



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: C.S. 152

DBN: 08X152

PRINCIPAL: FRANCES J. LYNCH

EMAIL: FLYNCH@SCHOOLS.NYC.GOV

SUPERINTENDENT: **TIM BEHR**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Frances J. Lynch	*Principal or Designee	
Joanne Merine	*UFT Chapter Leader or Designee	
Milagros Orizal	*PA/PTA President or Designated Co-President	
Carole Dickens	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carmen Carino	Member/Parent	
Meliana Alejandro	Member/ Parent	
Altagracia Martinez	Member/ Parent	
Alma Garcia	Member/ Parent	
Heather Ryan	Member/Bilingual/ ESL Coordinator	
Jennifer Solis-Rivera	Member/Resource room teacher	
Janine Giordano	Member/AIS teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

In pursuit of the quest to further define “quality teaching,” an internal quality review system will be developed to measure the following three competencies of “Danielson’s Framework”: 1e: Designing coherent instruction, 3b: Using questioning and discussion techniques, and 3d: Using assessment in instruction. The findings from the internal quality review will also serve as the basis for more in depth examination of teacher learning and competency implementation. The Danielson Framework rubrics will be used to evaluate progress within the three competencies.

Comprehensive needs assessment

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

Although the school has made gains, there is still a need to improve the quality of teaching in the classrooms. The goal will serve all students by concentrating on coherent instruction, in depth questioning and quality assessment.

Instructional strategies/activities

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

Three internal quality reviews were scheduled for December, March and May. A team consisting of the principal, assistant principal, C.S. 152 coaches and a member of Network 607 will conduct the internal quality reviews using Danielson Framework rubrics 1e, 3b & 3c. Data collected during this time will be evaluated by the team and shared with teachers during monthly grade meetings. This information will also be used to guide the inquiry team, whose focus is questioning, as well as professional development throughout the year.

Strategies to increase parental involvement

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

Members of the Parent Association attend the School Leadership Team meetings where information about this goal is shared.

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 \$800 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Approximately \$800 of Title I funds were used to jump start this year with a professional development session on the topic of questioning by Vincent Romano on November 6, 2012. Additional human resources include the principal, assistant principal, coaches and Craig Pinckney-Lowe, a member of Network 607. This team will conduct the mini quality reviews. Coaches and administrative staff will also be available to guide and assist teachers as they work to develop these areas.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

In the spring of 2012, teachers attended a professional development on how to design and implement a unit of study. During the 2012-2013, school year teachers will develop and implement two units of study in ELA. All units will be aligned with the Common Core Learning Standards.

Comprehensive needs assessment

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

This goal was created to aid teachers in creating curriculum that will meet the demands of the Common Core Learning Standards.

Instructional strategies/activities

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

Teachers will work collaboratively to modify one social studies unit and one science unit to ensure that it is Common Core aligned. The literacy coach and Bilingual/ESL Coordinator have attended a variety of professional development sessions in order to support each grade team as they work on their units. Teachers will turn in their units by January 15th for review and feedback to be finalized and implemented by the end of the school year.

Strategies to increase parental involvement

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

Strategies used to increase parental involvement include monthly calendars that details school events, topics and goals for each subject area including physical education and the arts. Parents are also invited to workshops that introduce math and ELA curriculum including tips on how to work with their child at home. Parent Association and the School Leadership Team meetings also help to keep parents informed.

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

C.S. 152 coaches and administrative staff will be available to work with teachers as they develop their units of study. C.S. 152 coaches and administration also utilize the Network 607 resources such as Achievement Coaches, Yluicha Jaquez and Craig Pinckney-Lowe,

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Introduce and implement McGraw-Hill's "My Math" curriculum. The "My Math" curriculum is aligned to the Common Core standards. The curriculum is organized around essential questions allowing for a focused content approach to teaching. All lessons are sequenced providing entry points for differentiated instruction. Assessment components are built into all aspects of the curriculum. By June of 2013, seventy percent (70%) of students will demonstrate proficiency in the majority or (60%) of the Math Common Core standards.

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students.**

Although we have made strides in math, this goal was created to have everyone using the same material and the same language so that students would lose less time when moving to another grade. This program is aligned to the State Standards which will aide our students in meeting their goals.

Instructional strategies/activities

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

"My Math" is a common core aligned curriculum that has been implemented school-wide. Professional development by an outside consultant and the math coach will continue to develop teachers understanding of the Math Common Core Learning Standards as well as the proper implementation of the "My Math" program. A monthly pacing/ assessment calendar issued by the math coach guides teachers through the program. Monthly assessments allow administrators to monitor students' progress.

In grades 3-5 students also use the Accelerated Math program. In these grades, the pacing/assessment calendar includes Accelerated Math objectives that are aligned with the "My Math" program. Additionally, Accelerated Math includes assessments that allow students, teachers and administrators to monitor students' math proficiency.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Strategies used to increase parental involvement include monthly calendars that detail school events, topics and goals for each subject area including physical education and the arts. Parents are also invited to workshops that introduce math and ELA curriculum including tips on how to work with their child at home. Parent Association and the School Leadership Team meetings also help to keep parents informed.

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 \$18,329 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Eighteen thousand three hundred thirty nine dollars (\$18,329) of Title I funds were used to purchase student workbooks, teacher books, and math manipulatives. Professional development provided by a McGraw Hill “My Math” consultant occurred September 5, 2012. Additional human resources include the C.S. 152 Math Coach who is available to assist teachers with any questions regarding implementation of the program.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To deepen understanding of what quality teaching looks like, the inquiry team will focus on the study and implementation of Danielson 3b: Using questioning and discussion techniques. A school-wide inquiry study will guide teachers in learning, understanding, implementing and then evaluating good questioning and discussion techniques.

Comprehensive needs assessment

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

Using data collected during inquiry last year, the teachers identified questioning and critical thinking skills as an area for growth.

Instructional strategies/activities

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

To ensure that critical thinking skills, discussion and questions meet the rigor required to master the Common Core learning Standards. In order to accomplish this, the inquiry team chose to study critical thinking skills, questioning and discussion. Through books and articles the inquiry team will conduct a study of critical thinking skills and questioning. This information will be turn keyed to each member's grade team. Throughout the study teachers will implement thinking routines, work on framing good question, develop, and put into practice clear guidelines for small group and classroom discussions. Ultimately, inquiry teams will define routines and strategies that can be implemented in an effort to improve questioning and discussion techniques (Danielson 3b).

Resources that have been used to implement this study include: Common Core Learning Standards, "Making Thinking Visible" by R. Ritchhart, M. Church, and K. Morrison; "Thinking Through Quality Questioning" by J. Walsh & B. Sattes.

Strategies to increase parental involvement

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

Members of the Parent Association attend the School Leadership Team meetings where information about this goal is shared.

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 \$15,777 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

We estimate \$15,288 of Title I funds will be used for per session to pay for weekly Inquiry meetings. Four hundred eighty-eight dollars of Title I funds were used to purchase books, "Making Thinking Visible" for each inquiry team member. The data specialist and principal facilitate the weekly inquiry meetings.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><u>Wilson:</u> A program designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound, word and syllable cards are used throughout the Wilson reading process.</p> <p><u>Merrill Linguistics:</u> Children practice reading in their <u>Stepping Up</u> books before reading stories in the Merrill readers. This preparation makes the reading of words easier for children, so they can focus their attention on the meaning of the stories.</p> <p><u>Read, Write, Edit</u> Supports NCLB goals, and features differentiated instruction-books across multiple levels feature parallel lessons with the same skills and page numbers.</p> <p><u>English in a Flash:</u> Supports NCLB goals, through individualized differentiated assessments and differentiated units of work</p>	<p>Small Group:</p> <ul style="list-style-type: none"> • Wilson, • Merrill Linguistics, • Read, Write, Edit <p>Independent Computer Program:</p> <ul style="list-style-type: none"> • English in a Flash 	<p>All programs and strategies are implemented during the school day.</p>

	<p><u>Accelerated Reader:</u> Supports NCLB goals, through individualized differentiated assessments and leveled book program</p>		
Mathematics	<p><u>Accelerated Math:</u> The Accelerated Math program supports NCLB goals, through individualized differentiated instruction. Math practice assessments provide immediate checks on student mastery and growth.</p> <p><u>Kaplan Keys:</u> Provides instruction on effective methods and strategies for taking the New York State Test.</p>	Small Group	All programs and strategies are implemented during the school day.
Science	<p><u>Differentiated Instruction:</u> Our science program offers the following features: Hands on learning, small group instruction, lab set-up for grade four students.</p> <p><u>Harcourt Brace – NYC Science Curriculum:</u> Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials</p>	Small group	All programs and strategies are implemented during the school day.
Social Studies	<p><u>Harcourt Brace – NYC Social Studies Curriculum:</u> Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials.</p>	Small group	All programs and strategies are implemented during the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • At-risk counseling • Monitor student attendance • Referral to agencies for services and follow- up • Communication with parents and teachers • Professional Development for teachers on topics such as the assessment process, strategies to improve academic success and./or behavior 	<p>Small group and individual</p>	<p>All programs and strategies are implemented during the school day.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All teachers at C.S. 152 meet the State eligibility requirements and are assigned according to their certification. In addition to administration, C.S. 152 has staff members (coaches) who are designated to help teachers in the areas of: English Language Arts, Math, Science, Social Studies, Common Core Learning Standards, and Data as well as, specific programs such as Accelerated Math and Accelerated Reading. These coaches are always available to meet with teachers and staff.

Teachers and staff at C.S. 152 are provided with high quality professional development from both internal and external providers. C.S. 152 coaches receive professional development on a variety of topics from Network 607, this information is turn-keyed and available to all C.S. 152 teachers and staff.

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	958	Total Number of ELLs	250	ELLs as share of total student population (%)	26.10%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

Transitional bilingual education program	Yes <input 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	53	37	41	37	36	28								232
Push-In	1	4	1	5	3	4								18
Total	54	41	42	42	39	32	0	0	0	0	0	0	0	250

B. ELL Years of Service and Programs

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

Number of ELLs by Subgroups

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

To ensure ELLs with disabilities receive all mandated services, related service providers work cooperatively to arrange each student's schedule. In an effort to ensure that students maintain a consistent schedule, as well the integrity of their Individualized Educational Plan (IEP) speech, AIS, SETTS, ESL, physical therapist, occupational therapist and the hearing specialist provide the mandated services either in the students classroom or in a small group setting outside of the classroom.

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			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

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

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

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

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

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

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

target sound and word recognition, comprehension and oral language development. A student struggling with basic English skills may spend time on Imagine Learning and/or English in Flash computer program. Additional language focused interventions may include activities at a listening center, Flocabulary (detailed above) extra practice or intensive lessons focused on decoding, phonics, grammar, vocabulary, comprehension, fluency or any skill determined by the teachers. For other subjects including Math, Science or Social Studies teachers may use Math in Flash (detailed above), manipulatives, Envision Math online resources (videos etc.) that demonstrate math skills. These can be projected onto the Smartboard or students can view independently at a computer. Targeted, intensive vocabulary and content lessons that include a variety of scaffolding methods including but not limited to the use of visuals (pictures and artifacts), videos, manipulatives (counting blocks, base ten blocks, etc.), guided practice and hand on activities in small group setting that reinforce content and vocabulary.

Whenever possible, ELLs who have demonstrated proficiency on the NYSESLAT remain in ESL classes for a minimum of two years. This guarantees that they receive additional support that may be necessary before transitioning to a non-ESL classroom. ELLs are also provided testing modifications for 2 years after scoring proficient on the NYSESLAT.

Additional supports include a morning program to target 6-10 ELL students in each grade, per session. The programs will run three days a week for three, 6-week sessions. The implementation of the three sessions (versus one long session) guarantees that teachers have the flexibility to create small groups and then adjust those groups each six weeks to meet the needs of the students in their grade. The total number of students to benefit from this program will be between 50 and 150 first – fifth graders. Classroom teachers along with respective ESL co-teachers will use data including years of ESL service, NYSESLAT /LAB-R scores, ELA exams, and reports from STAR Literacy and Accelerated Reader in conjunction with class work and teacher’s observations to form the basis of these groups. Groups will be adjusted for each 6-week session. When possible, teachers will be paired with students that they work with on a daily basis. Students will meet with either an ESL or Bilingual certified teacher or a certified common branch teacher (who co-teaches with a certified ESL teacher in an ESL classroom). Each group will meet for forty-five minutes three days per week for three, 6-week sessions. All teachers will meet for 15 minutes each day of the program to plan together. ESL teachers will work with the common branch teachers in creating language goals and adjusting lesson plans to meet the language needs of the students.

The program will focus on literacy building skills for students in grades one through five. Five teachers (one per grade) will use Reading Safari magazine, which are themed, nonfiction and fiction short stories, poetry and readers theatre that are leveled according to Fountas and Pinnell. All lessons will be differentiated to ensure that they meet the individual needs of each student in the areas of phonemic awareness, phonics, fluency and expressiveness, vocabulary and comprehension. Last year, Title III funds were used to purchase the Reading Safari magazines, this year Title III funds will be used to purchase additional books to accompany the Reading Safari program, a non-fiction magazine such as Time for Kids and consumable items such as folders, pencils, art supplies etc. to be used with this program. Improvements for the upcoming school year include additional non-fiction magazines such as Time for Kids in order to expose our students to interesting non-fiction text. We have also added a English in a Flash – a computer software program to introduce new comers to English vocabulary. C.S. 152 will continue with supports such as the use of the Imagine Learning English software program and the Audio Book Lending Library that have proven to be successful in ESL classrooms. Descriptions of these programs (Imagine Learning and Audio Book Lending Library) are detailed in Part A. All programs that occur during the school day, before school and/or afterschool, including Academic Advantage’s After School Program, are available to all ELLs.

In addition to the morning programs that are funded by Title III any English Language Learner is eligible to join to any extra curricular or after school program. Extra curricular activities include Choir, Select Band, Drama, Storytelling and the Academic Advantage After School Program. The Bilingual/ESL Coordinator and any ESL teacher is available to all teachers who may need guidance in strategies and techniques to use when working with ELLs - including teachers who run a morning or after school programs

Additional academic, technological and native language supports in all ESL classrooms include: books available in the native language, an audio book lending library available in English and Spanish, bilingual dictionaries, picture dictionaries, English in Flash computer program, Imagine Learning English computer program, SmartBoards, computers and the assurance that at least on member of each co-teaching team is fluent in Spanish. When possible, content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed. Use of these supports depends on the needs of each student. These supports, and how each subgroup may use them are detailed in the Part A of the Programming and Scheduling Information section as they are crucial to an accurate description of how instruction is delivered.

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

D. Professional Development and Support for School Staff

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

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

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

Jan 4, 2012 - BICS/CALPS

Feb 1, 2012 - Stages of Language Development

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

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

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

May 2, 2012 - Developing Oral Language

May 16, 2012 - Building academic Language

June 6, 2012 - Scaffolding Writing Instruction

E. Parental Involvement

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	1								
	I	11	7	4	0	4								
	A	14	30	19	21	4								

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		5		9		9		26
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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	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?

6. Describe how you evaluate the success of your programs for ELLs.

Data from yearly New York State Tests including the NYSESLAT and LAB-R are used at the beginning of the year to give ESL teachers a snapshot of the students' academic profile and their academic progress. This information is used in conjunction with initial assessments at the beginning of the year to form literacy groups in grades K-2 and groups in all content areas in grades 3 – 5. All teachers (ESL and classroom) understand that the groups are fluid and change based on the needs of each student throughout the year. Throughout the year, the ESL teachers work with their classroom teachers to analyze data collected from a variety of sources including informal assessments (teacher observations, quizzes, homework, etc.) formal assessments (i.e. ACUITY, Accelerated Reading Quizzes and Accelerated Math quizzes), and periodic assessments (Everyday Math, Read Well, Science and Social Studies) and benchmark assessments (Fountas & Pinnell, STAR Literacy, and STAR Math). This information is used to guide the focus of whole group and small group lessons.

Analysis of Fountas and Pinnel levels for ELLs in grades 1 and 2 indicate that thirty-two percent (32%) of 1st grade ELLs are at or above level, twenty-seven percent (27%) are approaching level and forty percent (40%) are below level. Analysis of Fountas and Pinnel levels for 2nd grade indicate that sixty-one percent (61%) are at or above level, eleven percent (11%) are approaching level and twenty-seven percent (27%) are below level. In 2006, C.S. 152 began to use Read Well, the research based literacy program that ensure that students get a strong foundation in literacy skills in K-2nd grade. We have noticed that students that have been in school and especially our school since Pre-K or even K come in with a foundation in literacy that is not evident in students who are new comers from out of the U.S or other you begin their education in 1st grade. While ELLs follow a very similar trend more students come Kindergarten into 1st approaching or below level and most tend to move quickly and by the end of the year where they are at level or have made significant movement within Fountas and Pinnel.

This year's LAB-R Scores (for new comers) and last year's NYSESLAT scores indicate that our students are improving and moving towards the proficiency of the English language at the expected rate. In grades K-4, the quantity of students scoring "beginner" decreases and the number of students scoring "advanced" and "proficient" increases. In fifth grade (4th grade at the time of the test) the number of beginners increased, however this is due to a larger number of students who have 0-1 years of service. Taking that into consideration the fifth grade NYSESLAT/LAB-R scores are in line with those in grades K-4.

All students identified as Limited English Proficient (LEP) are required to take the New York State English as a Second Language Assessment Test (NYSESLAT). Analysis of the NYSESLAT scores indicate that approximately 85% of students in grades K through five scored at the advanced or proficient level on the combined listening and speaking scores. Analysis of the reading and writing combined scores indicates that 69% of students in grades K and five scored intermediate or advanced with an additional 5% scoring at the proficient level. Data from Fontas and Pinnel, Read Well and the NYSESLAT indicate that, with the exception of new arrivals in the upper grades students are progressing well in reading, listening and speaking.

A total of 103 ELLs took the New York State ELA tes in grades three through five. Of these 56% scored at a level II, 16% scored at a level III and 28% scored at a level I. Forty third grade ELLs took the ELA exam, of these 45% scored at a level I, indicating these students have not met the learning standards for their grade level. Forty-five percent (45%) of the third graders tested scored at a level II indicating that these students demonstrate a partial understanding of the ELA knowledge and skills expected in their respective grade. While the remaining 10% scored at a level III, indicating that these students demonstrated an understanding of knowledge and skills expected for their grade

level. Of the 22 fourth grade ELLs tested, 3% scored at a level I, sixty eight percent (68%) scored at a level II and 5% scored at a level III. Forty-one ELLs were tested in the fifth grade. Of these 12% scored at a level I, 61% scored at a level II and 27% scored at a level III.

Beginning in 2006, C.S. 152 gradually adopted the Read Well program for kindergarten through second grade. This research-based curriculum is specifically designed to facilitate differentiation of instruction, allowing teachers to target the specific reading skills, including phonemic awareness, phonics, decoding, and fluency, for each child. Teachers in grades K through 2 continually receive coaching and training on this program ensuring they develop as reading teachers.

As we begin to roll-out the Common Core Curriculum at C.S. 152 teachers have worked in grade teams to unpack the ELA standards. Last summer we began with Narrative Writing. Teachers unpacked the standards then worked to create a narrative writing curriculum map and unit that meets the standard while addressing the needs of their students. Additionally, this year our Inquiry Focus in Informational Writing (Grades K-2) and Opinion Writing (Grades 3-5). Each grade will take this information to adjust their Informational and Opinion writing curriculum.

A total of 101 ELLs in grades three through five took the NYS Math Test. Of these eight (8%) scored at a level IV, thirty-six percent (36%) scored at a level III, thirty-seven percent (37%) scored at a level II and nineteen percent (19%) scored at a level I. In third grade 29% of ELLs tested scored at level I, 42% scored at a level II, and 29% scored at a level III. Of the fourth grade ELLs tested, 27% scored at a level I, 27% scored at a level II, 42% scored at a level III and the final 4% scored at a level IV. Zero percent of fifth grade ELLs tested scored at a level I, 29% scored at a level II, 55% scored at a level III and 16% scored at a level IV.

This year our school has implemented the Envision Math Program for grades K-2. The new math program incorporates SmartBoard technology and allows for many ways to teach the content including interactive videos, manipulative and practice workbooks. Accelerated Math is a software based program placed in all third through fifth grade classrooms. The Accelerated Math program differentiates instruction through the use of 4 types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth.

Twenty-six 4th graders English Language Learners took the New York State Science exam. Of these 34.5% scored at a level III and IV, 19% scored at a level II, and 12% scored at a level I

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: C.S. 152

School DBN: 08X152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frances J. Lynch	Principal		1/1/01

School Name: C.S. 152

School DBN: 08X152

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Network: **607**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: C.S. 152	DBN: 08X152
Cluster Leader: J. Ruiz	Network Leader: E. Myers
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Due to budget constraints, we are requesting to use Title III funds to partially cover salary for one ESL teacher. At Community School 152, our ESL teachers exceed the number of ESL minutes mandated by CR Part 154. The extra time spent in the classrooms is used to provide additional support for any students who may struggle with the English language. Below you will find a detailed description of our ESL program.

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

As ninety-seven percent of ELLs at C.S. 152 are Spanish speaking we have made an effort to ensure that each ESL classroom has at least one teacher who is bilingual in English and Spanish (either the ESL push in or the classroom teacher). Not only does this ensure that during morning drop-off, afternoon dismissal and parent/teacher conferences parents of Spanish speaking ELLs will be able to communicate with the classroom and ESL teacher but also ensures that the student feels comfortable in the classroom. These considerations promote the home/school connection and allow parents to be involved in their child's education

In the grades K- 2, the ESL teacher pushes into the class during the literacy block. During this time the classroom teacher and ESL teacher co-teach, scaffolding lessons to address the four modalities (listening, speaking, reading and writing) with an intense focus on academic vocabulary development, phonemic awareness, phonics, fluency, comprehension, writing and grammar. In small groups the teachers use Read Well, a research based reading program. Throughout the week, the ESL teacher will spend additional time with small group that may be struggling with the English language. These lessons will vary based on needs of the group but may include skills such as vocabulary, grammar, comprehension and phonemic awareness, when possible these skills are taught through writing. In small group and whole class lessons teachers continually practice listening and speaking skills. Teachers use data from formal and informal assessments to place the students in small groups, and determine the skills focus for each group. Both teachers in 1st and 2nd grade ESL classrooms are trained in Read Well.

In grades 3-5 the push-in ESL teacher works with students in ELA, Math, Social Studies, and Science providing scaffolding, re-teaching, and academic vocabulary. Teachers use data from formal and informal assessments to place the students in three small groups. These groups are fluid and change based on the needs of students. Three days a week the ESL teacher focuses on ELA skills such as

Part B: Direct Instruction Supplemental Program Information

grammar, vocabulary, making predictions, cause and effect, compare and contrast, story mapping, summarizing, main idea, and sequencing, while the classroom teacher works on concepts or strategies in ELA. Two days a week the focus turns to Math and Science. During this time the classroom teachers focuses on math strategies while the ESL teacher works on developing academic vocabulary across the content areas and scaffolding the teaching of skills such as operations and analyzing tables and graphs. These activities encompass all four language modalities. Like the 1st and 2nd grade ESL classrooms, ESL teachers will take small groups of students who may be struggling to offer additional targeted instruction.

Part C: Professional Development

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

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

Begin description here:

The primary goal of professional development is to develop the teachers' craft, cultural awareness, and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. When possible, in house and out-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At C.S. 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University, New York City Office of ELLs and Children's First Network 607. This year as we continue to work on unit planning and implementation, several professional development opportunities are scheduled for topics such as: Questioning & Critical Thinking Skills, Using Questioning in the Classroom, Unit Planning, Language Goals for ELLs. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher.

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

Part D: Parental Engagement Activities

Begin description here: In an effort to keep all parents informed and involved the Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office. These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary.

Parents are invited to participate in and/or attend any school event. A sample of events planned for this year includes a Science Fair - where students will showcase thier informational writing and science projects, the Halloween Parade, and the Breast Cancer Walk. Other events include, "The Spring Show" that showcases that arts program at C.S. 152. The arts program which includes a Drama Club, Choir Ensemble, Select Band, and Step Team which is available to any student.

The Parent Coordinator, Bilingual/ESL Coordinator, Literacy Coach and Math Coach work together to provide a variey of workshops for parents. All workshops are delivered in English and Spansih and a translator is scheduled when necessary. A workshop planned for this year are: Your Student's Daily Planner, All About Read Well, Fountas and Pinnell and Preparing for the New York State Tests, Homework Help, CPR, and ARIS Parent Link.

Additionally, each ESL classroom (grades K-5) has an Audio Book Lending Library. Students select an audio book (most of which are available in English and Spanish) to take home each week. They are encouraged to listen to the book with their family. The goals of this program are: to create a love of books and reading, promote listening skills, to introduce students and their families to a variety of imaginative texts in Spanish and English, and to encourage family discussions about the books they have read and listened to. This program ensures that parents of ELLs have an opportunity to share a book with their family in their native language as well as English.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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