments and teacher judgment.</p>	<p><u>week cycle</u></p> <p>E. <u>Small group for six week cycle</u></p>	<p>D. Spring</p> <p>E. One cycle for Fall and one cycle for Spring</p>
	<ul style="list-style-type: none"> • <u>School Psychologist:</u> • Push in program for students in least restrictive environment. 	<p><u>School Psychologist, Social Worker, Health-Related Providers:</u></p> <ul style="list-style-type: none"> • One-on-one • Few small group 	<p><u>School Psychologist, Social Worker, Health-Related Providers:</u></p> <ul style="list-style-type: none"> • On a needs basis

	<p>Observation and recommendation for additional intervention or teacher assistance.</p> <ul style="list-style-type: none"> • Behavior management plans follow-up and recommendations. Ongoing dialog with teachers on behavior plan management and adjustment. 		
	<ul style="list-style-type: none"> • <u>Social Worker:</u> • Independent sessions with students with behavior management concerns that are affecting academic progress. • When needed push-in support for students with social emotional concerns in order to support the classroom teacher with additional intervention suggestions. • Outreach to parents to secure information pertinent 		

	<p>to social-emotional development of the student in order to reach a full understanding of the child and develop a full intervention method by which to meet his/her needs.</p> <ul style="list-style-type: none"> • <u>Health-Related Services:</u> • Oversee services related to health concerns that affect student academic progress. • Provide support provided by paraprofessional when health concern impedes student progress at the social emotional and academic level. • The paraprofessional provides ongoing engagement and social-emotional support under the guidance of the classroom teacher and other support personnel. • The school nurse works with the 		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	student, family, and classroom teacher to ensure that health the health condition of the student does not impede academic and emotional progress.		
--	---------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

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

To achieve this goal of supporting new staff, P.S. 152 will continue to create partnerships among teachers. New teachers will be assigned a senior staff member teaching in the same program grade level, and/or content area. This “buddy teacher” will serve as a mentor and facilitator to guide and support the new teacher. The Coach and Grade Supervisor will provide additional assistance to new staff by modeling lessons, participating in discussions after intervisitation, and providing training based on observed needs.

Maintaining standards of excellence for our staff will serve to attract teachers who have similar ideals. success, empowerment, and a climate that makes them feel part of the organization (Scott, 1998).

Professional development provided throughout the school year ensures that teachers are trained in the most updated and effective methods and techniques. A prepared teacher knows what to teach, how to teach, and has command of the subject matter being taught (Cohen & Hill, 1998). At P.S. 152, we understand the critical importance of establishing a common focus for guiding professional development that will maintain our teachers prepared to impart the highest level of standard based instruction. Professional development provided enables teachers to shift their focus on teaching through extensive self-reflective opportunities. Teachers are able to customize instruction to meet the individual needs of students. As indicated in the Instruction Strategies / Activities section, professional development is an integral part to the development of the action plan. Professional Development and training is delineated in each portion of the action plan because it is an integral part of each goal. Given the transitional priorities of the 2012 – 2013 school year, a Professional Development Plan will include priority areas such as: technology, Common Core Learning tasks, Curriculum shifts to CCLS in ELA and Mathematics, use of Informational Text in ELA, Process Differentiation including Universal design for Learning tools, Questioning techniques to promote higher order discussion, and any other that may arise from needs assessed in the analysis of the Learning Environment. In order to ensure that teacher training is optimal, in areas of maximum shifts, training will be performed by teams of onsite trainers from the CFN (working with Early Childhood and Special Education Teachers and General Education teacher Integrated Co-Teaching teams. The transition in Technology will follow a structured regime by which teachers will be supported at their proficiency level to incorporate those tools, equipment, sites, and software they are comfortable with to build additional competencies. For this training funds will be used to secure the services of trainers from Teq. The “transformation” path to success will be present in the building for 30 instructional days working directly with teachers in their classrooms avoiding simulations or instructional interruption. By providing training in context, teachers will have the opportunity to grow in the craft, practice with guidance, and reach comfort zones to ensure that the learning is sustained / maintained. This mentor model will reduce the costs that results from removing teachers from the classroom to attend workshops while allowing teachers grow onsite. When learning is removed teachers do not always have or find the time to attempt it with their students. This model eliminates that gap in learning to implementing.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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 (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	26	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	11		

D. School Demographics

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

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 checked="" type="checkbox"/> 6 <input checked="" 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"/>
------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	22	13											55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	29	41	40	26	25	10							194
Chinese	2	3	2	1	1	0	0							9
Russian	0	0	0	0	0	0	0							0
Bengali	15	21	16	13	6	7	6							84
Urdu	3	6	5	9	2	4	0							29
Arabic	0	1	0	2	2	0	0							5
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	5	6	8	6	1	4	0							30
Polish	0	0	0	0	0	0	0							0
Albanian	2	0	0	0	0	0	0							2
Other	4	9	1	5	3	4	3							29
TOTAL	54	75	73	76	41	44	19	0	0	0	0	0	0	382

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Instructional Delivery:

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

A. Programming and Scheduling Information

Grade 5.

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

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

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

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

A. Programming and Scheduling Information

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

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

Content Instruction in the TBE classes is taught in the native language when topics are first introduced. Students transition concepts with the support of ESL classes that highlight content vocabulary. Content area instruction in Math, Science, and Social Studies will be provided in both English and the native language with an emphasis on content specific vocabulary and interpretative and inquiry skills. Level appropriate instructional materials in English and the native language are used to support content area instruction. Cluster content teachers providing content instruction will align their program with the goals and objectives of the bilingual program. Teachers use non-fiction literature during Shared reading, Guided reading, and individual reading workshop in order to build content specific language and vocabulary. Teachers include a writing segment to the math lesson each day to be done in the native language or English. Teachers will continue to build upon children's ability to write in guided and independent sessions. Through conferences, tiered small group lessons, and ongoing strategy lessons and support sessions, students will increase their ability to write about content for varied purposes in the native language and in English.

Native language assessments of Ells begins with the LAB in Spanish. These results provide a foundation for the language base of the student in L-1. Thereafter children in the TBE program are assessed in literacy using running records to verify reading levels. Sight vocabulary is assessed periodically to note growth and progress. The teach also sustains ongoing conferences around reading and writing to track progress and the need for further intervention. Given the lack of TBE programs at or above grade 3, standardized testing in L-1 is not an option.

Planning for the English Language Learners of P.S. 152

SIFE

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

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

With this goal in mind, this population of students will receive the following support

- Participate in the Title III Extended day program in a class that does not exceed 15 students.
- An ESL teacher will pull-out one 40 minute period per week to provide lessons English instruction that as specific to day to day language.
- Teachers will provide individual support in guided lessons with a group of peers reading at the same level using high interest text..
- Teachers will teach writing through interactive lessons.
- Teachers will build on students' language skills through storytelling and opportunities for students to share story orally.
- Increased use of literature that is culturally relevant.
- Teachers will preview their lessons with careful consideration of the SIFE students' needs in order to comprehend the content being presented.
- Academic language will be taught explicitly by highlighting and interpreting vocabulary beforehand. Whenever possible concepts will be presented in the native language through the support of bilingual teachers, paraprofesaionals, parent volunteers, or peers.
- Balanced literacy will provide for reading and writing instruction at the students' ability level. Lessons will emphasize vocabulary acquisition and use. Small group tier specific goal driven sessions will immerse learners in developmentally appropriate ongoing lessons.

Newcomers (ELLs less than 3 years)

This data for this group of learners in monitored closely. The instructional focus at this level includes active engagement with multiple opportunities afforded for learners to use language productively. Instructional experiences are differentiated to make content comprehensible in order to build confidence. Teachers track student progress on a spectrum dictated by short-term goals that are carefully

A. Programming and Scheduling Information

monitored. Small group instruction is ongoing in all content and literacy instruction where students work at a developmentally appropriate level building on their language and academic strengths.

Newcomers in their first year receive intensive language building instruction in a small group daily. A “Newcomer Kit” consisting of basic language activities and vocabulary are included in daily lessons to scaffold for the deeper work the student will engage in later in the year. Students at this level partake whole group lessons that are based on State standards, content scope and sequence, and curriculum for the grade. Differentiated techniques, practice, and tiered activities allow for the children at this level to work on content specific themes and topics while doing so at a level that is developmentally appropriate.

Additional support is provided for this group of students in the following:

- All ELLs are held to NYS learning standards
- Participation in Title III extended day program
- An instructional program that uses materials in alignment with the Citywide curriculum.
- Ongoing assessment is provided to ensure that student achievement is periodically measured.
- Teachers confer with students to continue to build on what they know.
- Fifteen to twenty minutes per day are used for guided reading and building vocabulary.
- Read aloud is used to expose children to experiences with the second language.
- High frequency vocabulary is taught and exhibited throughout on the Word Wall.
- Reading and Writing lessons are taught every day in English (TBA in the Native language).
- Culturally relevant level appropriate text is available for the children to read.
- Dual language books are included in the classroom library.
- Language development is intensive through experiences, lessons, and exchanges with partners.
- Content lessons are previewed and vocabulary is explained prior to engaging in the lesson.
- Teachers take into consideration students’ prior knowledge and experience with language introducing a lesson.
- Classroom libraries are level and age appropriate and contain varied genre, fiction, and nonfiction.

English Language Learners (4 – 6 years)

The identification of students in this subgroup emanates from a careful analysis of the years the student has been in the New York City Public School system, without interruption, and receiving services in a program for English Language Learners. The students were previously screened and the date of entry into the New York City School system checked to verify the years of ESL/Bilingual services the child has received. Some students in this category have also been identified as having received more than 3 requests for extension of services on the A-11.

In seeking to meet the needs of this group careful analysis of the academic records is followed in order to obtain a clear image of the needs of the students. This process includes:

- Analysis of NYSESLAT testing history to look for trends in progress (or lack of).
- Modalities are analyzed through the years of testing to pinpoint areas of specific need.
- Scores obtained by from Citywide, State and other assessments are reviewed for trends.
- Attendance records are reviewed to look for gaps in instruction.
- A tracking system that matches data from year to year to note progression (or lack of)
- Parents are interviewed to gain an image of home study and academic practices.
- Teacher assessments, conferences, writing samples are assessed for trends and weaknesses.
- Intervention logs and participation in each Tier is discussed in order to seek alternative plans of action that may require a recommendation to the TAcademic Intervention Team.

This group of students participates in our Title III Saturday or Extended day Academic Intervention program. In the regular school day, they are serviced in Reading and Math by an Academic Intervention (Title I) teacher or a teacher certified to teach English as a Second Language. They are part of the 37.5-minute tutorial in groups where the ratio ranges from 2-8 students to 1 teacher. Their needs are assessed regularly and discussed with the Academic Intervention Team in order to make revisions of their intervention plans.

Long Term ELLs

Students in this category are comprised of a small group at our school, however, many concerns arise when we approach the varied needs

A. Programming and Scheduling Information

of these students. It has been determined that students in this category have reached the social language goals and in some cases, the content language skills are mastered at a comprehension level, however, literacy is the weakness keeping them from reaching proficiency. The guidance counselor works with these students as support personnel to engage students in activities of group dialogue aimed at building interactive language and confidence. Given the age of this group, lower reading levels consisting of low interest text is not useful. Therefore, we look to other resources for text to engage these learners in literacy experiences that are meaningful.

The Pupil Personnel Support Committee (PPSC), composed of the Guidance Counselor, Assistant Principal, School Psychologist, Social Worker, Educational Evaluator, Special Education IEP Teacher, Resource Room Teacher, Speech and other related services professionals, meet twice a month to plan for children in need of extra support. Long term Ells may be addressed in these meetings. The main goal of the PPSC is to provide educational preventive services to students who are exhibiting academic and/or social-emotional difficulties by developing an intervention plan that provides classroom-based direct services. The members of this team are involved in defining the areas of concern, exploring and outlining possible interventions, developing an intervention plan, reviewing the progress of the plan, deciding whether to continue interventions, modifying the plan, or refer the student to the IEP Team for formal Psychoeducational Evaluation and other services. As a result support staff are deployed to serve students who require curriculum modifications and accommodations. This process will continue to ensure that the long term Ells are provided with varied opportunities to develop within the least restrictive environment.

The student support services will be provided as follows.

- Continued redeployment of support staff to serve students in this group who require curriculum modifications and accommodations.
- The Pupil Personnel Support Committee, composed of the Principal, Guidance Counselor, Assistant Principal, School Psychologist, Social Worker, Special education Teacher, Resource Room Teacher, Speech and other related services teachers meet to review progress and revise support plan as needed.
- Clearly defined areas of concern will help to solidify the plan for each student.
- Provide an Academic Intervention program that supports children by addressing the needs identified through ongoing assessment, observations, and conferences in small group intervention. This program will require the expertise of a push-in teacher who has knowledge of English as Second Language methodologies.
- Decide whether to continue intervention, modify the plan, or refer the student to the IEP Team for formal psychoeducational Evaluation and other services.
- The guidance counselors will serve as the Case Manager to disseminate the School Committee Intervention Plan to the classroom teacher.
- Professional development is provided for all teachers on the intervention requests and the referral process, intervention strategies, implementing the SCIP and monitoring and reporting on the outcome.
- Continue to note the progression of students in receiving special services as they achieve identified goals.
- Continue to provide high quality intervention; as well as mandated services as identified on the IEP for at-risk and/or special needs long term Ells.

English Language Learners with Special Needs

P.S. 152 provides for the instruction of special needs ELLs in two settings an alternate placement 12:1 self-contained setting where the Spanish speaking alternate placement paraprofessional working under the planning and direct guidance of the Special Education teacher supports content learning in the native language. Given the lack of a bilingual teacher in the Special Education classes, students whose IEP designates bilingual instruction are provided the weekly 45-minute sessions planned by the monolingual classroom teacher and delivered by the paraprofessional. This multilevel class currently serves Grade 4 and Grade 5 Ells with special needs. The second group of Special needs ELLs can be found in the Integrated Co-teaching classes in Grades K – 5. ESL is provided by the Special Education teacher who has dual certification in Special Education and ESL. In the classes where this is not an option (Grade 3), a Push-in ESL teacher provides services for this group of children. The ESL teacher works collaboratively with the Special Education and general education teacher to review the goals of each student as indicated on their Individualized Education Plan (IEP). Each teacher has a copy of the children's IEPs as per Chapter 408 and uses these to plan instruction that will support the goals set for the child.

As is the case of all levels of instruction in P.S. 152, special needs classes work on content and level specific curriculum. Differentiation is specific to the students needs and modalities. Structures in these classes are specific to allow an ease and flow for the students. It continues to be a goal of P.S. 152 to develop and maintain a model in which the Push-in ESL teacher works using a Collaborative Co-Teaching model during the periods in which the second person is in the classroom. Professional development is ongoing to strengthen this

A. Programming and Scheduling Information

model.

The environment in which special need ELLs receive instruction is constantly revised to ensure that it is a resource for their learning and not impeding the development in their modalities. The use of Foundations (Wilson) has added structure and support with phonemic awareness and phonics learning. Classroom libraries are level appropriate and collections that are appealing and culturally relevant are available for the children to read independently. The push-in teacher provides lessons that are shared, guided, and interactive in support of the teaching point addressed by the Special Education teacher.

P.S. 152 has one self-contained Special Education class. This group of students has several integrated periods during the instructional day consisting is their lunch period and gym period. Additional opportunities for integration are sought on an individual student by student basis. Where academic challenges will benefit the student, integration is done 2 periods per week for literacy or mathematics. Special needs students also participate in the Schoolwide Enrichment Model program. For these sessions students are integrated with general education students in theme oriented groups one period per week for a semester.

Careful analysis of the children’s needs and discussions with the IEP team will help teachers identify any possible discrepancy in the children’s plan that may be impeding their progress (language development as opposed to a disability related issue).

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:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

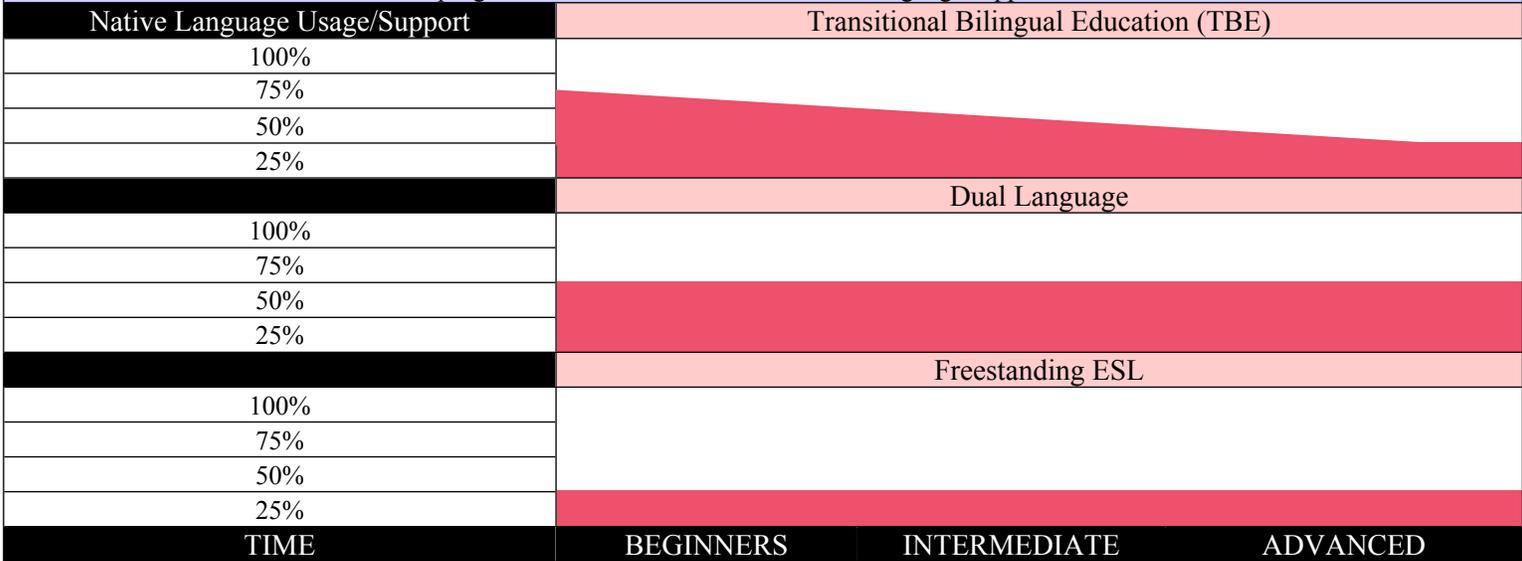
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Targeted Intervention Program for ELA, Math, Other Content Areas

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

ELA

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

Mathematics

- Early intervention begins at the classroom level in Tier I support. Teachers analyze student data to identify skills deficiencies and build a 10 week cycle of intervention. Students work on a targeted goal during the cycle with the teacher providing small group strategy

based intervention. Students are assessed at three points in the cycle to document progress and mastery while conferences serve to assist teachers in track and/or modify the plan for the group. Once the cycle is completed, students are assessed to verify mastery of the goal. Subsequent decisions are made for the next cycle based on the results obtained in the data.

- ELLs who were found to be performing below level 2 (State Mathematics Spring 2011), and students who are holdovers or were identified as possible holdover in the previous school year, participate in a pull-out program that is skills specific. Similar to ELA intervention, students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 50 minutes, 2 sessions per week.
- Additional intervention is provided from November to May for 1 hour and 45 minutes sessions one day per week in an after day school session. Targeting students performing at levels 3 and 4 who experienced negative gains on the State Math Assessment (Spring 2011). Teachers work with small groups of students to further develop skills reflected in the data as weaknesses.
- A Saturday program provides students performing at Level 1 and 2 with targeted instruction specific to needs identified in interim assessment item analysis. This program runs from January to the end of April each Saturday for 3 hours and 45-minute sessions of which 1 hour and 30 minutes is dedicated to mathematics skills building and strategy instruction.
- During the school day, ELLs who failed to reach level 3 on the New York State Mathematics Exam in 2011 participate in the Title I Math program in intervention cycles of 10 weeks. Title I personnel use differentiated methodology, strategies, techniques and materials that provide children with varied opportunities to manipulate skills and reach mastery in skills specific cycles. The intervention cycles are taught using Math Navigator (America's Choice) a modular intervention program that targets and fills critical gaps and clears up misconceptions in mathematics understanding to help students in grades 2 and above catch up. Using Mathematics Navigator teachers focus on ELLs by
 - Identify and addresses the math misconceptions that are holding them back with extensive content language and vocabulary support.
 - Build skills, problem solving and the conceptual understanding needed for success in algebra
 - Target student needs using diagnostic screeners and discrete 20-day modules
 - Administer Pre-tests, do checkpoints, and post-tests that help them differentiate instruction and check progress.

ELLs are identified for Math intervention based on performance and at risk status not language proficiency. Language proficiency levels are considered when teaching and instructional adjustments are made to support the content vocabulary and concept learning. ELLs whose years of service are 0 – 3 are usually Tier I intervention at the classroom level with additional content and language support being provided by the ESL teacher. All ELLs independently of language proficiency and years of service are invited to participate in after school sessions.

Science / Social Studies

- Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.
- Tier II intervention includes students in Grades 4 -5 identified as performing at a level 1 through the State Science test. These students receive small group instruction for 45- minutes during the school day once per week.
- Built into the extended day AIS program is an additional component for Science skills and vocabulary instruction to support those students who are taking the Grade 4 Science test in 2012.

Transitional Support

English Language Learners who have reached proficiency in the second language are afforded testing accommodations consistent with the New York State memorandum dated October 2008 that indicates that former limited English proficient/English language learners (LEP/ELLs), are afforded such conditions for up to two years after they achieve proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). These accommodations are afforded for the purpose of all testing that is timed and allows for the additional "half" time to be added to the time allotted for the test. The children are provided with an environment that teaches them how to use the additional time advantageous to maximize results.

In addition, students who have reached proficiency continue to receive the following support:

- Participation in extended 37.5-minute program daily from Monday to Thursday.
- Participate in afterschool and Saturday Academy programs.
- Academic Intervention Services as needed.

Program Change / “What’s New?”

In the 2011 -2012 school year, all English Language Learners will continue to work on improving Reading, Writing, Listening, and Speaking skills through strategies and techniques that engage these modalities in a Balanced Literacy based Rigby's Literacy By Design program used in all grades. In addition, we will expand the use of Fundamental in Writing which support students through touchtone text as they develop writing that follows the process in each of its developmental stages. The ultimate goal of the writing workshop is to “change how writers compose by helping them employ more sophisticated composing processes” (Graham, 2006; see also Graham & Harris, 1996). The writing workshop process approach is advocated across grade levels in order to induce more sustained and thoughtful writing behavior. The development of more effective writing pedagogies is attained in a writing workshop by carefully structuring the workshop environment as a pleasant, supportive, and collaborative space. It is designed so that writing assignments serve a real purpose; it is a place where students share their work with each other; where choice and ownership are emphasized; and it is an environment in which a predictable classroom routine is established where students are encouraged to plan, revise, and edit their papers (Graham, 2006). The process approach to writing is recognized in educational theory and practice. What is most prevalent in writing process research is how it has not only altered how writing is taught but the age and language ability at which writing instruction is introduced.

The rigor of tasks will also increase in an effort to meet the demands of the Common Core Learning standards. Teachers will address lessons in the curriculum and expand upon these through Peoples Common Core ELA and Mathematics as follows:

- Consistent lesson format for each Common Core State Standard in ELA and Mathematics:
- Real World Connections – review and explain the skill with examples and problems from real life
- Take It Apart – Practice parts of the skill
- Put It Together – Apply the skill with more comprehensive activities
- Make It Work – Assess student learning on the lesson skill with a variety of formats, including multiple-choice, short answer, and extended response
- End-of-Chapter project-based activities encourage students to go deeper with work on rigorous skills such as research, collaboration, problem-solving, using technology, and writing
- Mathematical Practices interwoven throughout each lesson
- Special handbook for Grammar, Usage, and Mechanics, and the writing process

P.S. 152 continues to engage readers at the Beginner level of language proficiency in the freestanding ESL classes in literacy using Rigby's On Our Way to English. Students will continue to be challenged with reading strategies and techniques for readers with Rigby's Literacy by Design used in the general education classes while maintaining the language based program as a supplement for newcomers and ELLs in year one.

In addition given the dual certification of most of the teachers working with ELLs at P.S. 152, the Pull-out / Push-in program is now only limited to one group (Special Education classes). This allows for students to spend more time in the classroom with teachers who have the techniques and training to support language development throughout the day as opposed to limiting the instruction to specific periods in a day.

Program Access

English Language Learners have access to all programs available in the school. Curriculum and instruction is varied in order to consider their language goals but, the content, scope and sequence, curriculum, and standards are specific to the grade they are in. Access to the grade specific curriculum is ensured through differentiated instructional techniques that take into consideration their language needs. As previously stated, ELLs participate in all academic intervention programs as needed. They are invited to participate in afterschool and Saturday programs (described in a previous section). All ELLs engage at some point in the year in the Schoolwide Enrichment Program. Project Arts residencies include all ELL classes. Differentiated tasks and partnerships allow students equal access to the curricular and extracurricular programs. The school houses a City funded program, Woodside on the Move, parents are offered opportunities to enlist their children in this program.

Instructional Materials

Instructional materials are provided to each class independent of the language level of the class. Teachers follow the New York City Scope and Sequence to map out topics and units. ESL and Bilingual Teachers develop their lessons in accordance with this starting point and adjust instruction to meet the language needs of the students.

Reading: Grades K – 5 Literacy by Design (Rigby) for Reading supported by leveled libraries for independent reading (also available in

Spanish for the TBE classes). Supplemental materials –On Our Way to English libraries and Newcomer kits. Grade 6 Treasures (McGraw Hill)

Writing: Grades K – 6 Units of Study –Writing Fundamentals (Schoolwide Incorporated).

Phonics: (Primary) Foundations (Wilson)

Mathematics: Grades K – 6 Everyday Mathematics citywide curriculum and pacing. Also available in Spanish in TBE classes or as a reference for ESL classes

Science: Grades K – 5 Science (Harcourt) with manipulative stations and materials for hands on experiments and experiences. Grade 6 Science (Glenncoe).

Social Studies: Grades K – 5 Social Studies (Houghton Mifflin), Grade 6 Eastern Hemisphere (Holt).

Intervention ELA: Intervention by Design (Rigby)

Intervention Math: Math Navigator (America's Choice)

E-books and software programs such as E-Pathways and Scholastics' Fast Math serve as supplemental materials used selectively and in accordance with the students' tiered goal plan. Smart boards and laptop carts are available for instruction on all levels and can be carted and set up for teacher use in teaching content lessons.

Native Language Support:

Native Language Support is in the TBE program ranges from 100% to 25% of the instructional day depending on the language proficiency of the students. Grouping and differentiated planning allows for lessons to vary in accordance with the needs of each of the students at each proficiency level. Beginners in the class will work primarily in L1 while the Advanced students will partake of activities (primarily content specific higher order) native language arts task for 25% of their instructional time. The native language supports content learning primarily for Intermediate and Advanced ELLs. NL is an integral instructional component of each TBE class. Supplemental literacy is available in the NL for these students. In addition where possible materials available in multiple languages are purchased for ELLs in general education and self-contained ESL classes. Dual language dictionaries are also purchased for students that are dominant in a language other than English. Students in ESL self-contained classes are supported in NL by their peers. Dictionaries in NL are made available to support students if they are literate in L1. Paraprofessionals provide L1 support in the special needs classes through support lessons under the planning of the classroom teacher. In the freestanding ESL class, NL is used up to 25% of the time with most of this support coming from parent volunteers, support staff that speaks the first language of the children, and student planned interactions in L1. Additionally, fiction and non fiction literature is purchased for ELLs to use in maintaining literacy levels and to practice reading strategies at a higher, more challenging level for students who are literate in the native language. These materials are also provided for parents to read to students at home in a language they are able to read and comprehend for extended learning opportunities.

Required Services:

All services and resources correspond to the age and grade of the ELL. In some instances in which an ELL has been retained in the grade this may vary but these are exceptions. Concepts, books, materials, curriculum is not simplified for students. Rigor requires that we support the student to rise to the anticipated curricular level, not the contrary. The only material that a student uses that may be at a level below the anticipated grade is their Independent reading text from the classroom library. The reason for this is that reading is taught using a developmental leveled system and if the child is not reading on grade level, he is building stamina and skills to read on level and can only do so at their independent level.

Support for Newly enrolled ELL

Newcomers are defined as English language learners who are newly enrolled in the school. Upon arrival parents in this group are given the opportunity to meet with the Parent Coordinator and the ESL Coordinator for an orientation. The parent is provided with a parent handbook, a school calendar, and other pertinent information in the native language (if available). If the child is entering school on or before October, parents are invited to attend Back to School evening where the teacher discusses curriculum and expectations for the school year. Interpreters are available during the evening to provide support as needed.

Students are welcomed to their new class by the ESL Coordinator. Set-up packages are available with activities for the child to begin the integration process. Activities highlight the individual student through pictorials and give the child a recount of the school and the class. Teachers provide the students with a partner to support and guide the student through daily routines. Whenever possible, the partner speaks the native language of the newcomer. If a partner who speaks the same language is not available in the class, one is provided from another class for a few minutes each day for a period not to exceed 10 weeks. Each class is equipped with a “Newcomer Kit” that provides for instruction on vocabulary that is essential for school. During literacy, teachers will use these books and materials to support new learners in small group lessons.

Extracurricular

Through Project Arts funding, the students of P.S. 152 have worked with Art residents in the interdisciplinary study of the Arts aimed at increasing literacy. Experiences provided through the Enrichment Model and Project Arts were combined to produce artistic performances as a celebration of all forms of learning (visual, expressive, spatial, movement, etc...).

School wide Enrichment Model

This school year marked the inception of our School Enrichment Model (SEM). Motivated by the philosophy of Giftedness developed by Renzulli, P.S. 152 introduced Enrichment Clusters during the 2005 – 2006 school year. Clusters of Grade 4, 5, and 6 students participated in creative project based inquiry developed on the guise of children’s interests beyond curriculum. Clusters were interest-based groups of 8 – 12 students engaged by a teacher who served as facilitator. Clusters took on a role and function that was unique and purely developed by the students’ ideas for furthering a concept, thought, trend, practice, a movement. Project based learning and curriculum compacting will expose learners to instruction aimed at raising the level of thinking and exploring levels of gifted behaviors. English Language Learners participate in SEM as do all students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

Additional sessions in professional development for Title III will include:

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

Noted in literature is the fact that transition to middle school is marked by several changes in educational expectations and practices. While

at P.S. 152, the children are taught in self-contained classrooms with a familiar set of peers and one or two teachers. Once students reach middle schools, however, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new settings, structures, and expectations. All of this comes at a time when they are also experiencing a host of changes associated with the transition from childhood to adolescence in addition to the language development transitions they are experiencing while reaching proficiency. They are beginning to mature physically, and to think of themselves as individuals outside of their families. Socially they look to their peers for acceptance while avoiding exposure and embarrassment in all relationships. Research shows that this complicated period of transition can lead to a decline in academic achievement, performance motivation, and self-perceptions. Teachers are trained to identify the needs of the children who are making transition and how to support them in that transition.

Knowledge of the transitional needs has led us to formulate a plan by which to approach students in Grades 5 and 6 so that they are able to feel successful in school, have opportunities for self-expression and decision-making, and feel cared for and respected as individuals. The concerns most often expressed by students about to enter middle school focus on the routine of the new school: finding their way around and getting to class on time and mixing with older students since they are going from being the oldest in the school to now being the youngest again. They also worry about keeping up with homework and projects. Grade 5 and 6 teachers with the support of guidance and intervention personnel will provide orientation activities that demystify new routines well before the first day at middle school. The parent coordinator reaches out to parents in order to help them become more knowledgeable about young adolescents' developmental needs and concerns, and encouraging ongoing parental involvement in their children's education. A strong home and school connection serve to create a seamless web of support for children in transition. The school Guidance Counselor will oversee the transition work to be done with this group of students. This part of the transition begins with "rap" sessions during the lunch periods where students are able to speak about their concerns. The Guidance counselor will help students role play various scenarios following comments made by the students on their worries. The next level involves building confidence in the children by addressing "what if" scenarios. A site visit will be set up for the children to visit the middle school and meet with teachers and other staff at the new school to help reduce anxiety. In conjunction with the Parent Coordinator, the Guidance Counselor will provide support for parents as they make middle school choices and other decisions for their children entering this new instructional level. Part of preparing the Guidance Counselor includes professional development sessions with the Administrators experienced in working with ELLs. This will prepare the Counselor for planning sessions that recognize the specific needs of this subgroup before the transition work begins.

Teachers and other key staff discuss issues of anxieties accompanying a move to a new school setting, and the recognition that becoming comfortable in a new school setting is an ongoing process that they must work on each day. They work together in the planning and implementing strategies that will directly address students' concerns and ease the transition to middle school and provide children with a foundation for success in school and life. Specifically,

- Making sure the student and parent is aware of the language program choices at the new site and make suggestions pertinent to the child's level of language development so that the parent is able to work with his/her child to make informed decisions on programs to further support language growth.
- Creating an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school begins long before graduation through classroom conversation and discussion.
- Teachers experienced in teaching the transitioning grades address students' social, developmental, and academic needs.
- Articulation with the receiving middle school included information on the students' progress, interests, strengths, and weaknesses for future placement decisions and follow-up.
- Guidance is available to address transition concerns and assure students of the availability of ongoing support.
- Teachers provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.

The topics for Professional development are decided based on the needs identified in data found in sources such as the Quality Review, Progress Report, School Data Survey, Supervisory walkthroughs or linked to mandates and the action plan delineated in the Comprehensive Education Plan. Teachers are given training based on observed or expressed needs, as well as, the needs of the program.

Mandated hours of professional development in strategies for teaching English Language Learners is provided by the Assistant Principals and the English as a Second Language Coordinator (all State certified in TESOL). Scheduling structures have allowed for the addition of three 45-minute period blocks per week dedicated exclusively to professional development. Eight of these sessions in the year will address English as a Second Language teaching strategies. In addition data day sessions consisting of two 45-minute period blocks will be

conducted during the year for all teachers. In these sessions training will include analysis of language acquisition and assessment data and strategies for addressing weaknesses and strengths in the findings. Teachers and instructional paraprofessionals will attend an additional four 45-minute period sessions of training on second language acquisition strategies. As teachers complete the mandated hours (7.5 hours for general education teachers and 10 hours for special education teachers and paraprofessionals) certificates will be added to their files. As new teachers join the staff, the group begins with an initial ESL strategies 45-minute training the first week of school. Subsequent training is done during Professional development blocks in cohorts as new teachers until the mandated hours are completed. The ESL coordinator will track hours, maintain signing sheets, and agendas specific to these sessions for future reference. Goal setting is an additional aspect of the training of all staff at P.S. 152 in the 2011 – 2012 school year.

E. Parental Involvement

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

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

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

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

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

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

What is my child learning and why?

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

Are children being challenged at their performance levels?

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

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

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

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

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

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

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

needed.

A school-parent compact demonstrates a commitment by schools and parents to improve students' academic performance. P.S. 152 shares with parents the responsibilities for improving academic achievement. We develop with parents a school-parent compact to articulate how we will help children to meet the state academic standards. We commit to providing a high-quality curriculum and instruction in a supportive and effective learning environment. Parents' responsibilities include supporting their children's learning by monitoring attendance, homework completion, and use of extracurricular time, volunteering in classrooms, and participating as appropriate in decisions pertaining to their children's education. Parents are consulted as to the training they will need to get this goal accomplished. Based on this interaction, we commit to training and workshops required to engage parents and support their learning. Title I funds are used to provide for these events.

Schools take an active role in building capacity for parental involvement. P.S. 152Q educates teachers and other school personnel about reaching out to and work with parents as equal partners. We offer materials and training to help parents work with their children, including literacy and technology. Schools also assist parents in understanding the state academic standards, monitoring a child's progress, and working with teachers to improve achievement.

Tips for Being an Involved Parent

The following are some suggestions we give to parents in getting or becoming more involved:

- Read with your children and talk with them about the books and stories you read
- Help your children work on homework assignments
- Organize and monitor a child's time
- Tutor a child with materials and instructions provided by teachers (or found on the internet)
- Attend and actively support school activities
- Volunteer in classrooms, on fieldtrips, or for special events
- Attend parent-teacher meetings
- Talk with your child about school on a daily basis
- Be an advocate for your child to make sure that the child's needs are being met
- If a problem arises, address it quickly by requesting a meeting with the teacher
- Advise the teacher of any issues at home that may affect the child's school performance
- Encourage your child on successes and support them on poor performances
- Participate in PTA or other parent organizations, school advisory councils, or committees
- Consider involving grandparents, who may be retired and have more time, in their grandchildren's education

The Parent Teacher Association (PTA) and the school partner with organizations such as LEAP, Marquis Studios, Learning Leaders, and Arts Horizon to support workshops and events for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	24	15	25	6	5	2	2							79
Intermediate(I)	28	21	25	18	9	5	5							111

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	21	50	37	51	29	21	4							213
Total	73	86	87	75	43	28	11	0	0	0	0	0	0	403

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	18	1	40	2	25	0	2	0	88
4	4	0	27	26	26	0	7	0	90
5	2	0	10	3	20	1	7	0	43
6	2	0	8	0	7	0	0	0	17
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	2	0	2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	8	2	33	1	12	0	57
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

Early Childhood

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

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

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

Kindergarten

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

Grade 1

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

Grade 2

Analysis of Results found in the data: The results of this group of ELLs indicates that a large percentage of this group is able to decode at or above the grade level 6 (approximately 82.6% of the learners can decode at the expected grade level, but there is no correlation between their ability to decode and their ability to spell since student perform much lower in Spelling (mastery is limited to 42.6%). In vocabulary students mastery was limited to 32% of the group of ELLs tested. The results obtained in the Reading Comprehension strand do not

correlated with language proficiency when you look at the data at the student level. Although students are reaching Intermediate and Advanced proficiency levels in Reading / Writing, the ECLAS-2 data shows weaknesses in the area of English Language Arts. Additional work is needed to continue to support students in literacy.

Data Across proficiency levels:

Across proficiency levels the data shows that Ells are not reaching proficiency due to weaknesses in literacy. The strands that Ells at the early childhood level continue to show deficiencies in can be linked to vocabulary and writing when prompted or asked to develop story around a reading topic. Beginners in the 0 -3 years of servicing show progress in the listening and speaking modalities but, struggle with content driven tasks in literacy. Small grouping instructional strategies have aided in scaffolding for the purpose of content writing yet as the bar is raised in the Common Core Standard demands increase the degree of complexity of reading and writing tasks, students at this level will require added instructional interventions to enable them to make the necessary progress. In the 4 – 6 years group, the difficulties continue linked to reading. It is in this group of Advanced Ells that we continue to encounter students who have remained at the Advanced proficiency level for more than 2 school years. Failure to reach proficiency for this group can be seen in the predictive assessment data as reading comprehension difficulties. There is a lack of sophistication in how these children approach reading skills. They are unable to retain strategies and methods for maneuvering text. These students are currently in grades 4 and 5, however, the weaknesses can be found in the early childhood level. Instructional adjustments in the early childhood have to account for the results we are finding in the upper grades.

Implications for the Instructional Program:

Based on our analysis of the data, and relevant findings, the following are implications for our English Language Learners in grades K - 3:

- Adapt a literacy program that: Provides oral language experiences throughout the primary grades, stressing phonemic awareness and phonics in a structured continuum from grade to grade, promotes opportunities for students to read familiar text to develop and practice fluency, fosters and develops background knowledge and vocabulary to support reading comprehension, and embeds writing instruction with a focus on syntax and grammar.
- Return to the work in Writing that immerses the children in literature and the study of the writing as a craft. This balanced and holistic method to look at writing will increase the opportunity for the children to write each day. In addition the focus in writing will include the children “sharing the pen” and writing for a purpose with writing process being followed strategically to build language, vocabulary, exposure to sight words, and spelling.
- Continued use of classroom leveled libraries established in all early childhood classes.
- Continue to use Wilson Foundations as the primary phonics instruction program in all grades K through 3. Structuring this program via a curriculum plan and daily schedule will allow for careful monitoring of the process and cohesiveness in the teaching. Extend the opportunities for learners so that more of the intensive support in decoding is done during the additional 37.5 minutes of instruction daily from Monday to Thursday.
- Provide opportunities for teachers to plan collaboratively, align instructional assessment, and canvass and evaluate students’ work to focus instruction on what the students need to meet Common Core Learning Standards.
- Teachers will use results from theme assessment, ECLAS-2, conferencing notes, running records, and other assessment to identify strengths and weaknesses and set instructional goals for students. This will enable teachers to individualize instruction based on needs and group students for differentiated instruction that may be guided or shared. Strategy lessons will be built into the workshop to address subgroup needs as these may arise from conferences and/or observations.
- Children will be engaged in a literature based environment that promotes interdisciplinary study augmented by exploration, self-monitoring, active student engagement, and ongoing use of strategies in Literacy, Mathematics, Social Studies, and Science centers.
- Intensive, high-quality, continuous professional development will be provided during the Professional Learning Community periods in the following areas:
 - o Wilson Foundations
 - o Setting Instructional goals
 - o Differentiated Instruction planning and delivering

As noted in Goal #3 of the 2011 – 2012 Comprehensive Education Plan with Ells as a target population: It is critical to respond in a timely fashion to potential reading difficulties indicated in formative assessment results. Reading interventions that occur daily in a small group format and provide explicit, direct instruction in critical reading components in addition to the core reading program should be the primary means of instructional delivery. Ells will receive extensive and varied vocabulary instruction throughout the day beginning in the early childhood grades.

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

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

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

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

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

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

NYSESLAT & LAB-R

Performance at each proficiency level was noted as follows:

There is a total of 79 Ells at the Beginner proficiency level: 30.4% of them were in Kindergarten; 19% in Grade 1; 31.6% in Grade 2; 7.6% in Grade 3; 6.3 in Grade 4; 2.5% in Grade 5; and 2.5% in Grade 6 . There are 111 students who tested at the Intermediate proficiency level: 25.2% were in Kindergarten; 18.9% in Grade 1; 22.5% in Grade 2; 16.2% in Grade 3; 8.1% in Grade 4; 4.5% in Grade 5; and 4.5% are in Grade 6. There are 213 students who tested at the Advanced proficiency level: 9.9% of this group were in were in Kindergarten; 23.5% in Grade 1; 17.4% in Grade 2; 23.9% in Grade 3; 13.6% in Grade 4; 9.9% in Grade 5; and 1.9% in Grade 6.

NYSESLAT Comparison data between results obtained in the Spring of 2010 school year and the Spring of 2011 indicate the following:

Grades K – 1

Listening / Speaking

- A 0.5% decrease (from 4% to 3.5%) in students performing at the Beginner level.
- A 6.4% decrease (from 20% to 13.6%) in students at the Intermediate level.
- A 12.1% decrease (from 49% to 36.9%) in students performing at the Advanced level.
- A 19% increase (from 27% to 46%) in students reaching the Proficiency level.

Reading / Writing

- A 15% decrease (from 34% to 19%) in students performing at the Beginner level.
- A 1% decrease (from 25% to 24%) in students at the Intermediate level.
- A 15% increase (from 10% to 25%) in students performing at the Advanced level.

- No change (from 31% to 31%) in students reaching the Proficiency level.

Grades 2 – 4

Listening / Speaking

- A 3.2% increase (from 1 % to 4.2%) in students performing at the Beginner level.
- A 1% increase (from 3% to 4%) in students at the Intermediate level.
- A 1.2% decrease (from 30% to 28.8%) in students performing at the Advanced level.
- A 6% increase (from 65% to 71%) in students reaching the Proficiency level.

Reading / Writing

- A 3.2% increase (from 6% to 9.2%) in students performing at the Beginner level.
- An 11% decrease (from 29% to 18%) in students at the Intermediate level.
- No change (from 46% to 46%) in students performing at the Advanced level.
- A 60% increase (from 19% to 79%) in students reaching the Proficiency level.

Grades 5 – 6

Listening / Speaking

- No change (from 6% to 6%) in students performing at the Beginner level.
- No change (from 18% to 18%) in students at the Intermediate level.
- A 13% decrease (from 34% to 21%) in students performing at the Advanced level.
- A 13% increase (from 42% to 55%) in students reaching the Proficiency level.

Reading / Writing

- A 4% decrease (from 16% to 12%) in students performing at the Beginner level.
- A 4% decrease (from 19% to 15%) in students at the Intermediate level.
- A 23% decrease (from 49% to 26%) in students performing at the Advanced level.
- A 32% increase (from 15% to 47%) in students reaching the Proficiency level.

Grade 3 performance shows the following: 48.1% are Advanced and 48.1% are Proficient in the Speaking / Listening; 54.3% are performing at an Intermediate and 38% are at the Advanced level in Reading / Writing.

Grade 4 performance shows the following: disparity between students reaching proficiency in Listening / Speaking (71%) and reaching the same level in Reading / Writing (1.6%).

Grade 5 performance shows similar results to those found in Grade 4. Here 55% of the current fifth graders ELLs reached proficiency in Speaking / Listening while 0.0% reached this level in Reading / Writing.

Grade 6 data shows equitable numbers across all proficiency levels with a small margin reaching proficiency in Listening / Speaking (23%). The highest percentage of ELLs at the Beginner level of proficiency can be found amongst the early childhood grades (81%). Higher averages of ELLs performing at the Advanced level and reaching proficiency can be seen in the upper grades (4 and 5 especially). Embedded in the data are results that show high percentages of students who have remained at the Advanced proficiency level for more than 2 years and continue to reach mastery in Listening / Speaking are only able to reach the Advanced Level in the Reading / Writing modalities. This is especially true of the students tested in Grade 3 (our current fourth graders).

Analysis of this data specific to performance in the language modalities shows that current Grade 1 ELLs at the Beginner level have reached Intermediate, Advanced, and even Proficient levels in Speaking / Listening (only 6.5% are at a Beginner level in this modality) while 56% are at a Beginner level in Reading / Writing. 43% of the ELLs in this grade are at the Advanced level in Speaking Listening while only 3.2% are performing at that level in Reading Writing. Analysis of this data for current Grade 2 ELLs shows that 73.3% of the students are performing at the Advanced level in Speaking / Listening and 6.7% reached Proficiency in this modality while 22.7% are at the Advanced level and 42.7% reached Proficiency in Reading / Writing. These trends repeat at all grade levels where ELLs show Proficient and Advanced levels in the Speaking / Listening modalities at higher percentages than in the Reading/Writing modalities. In general the data shows that deficiencies keeping current ELLs from reaching proficiency can be linked to the modality of Reading / Writing. The data shows

that 55% of the ELLs tested in 2011 reached the Proficient level in Listening / Speaking while only 31% of this same group reached the same level in Reading / Writing. Grade 3 ELLs showed the lowest percentage of children reaching proficiency in Reading / Writing with only 14.8% of the ELLs tested on the grade reaching proficiency. These results are consistent in ESL self-standing and Transitional Bilingual Education programs.

What this means instructionally for our ELLs is that program (both TBE and ESL) focus has to maintain all efforts on techniques fostering second language Reading and Writing by providing continuous ongoing opportunities for the children to read and writing for varied purposes.

Instructional Decisions

Careful examination and evaluation of the results noted above lead us to several implications:

- Continue to use the Literacy program that targets the language needs of English Language Learners through all modalities but with a main focus on using the students' strengths in Listening / Speaking to address Reading / Writing. Add strategic visual and verbal prompts to promote behavioral actions and strategies when reading. Teachers will avoid overuse of verbal prompting and explaining and replace the practice with a combination of verbal and visual delineating of procedures that increase progressively as the children become more familiar with the demands of the text.
- A need to return to the process approach to writing. The writing workshop process approach will be advocated across grade levels in order to induce more genuine forms of writing on a daily basis. The workshop environment will be structured as a pleasant, supportive, and collaborative space. Students of varied language proficiency levels working with each other, where choice and ownership are important. Students are encouraged to plan, revise, and edit their work. Writing will continue to be an everyday experience and therefore natural.
- Build into the ESL and Bilingual programs instructional techniques that provide explicit instruction in skills through modeling and scaffolding in Literacy.
- A need to develop an Academic Intervention program for Long term English Language Learners that will serve to address specific needs in small groups using a Push-in model.
- Exposure to explicit teaching of vocabulary as it comes up in their text. Sight and content vocabulary practice materials have been added to support the work at this level. Students will engage in additional tasks in class and at home intended to build content vocabulary. In addition each student will have a "word wall" book for extended practice of sight vocabulary use.
- A need to provide instruction that promotes second language development through natural and explicit exposure to writing that is meaningful, Standards based, and supported by the children's native language.
- A need to diversify instruction through the use of the stronger modalities and enhancing instruction through means that tailor to them, such as technology.
- Build a strategic plan to address the needs of Long term ELLs in a differentiated model.
- Continue strategy lessons that support learners in developing skills that they can apply when writing independently.
- Continue the use of Guided/Interactive writing in the self-contained ESL classes (4-5 fifteen-twenty minute periods per week)
- Continue shared lessons in the native language in the Transitional Bilingual second grade.
- Continue shared and guided reading lessons in the self-contained ESL classes.
- Support ELLs who are able to /write independently with vocabulary, high frequency word review, and use of guided skills and strategies.
- Ongoing assessment and conferences will aid ELL and general education teachers in supporting students and building on students' strengths.
- Monitor student progress and gather data on an ongoing basis in order to redirect instruction and make instructional decisions.
- Establish goal setting with benchmark checkpoints with which to monitor children's growth and strategic progress.

Data Results Comparison by Program

Early Childhood Transitional Bilingual Education (TBE) Program and Free Standing ESL data for this group of students can be found in our Early Childhood grades K through 2. Therefore, the results viewed were linked to ECLAS-2 and our in-house assessment program Rigby's Reading Evaluation and Diagnostic System (READS). The data results for ELLs in Bilingual Spanish self-contained classes are very similar to the results viewed for ELLs in Free-standing ESL. ECLAS-2 results show, Spelling, Vocabulary, and Writing Development as weaknesses amongst the groups in Grade 1 and 2. In Kindergarten the greatest weaknesses can be found in Blending and Segmenting.

The READS assessment showed student difficulties linked to letter recognition and vocabulary at all levels. Again these weaknesses are

mirrored in the results obtained by ELLs in the freestanding ESL program.

In content assessments where children are allowed to test in the native language the results show an added lack of mastery with terms and vocabulary. The data shows that students testing in the first language are not performing better than those testing in English.

Grades 3 – 6 Freestanding ESL Program

The data available for this group continues to show that ELLs are performing at levels that are lower than that of their English dominant peers in ELA. Similarly in Math students are scoring below the groups that are English dominant. Of most concern in literacy is our current grade 4 where higher percentages of students are performing at Level 1 and 2 when compared to the other grades tested. Content assessments (Grade 4 Science) again show ELLs reaching mastery levels 3 and 4 at lower percentages than the English speaking population. However, the last data specific to Grade 4 Science showed better results amongst ELLs when compared to this same group in prior years.

Trends in State English Language Arts assessment performance of ELLs indicates:

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

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

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

Data specific to the English Language Arts test denotes additional concerns and the need to address this subgroup with techniques and strategies that will enable them to reach Level 3 performance. In 2010 of 183 ELLs tested, 25.9% were found to be performing at a level 1, 49.2% at a level 2, 15.5% at a level 3, and 3.8% at a level 4. The English Proficient (EP) students fared as follows: 2.2% at a level 1, 25.9% at a level 2, 56.9% at a level 3, and 15.0% at a level 4. Ongoing assessment data analysis and interpretation will allow teachers to target specific needs and address these from the perspective of language development or literacy development. Significant differences in performance can be seen in the performance of ELLs and that of the EP group. Data shows that 75.1% of the ELLs tested are performing at Levels 1 and 2 compared to 28.1% of the EP students a 47% difference. More recently, in 2011 of 193 ELLs tested only 19% were found to be performing at or above level 3 which remains consistent with last year's results (a 0.3% decrease).

In 2010 Grade 3 and Grade 5 data stood out at level 1 performance where the difference between ELLs and EPs was most significant. In grade 3 the difference between ELLs performing at level 1 and EPs at that same level was 23.7%. In grade 5 the disparity was even greater with a 39% difference. In grade 3 the difference in Level 3 and 4 performance between ELLs and EPs was 47.7%, 58.5% difference in grade 4, 47.7% in grade 5, and 60.0% in grade 6. More recently in 2011 Grade 5 and Grade 6 data stood out at level 1 and 2 performance where the difference between ELLs and EPs was most significant. In grade 5 the difference between ELLs performing below level 2 and EPs at that same level was 61%. In grade 6 the disparity was even greater with a 73% difference. The later of this group is especially concerning because it shows that the deficiencies noted in grade 5 in 2010 failed to be addressed and the same results were achieved by the students when they reached grade 6.

ELL Predictive:

The data from this assessment is gathered to evaluate how students are progressing in each of the modalities. Students who are found to be performing at the Beginner and Intermediate level but who are at a year 3 or 4 of service is addressed differently than students who may be

at this performance level but in a year 1 or 2. Based on those needs students are grouped for intervention in the classroom and in the cycles provided by the classroom teacher or the support staff providing academic intervention. Additionally, the assessment pieces from the predictive is used to develop similar questioning and strategies to include these in daily read alouds, instructional practices and activities for the children so that they become familiar with these. Identified weaknesses and trends are also used when practicing literacy responses in class. The administration uses this data for planning professional development sessions for teachers on developing best practices for engaging Ells. Additionally, it is used to set benchmarks for the students by grade and by proficiency levels in order to compare once the assessment is done in a second rotation. Expectations are developed and compared to those identified when students take the Acuity predictive in Reading. Trends are identified and weaknesses are researched for consistency. Teachers consider the results in each modality to adjust student goals.

ELA Periodic Assessment data is relevant to students at the higher proficiency levels. In combination both of these assessments are useful since they can assist in pinpointing deficiencies as they pertain to language or literacy. It is essential to make the distinction in order to know how to address learners. It has been our experience that long term ELLs are not students in need of more language development instruction. Weaknesses are usually linked to literacy concerns that the student has yet to master. These struggles with literacy are keeping them from reaching full language mastery even though they are able to speak and comprehend verbal language they are not able to do so at the levels required to interpret print as needed.

A combination of all findings point to the following:

Decoding unknown words and Vocabulary continue to be a concern at all instructional levels K through 6. This is especially true of ELLs. The data shows that our students can decode therefore they can “read” at levels much higher than what they comprehend. Vocabulary development is one of the greatest challenges to reading instruction for ELLs, because in order to read fluently and comprehend what is written, students need to use not just phonics, but context. It is possible for students to read completely phonetically and not comprehend what they have read because they do not have the vocabulary. Therefore, vocabulary needs to be taught explicitly and be a part of the daily curriculum in addition to learning to read. English Language Learners are at a disadvantage in developing vocabulary since children learn the majority of their vocabulary indirectly through conversations, mostly with adults; by listening to adults read to them, and by reading extensively on their own and they do not always have these optimal learning conditions available to them. For ELLs, whose parents and other adults in their lives are often not fluent in English it is extremely difficult to develop language in the same way as those children whose parents have the language ability to provide the needed exposure. It is therefore extremely important for our teachers to incorporate the ways that students learn vocabulary directly, including: explicitly teaching vocabulary words before students read a text, teaching how to use dictionaries, how to use prefixes and suffixes to decipher word meanings, and how to use context clues.

Predictive assessments are not always telling of the needs of ELLs. We recommend to our teachers of ELLs to capture data on a daily basis through observations and written conferences as the children engage in learning activities. We address Predictive assessments carefully with our teachers in professional development sessions. The data can provide a “false” sense of comfort showing student performance at levels much higher than what they are in reality, Therefore when analyzing the results we look at specific questions and elements of questioning versus performance. We analyze student tendencies and trends followed as they respond. Teachers adjust for these tendencies and discuss practices with students. Depending on results, adjustments are made during small group goal-guided lessons to teach and practice strategies to address and adjust for the trends noted in the data.

The Success of the Programs we provide for our English Language Learners is evaluated based on expectations and data results. It is essential that this group which composes over one third of our student population meet the goal of proficiency level progression each year until they reach proficiency within the three years of servicing. It is also our expectation that this group will engage in literacy development that allows them to meet the promotional standards for their grade. When these goals are not meet, we reassess the structures put in place in order to seek the variables that affected the natural flow of language acquisition and how these failed to yield the expected outcomes. We analyze predictive assessments, standardized tests, classroom assessments, administrative observations and walkthroughs, and all forms of formative qualitative and/or quantitative data for successful trends and for those items that have not been successful in helping children progress. For those that are successful we look to see how they can be replicated. For those that are not meeting expectations, we verify the possibilities or restructuring or modifying the model.

When all elements are successful in the programs we offer for Ells, students reach language proficiency by the end of year three of servicing. Programs must be rigorous and require that students are held to the same standards as their English Proficient counterparts on the grade. Unfortunately data shows that the number of Ells performing at Level 1 and 2 in ELA remains high (81% of Grade 3 Ells tested;

76% of Grade 4 Ells tested, and 100% of Grade 5 Ells tested). In mathematics, Ells perform slightly better with 69% of Grade 3 Ells, 34% of the Grade 4 Ells, 28% of the Grade 5 Ells, and 59% of the Grade 6 Ells performing at or below Level 2. However, this data continues to demonstrate that we have to seek alternatives outside of the realms of what we have done to date. The focus on professional development sessions for teachers working with Ells in the 2011 – 2012 school year will seek to enhance the approach used in literacy. Training will be done to enable teachers to facilitate Common Core Learning Standards driven instruction independently of the language proficiency of students by seeking the alternatives, instructional scaffolding, resources, and other tools necessary to enable the learner to reach the rigorous standards.

Additional Information

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

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

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

Part VI: LAP Assurances

School Name: Gwenoline N. Alleyne School

School DBN: 30Q152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent J. Vitolo	Principal		1/1/01
Enid Maldonado	Assistant Principal		1/1/01
Wanda Gonzalez	Parent Coordinator		1/1/01
Sari Madden	ESL Teacher		1/1/01
Lily Foley	Parent		1/1/01
LeeAnn Snyder	Teacher/Subject Area		1/1/01
Joanne Battinelli	Teacher/Subject Area		1/1/01
Liza Demitriades	Coach		1/1/01
N/A	Coach		1/1/01

School Name: Gwenoline N. Alleyne School

School DBN: 30Q152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daniel Stegner	Guidance Counselor		1/1/01
Nancy DiMaggio	Network Leader		1/1/01
Lisa Black	Other <u>Assistant Principal</u>		1/1/01
Elizabeth Economakos	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

**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 Bob Cohen	District 09	Borough Bronx	School Number 004
School Name Crotona Park West (PS/MS 4)			

B. Language Allocation Policy Team Composition

Principal Vincent K. Resto	Assistant Principal Maria Villegas
Coach Bertha Cruz	Coach type here
ESL Teacher N/A	Guidance Counselor Susanna Cruz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Yasmin Duncan
Related Service Provider Phyllis Amelio	Other type here
Network Leader Bob Cohen	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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	400	Total Number of ELLs	43	ELLs as share of total student population (%)	10.75%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	---------------

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. 

Students are identified by the Home Language Survey, which is completed with the assistance of trained personnel. If and when the HLS indicates that the child speaks another language other than English in the home, a trained staff member interviews the child and completes an intake form that refers the child for LAB-R testing. These staff members are trained by the ELL Assistant Principal so that they become well versed on how to screen children upon registration. Once the intake form has been completed, it is forwarded to the ELL Assistant Principal along with the child's exam history for review. After review, the intake form is approved by the ELL Assistant Principal and the language information is then inputted into the ATS system by the Pupil Accounting Secretary so that students can be tested. Within the mandated 10 day time frame, members of our testing department assess the child using the LAB-R. After the LAB-R assessment is completed, ELL eligibility is determined. To date, no children have been assessed using the Spanish LAB-R. After the LAB-R is completed, the Parent Coordinator mails home the entitlement letters to all students eligible for ELL services. Subsequent to the distribution of the entitlement letters, parents are contacted via phone and/or mail to attend a workshop to discuss programming options. These meetings provide parents with exposure to the EPIC video presentation that describes each program option. In addition, the ELL Assistant Principal and designated teaching staff discuss the instructional models and how each targets instruction for ELLs. In addition, the ELL AP, who is bilingual, speaks Spanish and is able to support families throughout the registration and program selection process. After the parents receive the necessary information, we distribute the parent surveys and program selection forms in the translated versions. Further to this, the Parent Coordinator is enlisted to facilitate the return of all necessary documents and to provide translation services when necessary.

Annually, the ELL AP and instructional members of the teaching staff are designated to assess ELLs using the NYSESLAT. The ELL AP is in charge of ensuring that all students take the NYSESLAT exam, specifically, the reading, writing, speaking and listening components. According to the mandated testing time frame, we assess all students who appear on the NYESLAT eligibility list and those students who have failed the LAB-R. Upon receipt of the NYSESLAT exams, those designated to assess along with the ELL Assistant Principal confer in order to devise a testing schedule to ensure that all students are tested in a timely fashion and that all documents are appropriately forwarded.

Once students are deemed ELLs, the Parent Coordinator and the ELL Assistant Principal begin a campaign to contact their families. We call, send flyers, as well as mass mailings to inform parents of the workshops designed to inform parents of the three program choices available to their children. The ELL AP conducts the orientation with the Parent Coordinator explaining the three programs that could be offered for their child, i.e. Dual Language, Freestanding ESL and Transitional Bilingual. This is conducted on a cyclical basis as we continue to enroll new students. These workshops are conducted throughout the day as well as in the evening to accommodate all parents. At this meeting, we present the EPIC video, provide in-depth programming information, discuss what program is available at PS/MS 4 and conduct a Q & A component of the workshop in order to address specific concerns. Further to this, we have all documentation readily available for parents and encourage them to complete all forms at the close of the workshop. Therefore, the collection of the selection forms and parent surveys is easily facilitated. In addition, parents receive one to one support in order to fill out the forms in their entirety. Prior to the workshops designated to provide parents with programming information, we identify the entitled students based on the LAB-R results. Once this information is collected, the entitlement letters are mailed to parents. In addition, the entitlement letters are also copied and redistributed to parents on the day of the workshop to ensure receipt. This documentation is then housed in a corresponding binder and kept on file in the main office. At PS/MS 4, we offer free-standing ESL via a push-in and pull-out program. As such, ELLs are placed in classes according their grade level and services are provided throughout the school day according to their proficiency level. Upon commencement of the school year, the ELL teachers and the ELL Assistant Principal meet to discuss the proficiency levels of students. According to the NYSESLAT results, we determined whether or not the students require 4 to 8 periods of ESL instruction per week. A schedule is then developed in alignment with the required

services. Parents are informed of our ESL instructional program and the manner in which instruction is executed during the initial programming workshops. Further to this, parents meet with the ESL teachers during our Curriculum Night in September as well as during parent-teacher conferences. Additionally, ESL teachers meet with parents on a continuous basis to discuss their child's progress. The Free standing ESL program is in alignment with the parent surveys and selection forms. PS/MS 4 is a small school comprised of approximately 400 students. As a result, we have a low number of ELL students on any particular grade. For example, this school year, we have a maximum of 10 students on the eighth grade and a minimum of one on the third grade. Hence our inability to offer a dedicated transitional bilingual program. Upon registration and during our initial programming workshops, we discuss all available options with the parents. However, it has been their choice to have their students remain at the school to receive ESL instruction via the push-in and pull-out model. Approximately 98% of our parents choose the freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	4	3	8	1	4	3	4	6	10					43
Total	4	3	8	1	4	3	4	6	10	0	0	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	22
SIFE	0	ELLs receiving service 4-6 years	9
		Special Education	15
		Long-Term (completed 6 years)	12

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22		4	9		2	12		9	43
Total	22	0	4	9	0	2	12	0	9	43

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

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	2	3	7	1	3	2	4	6	8					36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1				1	1			2					5
TOTAL	4	3	8	1	4	3	4	6	10	0	0	0	0	43

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

ESL instruction is planned according to the literacy units of study adopted by the school on all grades. For example, specific grades are studying sea life, forensic anthropology and global warming during the months of September and October. These types of thematic units will be in focus throughout the school year. As a result, the thematic units will encourage our ELLs to make connections and explore relevant and thought provoking content. Additionally we provide Spanish to English dictionaries in the classroom. These thematic units provide the content of instruction whereas the ELL instructor must identify appropriate teaching strategies to deliver instruction. These strategies and the manner in which to deliver the content is based upon the assessed needs of the students. The data is derived from weekly ELA and vocabulary quizzes as well as from documented conferences and observations. The organizational model utilized at PS/MS 4 includes the push-in and pull out model of instruction. All push-in sessions are of mixed proficiency levels with ELLs on the same grade level. The pull-out sessions are homogeneously arranged so that students of the same proficiency level receive direct small group instruction. Upon review of the NYSESLAT eligibility roster and the LAB-R results, the ELL teachers and the ELL Assistant Principal identify the proficiency levels of all ELLs in order to determine the number of mandated ESL instructional periods. In this regard, a program is devised that provides each child their mandated instructional periods per week. In an effort to provide literacy as well as content based instruction, we have devised thematic units of study that incorporate social studies as well as science. Additionally, our instructional program builds in vocabulary as an individual instructional period whereby teachers are able to teach students content specific words that are extracted from familiar as well as literature relevant to their current unit of study. An array of literature is also selected to support these thematic units so that children are able to read, debate, engage in discussions, conduct research, develop essays as well as written responses to literature.

For ELLs, specifically new comers, it is essential that they receive individualized support as well as small group instruction. In these cases, we provide ESL instruction in addition to AIS services which provides children with additional language reinforcement. Further to this, we are able to incorporate conferencing into the daily instruction of ELLs in order to sustain individualized instruction. Weekly assessments are also administered and analyzed in order to develop comprehensive lessons that are aligned to current data. As data is continuously collected, teachers refine their lessons to directly support the needs of their students. This focus on vocabulary, content, and literacy provides our newcomers with the scaffolding needed to ease the transition into formal assessments such as the NYS ELA. Furthermore, these students are placed in classes with teachers who are proficient in Spanish so that they assist children with translation. ELLs receiving services for 4-6 years are supported via homogenous ESL classes. Instructional systems to support their language development are the use of math logs, reading response journals, vocabulary and writers notebooks. Students are also involved in extended day sessions focused on the reading of literature, book discussions, accountable talk and the advancement of comprehension skills via Bloom's Taxonomy. Teachers develop lessons to include responses to literature, reading and listening to texts and answering questions to demonstrate their understanding.

A. Programming and Scheduling Information

Long-term ELLs have been provided with a literacy program in addition to their ESL services. The Teachers and Writers program focuses on language development and literacy skills acquisition through creative reading and writing exercises. Students explore a multitude of genres and engage in experiences such as poetry slams, shared reading, shared writing as well as writing celebrations.

ELLs-SWDs receive ESL services. However, in addition to these services, each classroom is supported by a paraprofessional. These paraprofessionals provide Wilson instruction, small group instruction, and one to one conferencing. Additionally, the classrooms have been suited with computers and Smartboards. These technological tools help to facilitate the research process and provide the visual aids necessary to facilitate the comprehension of literacy and content area concepts. These students, although in bridge classes also receive mathematics instruction according to their grade level. Furthermore, paraprofessionals are assigned to specific classes to provide direct instruction via small group.

All students are invited to attend our after school programs focusing on literacy, mathematics and content areas instruction. Materials are skill based and accommodate the needs of all learners to include ELLs with Special Needs as the textual information is based on academic levels.

SIFE students are involved in our after school program as well. Further to this, we have classroom libraries that include high interest texts that span reading levels so that students can easily access and comprehend the content. Students also receive literature based instruction via book clubs and guided reading. This instruction helps to increase oral presentation skills as well as comprehension of a variety of genres. Sentence starters, grammar instruction, literacy centers, and the use of technology provides students with many opportunities to build their skills specific to listening, speaking, reading and writing.

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

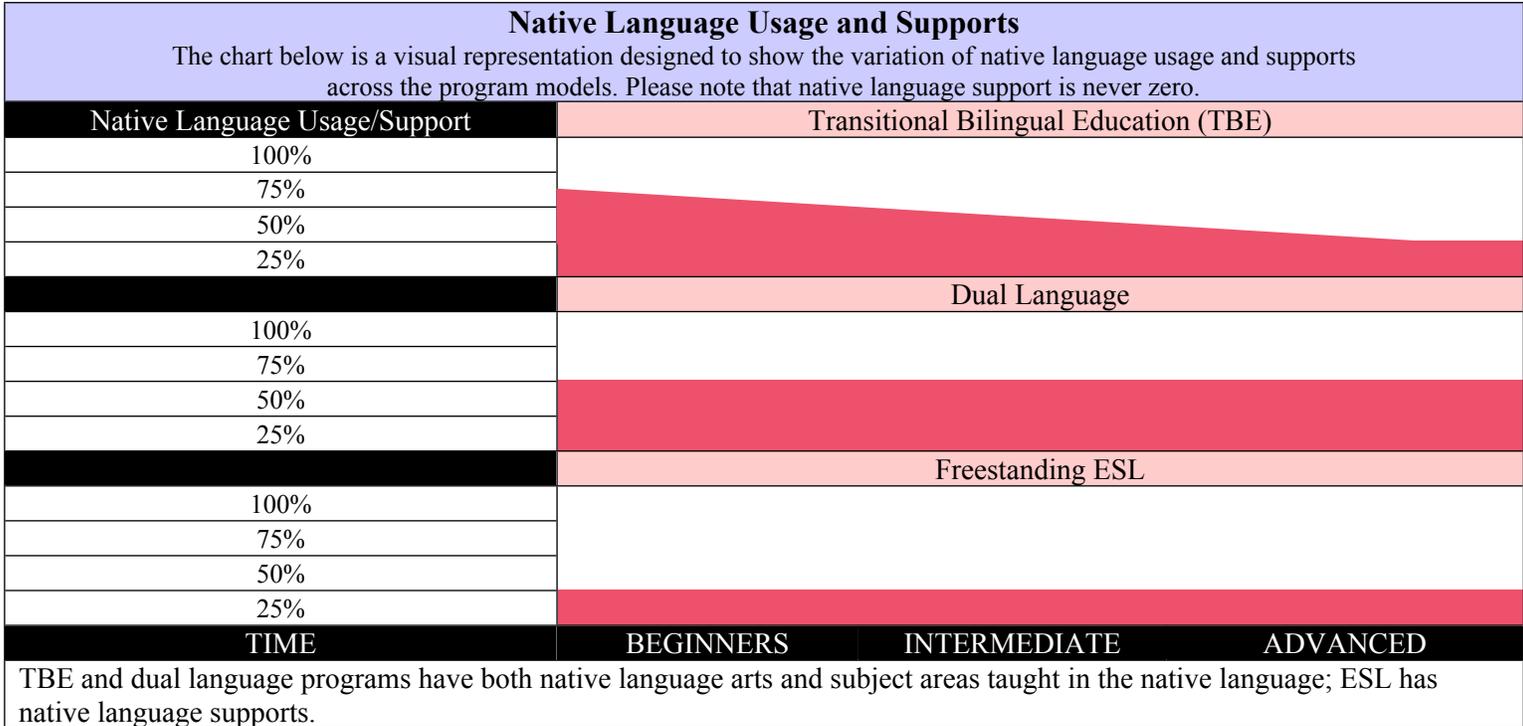
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		not applicable	not applicable
Social Studies:	0			
Math:	0			
Science:	0			

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?

Intervention programs include intensive instructional sessions during recess from the school's daily instruction. Additionally, after school programs are also utilized to support the instruction of ELLs. Across the content areas ELLs are afforded many opportunities for learning. In ELA, classrooms include thematic libraries, dictionaries and literacy centers. The following materials are used to provide instruction services: Wilson program (ELLs-SWDs), portfolios, writers notebooks, readers notebooks, conferencing, technology and differentiated small group instruction.

In Math, glossaries, leveled workbooks, leveled worksheets, conferencing, technology and small group instruction are used to provide intervention services.

In the content areas of Science and Social Studies, project-based tasks are provided based on the assessed levels of students. Technology is utilized to provide visual aids to support the acquisition of particular concepts. Leveled texts are utilized to ensure the comprehension of content. Additionally, the practice of analyzing photos is often used as conversation starters. This practice builds their speaking and listening skills and also provides students with the foundational information necessary to navigate more difficult concepts.

Instruction in ELA, Math and the content areas is facilitated via the English language only.

Students who reach proficiency will remain supported for two years by the ELL teachers who will push-in to their literacy and content area periods to provide small group instruction. Students are provided with extended time for testing for one year on all school-wide exams as well as the NYS ELA, Math, Science and Social Studies exams. This program is monitored via weekly assessments to determine the acquisition of both literacy and math skills.

The curriculum team was established in order to develop curriculum as well as corresponding assessments. The curriculum maps are developed to include a component for ELL instruction. This section provide tasks and ways to differentiate instruction for students struggling within the areas of reading, writing, speaking and listening. Additionally, the team analyzes student work in order to develop targeted lessons within whole class and small group instruction. New improvements to this school year is the development of thematic units and the emphasis on researching to construct comparative and persuasive essays. In addition, the use of Blooms Taxonomy will be utilized to increase discourse, comprehension, and vocabulary use. All students to include ELLs are afforded an opportunity to be included in the instructional after school programs offered at PS/MS 4. In addition, 21st century and Phipps provide all students with extra-curricular services such as cheerleading, basketball, and poetry club. Content-specific libraries, two computer labs, laptops and Smartboards are used to facilitate student understanding of all concepts in the classroom. NYSESLAT materials are also used to support the testing phase during the school year. Empire NYSESLAT books are purchased so that ELLs become familiar with the components and expectations of the exam. All resources and support services correspond to the ages and grade levels of students. Leveled texts, testing materials as well as thematic library books are purchased so that children can easily access reading books.

We currently do not have any services that will be discontinued for the 2011-2012 school year.

PS/MS 4 encourages all students to participate in our after school programs. As a result, we conduct a comprehensive campaign to include personal phone calls to parents, mass calls, flyers, and class by class presentations.

The instructional materials that are used to support ELLs are the implementation of balanced literacy and balanced math instruction, 90 minute blocks of reading, writing and math, thematic libraries, grammar and phonics books, the use of open access computer labs, laptop carts, and an ipad program targeting participation rates of students.

The services we provide students are age and grade level appropriate to further develop the acquisition of the English language as well as the academic development of our ELLs.

We do not offer activities before the beginning of the school year, however we do hold "Curriculum Night" in September to expose our students and their families to the curriculum and instructional programs.

Our school does not offer electives to our 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)?

Not applicable

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.

Professional development includes monthly ELL workshop meetings at the Network level. Further to this, teachers have access to the PD sessions offered by the Teachers and Writers program. Weekly common planning sessions include all teachers of ELLs and are utilized to discuss instruction, strategies and the needs of the ELLs. Daily professional periods focus on data analysis and the development of assessments that address the content of instruction, NYS and Common Core Standards.

7.5 hours of professional development will be conducted based on the assessed needs of teachers. A survey will be conducted and teachers will select areas that require additional support. Based on the survey results, professional development will be conducted by a team comprised of teachers, administrators and professional development liaisons throughout the school year.

Professional development is offered to the entire school in September and afterwards is conducted on a monthly basis. In addition, common planning sessions are conducted weekly to address the assessed needs of our staff. A professional development team also works analyzing survey results in order to provide comprehensive workshops targeting ELA, Math, Content area as well as ELL instruction. Professional documentation is housed in a binder in the main office.

A bilingual counselor helps to provide training regarding High School articulation. The Bil. counselor conducts orientations for students, families and teachers so that all become aware of the process involved.

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?

Parents are continuously invited to participate in school events. In order to facilitate this process, we translate all flyers, and letters. Outreach phone calls are also translated. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine topics of interest as well as areas of concern. In addition, we also target parents by student-performance. Based on student performance levels, we provide parents with workshops and informational sessions which target how they can support their children at home.

Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School as well as Curriculum night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. The McKinney-Vento organization offers services to parents that are homeless, displaced or in temporary housing. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the school year, specifically our "Bridging the Gap" event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process.

Surveys are conducted by bilingual staff in order to provide translation services.

Additional school based activities involving parents are our monthly literacy and math celebrations, poetry slams, school dances, monthly workshops and fundraising events.

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)	2	1	5		1		2	3	1					15
Intermediate(I)		1	2			1	1	1	2					8
Advanced (A)	2	1	1	1	3	2	1	2	7					20
Total	4	3	8	1	4	3	4	6	10	0	0	0	0	43

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		3	1		4
5		1	1		2
6			1		1
7	1	2			3
8	3	5			8
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			3		1				4
5	1				2				3
6							1		1
7	1		1		1				3
8			7						7
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

ECLAS2, DRA and running records are tools that serve to inform both daily instruction as well as the instructional program of our school. Based on the analysis of current data, our students across grades K-8 engage in the decoding process with limited difficulty, but struggle to comprehend texts of varying text complexity. When analyzing responses to literature, major components such as themes, interpretation of the actions of characters and their development over the course of a text are difficult concepts to understand. Additionally, students struggle to identify relevant information via text-based details. Further to this, drawing appropriate conclusions as well as inferences is a

significant challenge. Therefore, our instructional programs addresses skills such as main idea, thematic connections, drawing conclusions and inferencing across the genres. We have also modified our scheduling program to provide 90 minute blocks of reading and writing instruction so that students have more opportunities to acquire the necessary skills to increase comprehension.

The patterns in the NYSESLAT results reveal that most of our students in both Elementary and middle school performed at an beginner or advanced level of English. This requires us to hone in on the instruction of these students via small group instruction. In addition, it requires that we review the modality report to determine how best to focus our instruction. Once we target the appropriate instructional areas, we can use the weekly data to determine the growth with respect to reading, writing, listening and speaking.

Throughout our analysis of data across grades K-8, we have observed that our students remain between the intermediate and advanced levels for consecutive years. Further to this, they most struggle with reading and writing. As stated prior, our ELLs struggle with significant details that are relevant and that allow a reader to understand the main idea presented by the writer. As such, our students analyze photos and scenes, but are find difficulty with creating a story that makes sense for the reader by incorporating details to support their ideas. This analysis of data is conducted by the ELL AP and grade level teams to determine next steps for instruction as well as the following thematic units and skill work to be addressed within. Additionally the curriculum team along with the ELL AP analyzes data to modify the current curriculum and to develop as well as modify assessments that address current instruction.

With regard to modalities, more students are proficient in speaking and listening. However, in reading and writing, students are predominantly beginner and advanced. This data speaks to the need for our students to develop the ability to read for understanding, build stamina and construct responses to literature that are detailed and focused. Our ELL population struggles within the reading and writing components as does the majority of the student population as evidenced by the NYS exams and our in-house assessments.

In the middle school we have approximately 10 students on the advanced level and approximately 4 students on the intermediate level. There are now approximately 6 students at the beginner proficiency level. Although these results span the middle school, grades six to eight, this data highlights for us the need to emphasize our instructional efforts on the advanced proficiency population for academic intervention as well as ELL services. In addition to academic intervention, students must now receive enrichment support through literature circles, vocabulary as well as the arts to encourage the use of academic as well as social language.

In conjunction with the NYSESLAT data, we collected and analyzed conference notes, ELA scores as well as reading assessments (ECLAS-2) in order to determine the content of instruction as well as the teaching methods that would be utilized in order to target our ELL population. By analyzing conference notes, we were able to determine the strands that we must address within the curriculum. For example, if a student presented a published writing to his class, a teacher would note if they spoke in complete sentences, if they used appropriate vocabulary in their speech and if they were able to understand and respond to audience questions. All of this data would inform the teacher of this child's next steps with regard to speaking, listening, reading and writing. The essential component of this work is collecting and analyzing data on a cyclical basis, typically every 4-6 weeks in order to continuously inform instruction. Our ELL students across grades K-8 are performing similarly to the rest of our school's population. As a result, we have targeted and developed thematic units focused on incorporating various genres within each unit. In addition to the data, we have determine that we can no longer focus on one genre for an extended amount of time. Therefore, each unit exposes to children to fiction and non-fiction, focusing on making connections across the genres in order to build and support their opinions and ideas. Our students across grades K-8, struggle with reading and comprehending texts as well as creating writing responses to literature. As a result, we have instituted book clubs, literature circles and literacy centers within our ELA workshops.

In both the elementary and in the MS the students have consistently progressed, a significant population advances through the levels each year.

The results are significant in our planning. The data shows that our professional development should focus on the Reading and Writing Workshops and differentiated instruction for our ELL students. In this regard, we have provided common planning periods so that our ELL teachers can collaborate with the teachers of these students in order to design strategic plans to address their academic needs. As we have identified that the students are on various levels, adjusting their instructional programs to meet those needs is of the utmost importance. Although the students need more help in developing Reading and Writing skills, the results are consistent with ESL research which states that academic language takes longer to develop.

The progress of ELLs will be monitored throughout the year using assessment tools such as the ELL Interim Assessment, DRA, simulations, teacher tests, observations, portfolios, and student work. This will also help us determine if our instructional decisions are beneficial for our English Language Learners.

In our school we have a Freestanding ESL Program; therefore, the tests are in English. However, the newcomer students are taught throughout the year with side-by-side translations, and that group is exempt from the ELA assessment. The results further show that the ELLs are progressing about the same as the mainstream English students. The majority of our students fall into Level 2 in ELA and in

Math, the same as the general education students.

The results of the ELL Interim Assessments are used to develop professional development opportunities for teachers and to help teachers plan their units and day-to-day lessons. The implication of the data demonstrates that data needs to drive our instruction. In our school we are currently using the data to develop the professional development. In regards to the native language we need to assess the students more thoroughly to get an accurate reading of how the native language affects their learning. The newcomers in our school can provide us with this information.

ELLs are targeted within ELA, Math and other content areas through differentiated instruction and the use of technology. Each instructional period incorporates scaffolded lessons and targets modeling through the use of visual aids. In addition, differentiated tasks are designed by ability level. Multiple lessons throughout each week integrate the use of technology through modeling and guided practice. Further to this, students utilize multiple systems to evidence their overall understanding of concepts in all literacy, math and content areas. These systems include reading response journals, writer's and vocabulary notebooks. Conferencing within each instructional period also addresses individual as well as group needs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS/MS 4

School DBN: 09x004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent Resto	Principal		1/1/01
Maria I. Villegas-Ortiz	Assistant Principal		1/1/01
Yasmin Duncan	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Danielle Jenkins	Teacher/Subject Area		1/1/01
Jerseydis Ruiz	Teacher/Subject Area		1/1/01
Bertha Cruz	Coach		1/1/01
	Coach		1/1/01

School Name: PS/MS 4

School DBN: 09x004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susanna Cruz	Guidance Counselor		1/1/01
Bob Cohen	Network Leader		1/1/01
	Other		1/1/01

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: Gwendoline N. Alleyne School,	DBN: 30Q152
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 148	
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 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	
Total # of teachers in this program: 6	
# of certified ESL/Bilingual teachers: 6	
# of content area teachers: 0	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The New York City results on the New York State 2012 English Language Arts (ELA) test data results specific to ELLs indicates that of the of 176 ELLs tested, 22.7% were found to be performing at a level 1 (a 4.1% decrease from 2011), 55.1% at a level 2 (a 0.9% increase from 2011), 22.2% at a level 3 (a 3.3% increase from 2011), and 0.0% at a level 4 (no change from 2011). The English Proficient (EP) students faired as follows: out of 468 tested students, 1.5% were found to be performing at a level 1 (a 0.8% increase from 2011), 19.4% at a level 2 (a 4.4% decrease from 2011), 67.7% at a level 3 (a 2.6% decrease), and 11.3% at a level 4 (a 6.1% increase). When comparing the performance of ELLs in 2012 to the results noted in 2011, the following findings emerge: A decrease in Level 1 performance (from 26.8% in 2011 to 22.7% in 2012 –a 4.1% decrease) and an increase in Level 3 performance (from 18.9% in 2011 to 22.2% in 2012 –a 5.3% increase). This denotes a positive trend in the performance of this subgroup however, when these results are compared to those achieved by the EP group, a concerning gap continues to exist. This is particularly concerning in the percentage of children performing at Level 1 where the difference between ELLs (22.7%) and EP (1.5%) is 21.2%. This gap in performance can also be seen when observing the performance of students at or above Level 3 where ELLs (22.2%) and EP (79.0%) show a 57.2% difference. This shows a negative trend in on-level performance given that last year the difference in performance at Level 3 and 4 was 53.0%. Therefore the increase in the disparity in performance (a 4.2% increase) amongst the two groups indicates that ELLs may be increasing their ability to perform at this level as previously noted but the English Proficient students are doing the same at a more significant rate where the ELLs are not maintaining the same pace in performance raises new concerns that will need to be addressed in the 2012 – 2013 school year. Ongoing assessment data analysis and interpretation will allow teachers to target specific needs and address these from the perspective of language development or literacy development. Significant differences in performance can be seen in the results of the ELLs and that of the EP group.

These results coupled with leveled reading performance and other school-wide assessment data denote a need to examine the instruction of ELLs and the instructional program as it pertains to literacy. Conventional methods for teaching literacy have to be adjusted and differentiation to include explicit teaching of vocabulary and strategies to enable children to read and react to text. This group needs to engage in diversified and differentiated opportunities to read and write daily so that they can build the stamina needed to address extensive text. As P.S. 152 continues to transition to the Common Core Learning Standards and the demands that these place on children’s ability to think and reflect critically, the challenges and the stakes for ELLs have increased drastically. Pedagogical shifts will have to include account for the diversity of learners in this population.

Data specific to the English Language Arts test denotes additional concerns and the need to address this subgroup with techniques and strategies that will enable them to reach Level 3 performance across all grades. When analyzing the data specific to each of the grade levels in ELA, the following emerges:

- Grade 3 performance shows that out of 65 ELLs tested 30.8% scored at a Level 1 (a 2.1% decrease from 2011); 44.6% scored at Level 2 (a 2.2% decrease from 2011); 24.6% scored at or above Level 3 (a

Part B: Direct Instruction Supplemental Program Information

4.6% increase from 2011). The instructional program in grade 3 is yielding significant gains and reducing level 1 and 2 performance while serving to increase Level 3 performance.

- Grade 4 performance shows that out of 69 Ells tested 15.9% scored at a Level 1 (a 6.8% increase from 2011); 55.1% scored at Level 2 (a 12.2% decrease from 2011); 29.0% scored at or above Level 3 (a 4.4% increase from 2011). The data for Grade 4 suggests that the literacy instructional program for Ells has led to negative results where performance at Level 2 has reduced and shifted to an increased Level 1 performance higher than the positive shift at level 3 performance.
- Grade 5 performance shows that out of 34 Ells tested 20.6% scored at a Level 1 (a 10.4% decrease from 2011); 70.6% scored at Level 2 (a 18.2% increase from 2011); 8.8% scored at or above Level 3 (a 7.9% decrease from 2011). Performance at level 2 increased while performance at level 3 decreased. This implies that while the trend for Ells in grade 5 to perform at Level 1 has improved resulting in a 10.4% decrease in children at this level, the shift in performance at or above Level 3 has decreased at a similar rate (7.9%) and therefore more of the students in this group are scoring at a Level 2. It is evident in Grade 5 that the improved performance shift from bottom up (10.4%) and decline in performance from top down (7.9%) are attributing for the increase noted at Level 2 (18.2%). Performance for the grade shows that the instructional impact worked to improve Level 1 performance so less students scored at that level and more at Level 2 progressively, while it negatively impacted on Level 3 performance resulting in a decline in at that level. These results in performance imply that our programs are working well to support Ells who are low performers while not as effective in yielding high performers.
- Grade 6 performance is based on 8 students and the area of most concern is the consistent results for two years where children have continued to perform at Level 1 and 2 (100% in 2011 and 2012).

With the Standards based literacy shift leaning toward heavy reliance on content based non fiction reading and writing, background knowledge, foundation, vocabulary, and exposure have become key to the success. Instructional changes will include an increase in interactive technology based lessons, exposure to real world experiences through multimedia and virtual learning in an effort to customize visual presentation of information, and exploring multiple ways of presenting verbal information so that it transfers to learning.

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

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

Part B: Direct Instruction Supplemental Program Information

of both traditional and meaning-based curricula from an L2 perspective with specific context embedded vocabulary instruction and language centered goals.

The results of the 2012 New York State English as a Second Language Achievement Test (NYSESLAT) shows that deficiencies in the modalities of Reading and Writing substantiate the results cited above. This data shows that 63% of the ELLs tested in 2012 reached proficiency in the Listening and Speaking modalities, however only 31% of the group reached that level in the Reading Writing modalities. The discrepancy in performance is especially evident in the Grade 2 to 4 group where Listening and Speaking proficiency was 74% and Reading/Writing proficiency was only 22%. The data also shows that 8% of the students tested are at a Beginner level in the Reading / Writing modalities but only 1% are at that level in Listening / Speaking modalities.

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

Academic English is the language of school-based learning and entails understanding the structure of language and the precise way that words and phrases are used, including content-specific vocabulary. More nuanced and de-contextualized than conversational English, it requires a high degree of precision in reading, writing, listening, and speaking. This becomes especially difficult for readers of nonfiction therefore when ELLs read this genre, instruction will focus on the specifics of how to interpret subtitles, diagrams, illustrations, charts, and other text features that aid in understanding the content. With the extended opportunity to sustain what the children are learning during their instructional day, we seek to teach students the structure of the language, grammar, how words and phrases are used. Teachers will focus on teaching students strategies that they are able to transfer to their daily reading when interpreting unknown vocabulary, new words in their reading, and new text.

The final phase in supporting learners in reaching the goal of mastering literacy is in building their ability to write like native speakers. Students will work on strategies for writing about reading using techniques that substantiate their thesis with events from their reading. For this purpose, graphic organizers that “chunk” information will be instrumental. Read alouds, “think alouds”, modeling, structure instruction using procedural strategies will serve to guide student in strengthening this method of writing. Instruction will take place in small group level and needs specific groups. The second language is used as the medium of instruction for discussing reading skills, mathematics and other academic subjects. The certified English as a Second Language (ESL) teacher will provide scaffolding through vocabulary word study and pictorial interpretation to facilitate the children’s understanding of concepts and text. Technology provides an additional forum by which to provide differentiation challenging accelerated learners and remediating for those who are struggling. Computer programs and Internet sources will be used as support material. We are currently piloting BrainPOP ESL and Espanol for interactive instruction and Reading A - Z for small group differentiation and literacy support for all learners. Wireless laptops provide for the opportunity to continue to provide one on one and small group lessons that both remediate and challenge learners in a “fun” way.

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

Part B: Direct Instruction Supplemental Program Information

Program:

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

The supplemental language instruction program funded under Title III will take place after school in an extended day schedule for 1 hour and 50 minutes (from 3:10 PM to 5:00 PM) three days per week (Tuesday - Thursday) as follows: two in grade 4, two in grade 5 and one in grade 6; from October to April for a total of 64 sessions. Supplementary services will be provided by 5 certified ESL. An additional supplementary program addressing literacy skills will take place on Saturdays to support grade 3 ELLs as follows: three third grade classes. These sessions will run for 4 hours from 8:00 AM to 12:00 PM from January to May for a total of 18 sessions. Services in the Saturday Academy will be provided by 3 certified ESL teachers. The Saturday Academy supervisor will include 18 sessions for 5 hours from 7:30 AM to 12:30 PM. The extended afterschool program will service ELLs in Grades 4 - 6. The Saturday Academy program will include Grades 3. The target population of both programs will include Beginner, Intermediate, and Advanced proficiency ELLs as well as Transitioning ELLs who reached proficiency in the Spring of 2012. The supplemental program for grade 4 and 5 transitioning students attending the Saturday program will be provided at no cost to Title III.

Rationale:

An additional concern that is reflected in both the Spring 2012 NYSESLAT data results and the NYS ELA assessment results data is the weaknesses shown in the performance of Grade 2 and 5 students. While the gap between the performance of ELLs and their English speaking counterparts on the grade was more disparate amongst grade 5, the lowest overall performance was amongst grade 2 students in the NYSESLAT Reading/Writing model. These children are our first time test takers now in grade 3. Prior trends of ELLs in this grade indicate that in ELA assessment 30.8% of those tested, scored at Level 1. Of the group tested only 24.6% scored at Level 3 which indicates that 75.4% of the ELLs tested on this grade in ELA are performing below the standard proficiency level for the grade. The children tested were at year 2 - 4 of servicing which forces us to reflect on the instructional practices in the early childhood grades. When observing the Early Childhood Literacy Assessment System - 2 (ECLAS-2) data weakness in Phonics, Vocabulary, and Early reading are evident yet again in the 2012 data of grade 2 and phonemic awareness in Kindergarten. Therefore as these children transition to grade 3 the concerns increase. There is a need to increase the opportunities for students to work in strategic small guided, interactive, and level specific groups on literacy skills with a push for interactive opportunities afforded by diverse media.

Program:

In order to change the trends observed in the performance of Grade 3 ELLs, we propose a supplemental program that is inclusive of their instructional day. This program has to address weaknesses in grade 2 before the gap in literacy becomes too excessive. It is not sufficient to provide intervention in Grade 3 when supplemental support can be offered in the prior grade. An after school program was considered to achieve this goal but, the concept of isolating early childhood students in a different setting would defeat the purpose of the holistic program we seek to establish. By supplementing the language instruction already provided by the ESL self-contained classroom teacher, we are providing for a smooth transition in learning that is cohesive. The free-standing self contained classes will need to be modified to include two periods 2 times per week of collaborative team teaching supplemental support in which the teacher to student ratio is reduced. During those two periods small group instruction will be provided by both the ESL self-contained classroom teacher and an ESL / CB certified Push-in teacher. This program would not supplant the mandated ESL units required under CR Part 154 of 360 minutes per

Part B: Direct Instruction Supplemental Program Information

week for Beginner and Intermediate proficiency students and 180 minutes per week for Advanced proficiency ELLs. These units would continue to be provided by the ESL classroom teacher in the self-contained setting. The program described would include an additional 100 minutes per week of content literacy instruction using scaffolded academic language development taught during the instructional day. The second ESL certified teacher will push-in during the Science / Social Studies period to target specific academic language and literacy skills with small differentiated needs driven groups. This additional support provided by an ESL certified push-in teacher will afford children added opportunities to participate in small group differentiated instruction in a collaborative environment targeting specific content area writing and reading needs building strategies to continue to sustain their growth. This supplemental program will include an ESL certified experienced teacher working with students in the self-contained ESL and bilingual classes in Grade 3 two 50 minute periods per week from January to May. Developmental, targeted guided lessons will be provided in these small groups to build content vocabulary and specific strategies for understanding content specific text and enhanced strategies aimed at improving literacy skills. Teacher congruence will ensure that support is within context and based on the needs assessed daily by the classroom teacher.

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

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

- Eliciting-type questions-To evoke children's thinking about word meanings, teachers will ask them questions to elicit recognition of a vocabulary word. Using questions to engage the word and its meaning results in children's learning more word meanings than simply exposing them to words in context.
- Embedded definitions -Teachers will explain word meanings when children encounter unfamiliar words in a reading aloud. These embedded definitions are explanation of the word's meaning in the natural context in which the word occurs (Shore & Durso 1999). Teaching word-learning strategies -For young children to develop the mental tools to infer word meanings from context, they need to be taught how to do so. This process evolves over time, and different strategies will be used for different stages in the learning process.
- Teachers will read aloud varied texts and genre forms. During the first several read-alouds, teachers "think aloud" discussing the details of the story, illustrations and plot to model how to use clues and background knowledge to infer word meaning. They then ask questions about the clues, details, and background knowledge to guide them through the same process. Next, they ask children to infer word meanings independently, using background knowledge and the clues in the text. Content area, nonfiction text will be used for this strategy since it is critical that the text have clues that suggest the word's meaning.

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

Part B: Direct Instruction Supplemental Program Information

It is expected that this supplemental support coupled with the Saturday Academy program will serve to allow these children to achieve the highly demanding expectations set forth by the Common Core Learning Standards in Literacy.

This program would be provided at no cost to Title III other than the materials needed to impart the instruction.

Materials

The extended day afterschool and Saturday program teachers will use the Kaplan Keys, Getting Ready for the NYSESLAT, and Buckle Down ELA for skills development as they deliver instruction. For the Push In literacy Supplemental Grade 3 program we propose to use the Fountas and Pinnell Level Reading Intervention and Reading A - Z in conjunction with Non Fiction reading units in writing. Materials and supplies for the student's portfolios and the delivery of instruction will be included. Additional materials to support the program are purchased at no charge to Title III.

Part C: Professional Development

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

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

Begin description here: The professional development goals for P.S. 152 for the 2012 – 2013 school year continue to include two levels. In tier one pertinent personnel will work with the staff to fortify their knowledge base in literacy, mathematics, and other content areas. The second tier is dedicated to the planning of Common Core Learning Standards units, gathering and sharing of resources and materials spearheaded by the grade leaders and/or lab site teachers who have attended City or Regional training sessions. During the second Tier, ESL teachers work together and in collaboration with general education teachers. This later level is to be ongoing and supported by the Literacy Coach to ensure that the teachers receive the assistance needed to make the learned techniques a permanent part of the instructional repertoire. Intervisitation and discussion is an added way to continue to fortify our staff. Preparing teachers to work with ELLs is ongoing. The ESL instructional staff is provided with ongoing professional development to enable them to maintain and increase their skills. This year's preparation included several sessions on identifying ELLs, looking at the data to identify proficiency levels in each modality, and assessing possible support strategies. The ESL supervisor and ESL Coordinator experienced in ESL methods provided each session during The Professional Learning Community block. Push-in ESL teachers continue work collaboratively during professional development sessions to share best practices and strategies aimed at reinforcing language skills through Balanced Literacy. The ESL instructional staff is also provided with ongoing support to increase their content area expertise in Mathematics, Science, and Social Studies. Following the City initiatives, the ESL/Bilingual teachers on each grade are working with general education teachers in the development of Common Core aligned tasks. Their goal is to ensure that each task has specific scaffolding strategies, media enhanced resources, and other items to

Part C: Professional Development

enable ELLs to have access to the same task completion.

Extensive teacher training conducted during the Professional Learning Community block consisting of 3 periods of 50 minutes each per week will include literacy development training. Differentiating of instruction to meet the language needs of students is achieved through a thorough analysis of the data specific to language proficiency, literacy, Technology to impact instruction and engage students in interactive learning in support of the Common Core Learning Standards, and ongoing data collection. This training is ongoing throughout the school year. Goal setting sessions consisting in a half day session approximately one time per month is also part of the professional development provided for the teachers of ELLs to enlist long and short term goals with benchmark assessments for a period of 10 to 12 weeks in all content. Supervisors with experience in ESL instruction guide teachers through this process and oversee the development of tiered plans aimed at scaffolding and differentiating instruction. As groups of children meet their benchmarks, new goals are developed or previous ones are revised in order to continue the growth process. Through this procedure, differentiation is ongoing in each lesson and not haphazard or by chance. Each group meeting and lesson is strategically planned along the map of the goals developed with and for the students. All teachers attend the 7 hours of yearly on ESL methods.

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

Additional sessions in professional development for Title III will include:

- Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.
- Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what the learn. Using technology (multimedia and equipment) to achieve deifferentiation and tap into modalities in varied and diverse ways.
- Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution. Sustaining ongoing discussion and reasoning of mathematical problem solving in accordance with the Common Core Learning Standards.
- How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

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

□□□□□

Part D: Parental Engagement Activities

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

Topics will include parenting skills, understanding the Common Core Learning Standards and how these impact on each child; understanding educational accountability grade-level math and reading curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity access student data online. Sessions are provided at no cost to Title III.

Part E: Budget

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

Allocation Amount: \$50872

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

Part E: Budget

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

Allocation Amount: \$50872

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		