



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 152
DBN (i.e. 01M001): 22K152
Principal: CAROL SHELDRIK
Principal Email: CSHELDR@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA DAWN FARKAS
Network Leader: JOSEPH BLAIZE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Carol Sheldrick	*Principal or Designee	
Janet Radolinski	*UFT Chapter Leader or Designee	
Giselle Fritz	*PA/PTA President or Designated Co-President	
Tina Palmiotti	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	
Maxine Matthew	Member/ Parent	
Julie Barnes	Member/ Parent	
Deidre Brown Aguilar	Member/ Parent	
Hannah Tavarez	Member/ Parent	
	Member/	
Stephanie Wilensky	Member/ Elected CSA	
Jillian Palmiotti	Member/ Elected UFT	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, at least 80% of all students in grades K-5, including SWDs and ELLs, will show progress in reading by advancing a minimum of 3 levels, as indicated by the Teacher's College Reading Writing Project Assessment.

Comprehensive Needs Assessment

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

An analysis of student scores on the State Standardized English Language Arts Examination and the 2012-2013 Progress Report indicate the following:

In 2013 average student proficiency in English Language Arts was 2.40 which was "statistically similar to the average overall city wide test for Elementary schools" (2.53), as well as for schools in its peer group (2.42).

The percentage of P.S. 152's students at level 3 or 4 (21.2%) was in the 48.5th percentile when compared to its peer group, earning the school 2.88 points.

When student progress was measured, it was determined that 64 percent of students had shown growth, achieving a ranking of 52.9% when compared to its peer group. The school was awarded 5.21 points out of a possible 10.

In addition it was determined that the growth percentile for the schools lowest third was 82%, giving it a ranking of 68.7% when compared to its peer group and earning 6.87 points out of a possible 10.

We note that growth percentiles in grades 4 and 5 were measured against individual student's year to year progress. Early Grade progress was measured by anticipated growth based on the scores of students in general. In this area, Early Grade progress, P.S. 152's score of 1.55 placed it in the 38.6th percentile when compared to other in its peer groups earning ,3.80 points out of 10.

A breakdown by grade reveals that, 21.5% of grade 3 students were at or above grade; level, 21.0% of grade 4 students were at or above grade level and 21.1% of grade 5 students were at or above grade level.

A comparison of past years results revealed that in prior years there was a noticeable disparity between the scores of students in grades 3, 4, and 5, who were at or above level, while in 2012 achievement levels for all grades achieved parity.

However, a further analysis of ELA score by grade level determined that, in Grade 3, 45% of students were at Level 1, 43% were at Level 2; in Grade 4, 31% of students were at Level 1, 56% were at Level 2, and in Grade 5, 36% of students were at Level 1, 43% were at Level 2.

Not only did our Grade 3 students show less progress, a greater percentage of them scored below level 2.

This is another indication that our lower grade teachers would benefit from professional development leading to modification of instructional practices in the teaching of reading comprehension.

P.S. 152 also looked at Schoolwide Baseline and Benchmark Data using the Teachers College Reading and Writing Project Assessment , (TCRWP) as well as Reading Street Assessments . Analysis of the data indicated several findings:

Students are able to decode information, but have difficulty in referring to text for the main idea and details and determining author's purpose in informational text.

Students have difficulty making generalizations in fiction texts.

We also noted that student's reading levels decreased in grade 3 and began to rise again in grades 4 and 5.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy- All teachers participate in professional growth practices that shift teaching practices in the area of English Language Arts

Activity 1: The Literacy Staff Developer will provide professional development via workshops and/or mentoring for teachers in grades K-5 to improve teacher effectiveness in the areas of close reading, constructed responses, and student discussion using Socratic conversation prompts.

Activity 2: The school's Inquiry Teams will meet a minimum of once a month to:

- analyze student work using a prescribed protocol
- assess the effectiveness of current teaching practices
- modify curriculum as needed
- create model lessons for each grade

Activity 3: Teachers in grades 2 and 3 will participate in a minimum of 3 workshops to:

- ensure a thorough understanding of the Common Core Standards relevant to their own grade and to the successive grades
- formulate strategies to increase rigor in the early grades to enable students to improve performance levels on standardized assessments
- ensure a seamless alignment of curriculum across grades as well as within the grade

Activity 4: Teachers will be observed formally and informally a minimum of four times a year.

Activity 5: A Network Literacy Specialist will provide 6 sessions of professional development pertaining to Close Reading and Socratic Conversation Prompts

for teachers in grades 3-5 as follows:

2 sessions for teachers of Students with Disabilities (SWD's) and English Language Learners (ELL's)

4 sessions for teachers in grade K-5

Activity 6: Students in grade 2 will receive 2 days a week of AIS in a small group setting during the school day.

Activity 7: The Network's Special Education Coordinator will conduct a 3 day residency for teachers of SWD's in the Methodology for aligning IEPs to grade level Common Core State Standards in English Language Arts.

1.

B. Key personnel and other resources used to implement each strategy/activity

Activity 1: The Literacy Coach will work with all teachers in grades K-5 to provide professional development in English Language Arts.

Activity 2: The Principal and Assistant Principals, the Literacy Coach, and the Special Education Coordinator will work in coordination with teacher teams (i.e. The Inquiry Team, The Curriculum Alignment Team, the teachers of ELLs & SWD's Teams) and grade level teams to study student work, analyze data and suggest modifications to programs when indicated.

Activity 3: The Upper Grade Assistant Principal and the Literacy Coach will meet jointly with all Grades 2 and 3 teachers to ensure early grade instruction is aligned to Grade relevant Common Core Standards.

Activity 4: The Principal and Assistant Principal and all teachers in grades K-5.

Activity 5: The network consultant, Assistant Principals, Literacy Staff Developer, designated teachers in grades K-5.

Activity 6: A 2 day a week F Status teacher will work with low performing grade 3 students

Activity 7: The Network Special Education Coordinator, Principal, Assistant Principal, P.S. 152's Special Education Coordinator, 11 SWD teachers in Grade K through 5.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Activity 1: By the end of the 2013-2014 school year Classroom observations will reflect an increase in student to student discussions using Socratic Conversation prompts.

- A comparison of student work will indicate an improvement in the writing of constructed responses, as indicated by 90% of students improving a minimum of one level using a standardized rubric.
- Students' knowledge of close reading strategies will result in an improvement in comprehension skills as indicated by 80% of students increasing at least 3 levels on TCRWP.

Activity 2: Team minutes will be used to delineate team findings. Team members will liaison with classroom teachers to disseminate findings and implement curriculum modifications as indicated by 100% of teacher lesson plans and learning logs reflecting:

- Modifications of grade level curriculum maps in ELA as per the design of the Inquiry Team
- Modification of teaching practices to meet student needs identified by the teams

Activity 3: Teacher reflections sheets will be used to evaluate the impact of the workshops on classroom instruction.

Activity 4: By the end of the school year, teacher observations will indicate an increase in student to student discussions using Socratic Conversation prompts. Teacher observations will indicate an increase in the use of Close Reading Strategies to improve comprehension skills as indicated by 80% of teachers increasing a minimum of one level in 3B Danielson (Using Questioning & Discussion Techniques) .

Activity 5: A Teacher Survey will be used to measure the effectiveness of the seminar in improving teacher practices as indicated by 100% of teachers noting a minimum of two new strategies they will incorporate as part of regular classroom instruction.

Activity 6: Benchmark tests will measure student progress as indicated by 100% of students moving up a minimum of one reading level on the post test of the Targeted Instructional Reading Test.

Activity 7: 100% of teachers of SWD's observations and plan books will reflect the use of modifications to align individual students' IEP's with ELA Common Core Grade Requirements

D. Timeline for implementation and completion including start and end dates

Activity 1: Literacy Staff Developer works with individual teachers on a daily basis from September 2013 until June 2014. A minimum of 3 workshops per year in Literacy will be provided for teachers over the course of the school year.

Activity 2: Inquiry Teams will meet 1 to 2 times each month from October 2013 to June 2014.

Activity 3: A Workshop will be held every other month from December 2013 to May 2014

Activity 4: All teachers will be observed a minimum of four times a year (on a rolling basis) and will engage in end of year self-reflections and assessments.

Activity 5: Six sessions will take place between December 2013 and January 2014.

Activity 6: Students will receive one period of small group instruction twice a week from December 2013 to June 2014.

Activity 7: Three workshops from October 2013 through December 2013.

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity 1: The full salary of the Literacy Staff Developer will be paid using Title I Schoolwide Program Funds. 18 per diem substitutes will be hired to provide Professional Workshop days for 30 teachers using Tax Levy Citywide Instructional Expectations Funding.

Activity 2: The Curriculum Inquiry Team of 10 teachers will meet 2 times per month for 9 months for a 90 minute session at the per session rate using Tax Levy Fair Student Funding. The Inquiry Team of 11 teachers of Students with Disabilities will meet 1 time per month for 8 months for a 90 minute session at the per session rate using Tax Levy Fair Student Funding. The Vertical Alignment Team and Grade Level Inquiry Teams meet during common preps scheduled during the school day (no additional cost).

Activity 3: 14 Teachers, the Principal, Assistant Principal, Literacy Staff Development, and Math Staff Developer will attend three 3 hour workshops. They will be paid at the per session rate using Title I Schoolwide Program Funds and Tax Levy Fair Student Funding

Activity 4: No cost

Activity 5: 28 substitutes will be hired at the per diem rate to provide coverage for 10 teachers receiving Professional Development at a Literacy Residency, using Tax Levy Citywide Instructional Expectations Funds.

Activity 6: A 2 day a week F-Status teacher (from December 2013 through June 2014) will cost \$11,383. Tax Levy Fair Student Funding will pay for this position.

Activity 7: 9 substitutes will be hired, at the per diem rate, to provide coverage for Teachers of Student's with Disabilities to attend two network workshops using Tax Levy Citywide Instructional Expectations Funds.

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).

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

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

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

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

Parent Coordinator will host various workshops for parents.

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

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

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

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

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

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

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

The SLT committee will meet monthly to discuss parent concerns.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, at least 80% of students in grades K-5 will increase at least 1 proficiency level in Mathematics, as measured by the "Go Math" End of Year Performance Assessment.

Comprehensive Needs Assessment

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

An analysis of student scores on the NY State Standardized Mathematics Examination and the NY City 2012-2013 Progress report indicate the following: In 2013 average student proficiency in Mathematics was 2.47. This score was “statistically similar” to the city wide average of 2.64 as well as the peer school average of 2.52.

The percentage of 152’s students at levels 3 and 4 (22.8%) was in the 43.7 percentile when compared to its peer group school, earning the school 2.60 points.

When student progress was measured it was determined that 64.0% of students had shown growth, achieving a ranking of 60.2% when compared to its peer group. The school was awarded 5.84 points out of a possible 10.

In addition the growth percentile for the schools lowest third was 77%, placing it in the 60.6 percentile when compared to its peer group and earning it 5.99 points out of a possible 10.

Early grade progress was 2.25; placing P.S. 152 in the 47.4 percentile when compared to its peer group.

Analysis of PS152’s progress report in Mathematics is strikingly similar to the results for English Language Arts. Comparison of data reveals that :

Progress in both English Language Arts and Mathematics in Grades 4 and 5 is at or above the 50% percentile when compared to citywide and peer group schools. Progress for the schools lowest third is above average for citywide and peer groups.

Early grade progress is lower than Citywide average, but approaches the 50th percentile in Mathematics when compared to its peer group.

An examination of state exams scores by grade revealed that, 25.7% of Grade 3 students were at level 3 or 4; 17.5% of Grade 4 students were at level 3 or 4, and 24.6% of Grade 5 students were at level 3 and 4.

An additional finding notes that the adjusted core course pass rates of former students in middle school is 94.9%, above both city and peer average.

A further assessment of the State Mathematics examination by grade revealed that, in Grade 3, 33.8% of students were at Level 1 and 39% of students were at Level 2; in Grade 4, 31.2% of students were at Level 1 and 51.8% of students were at Level 2, and in Grade 5, 45.2% of students were at Level 1 and 30.9% of students were at Level 2.

Although the percentage of students at levels 3 and 4 in grade 4 were noticeably lower than those of students in grades 3 and 5, we noted that Grade 4 had the lowest percentage of students at Level 1. In addition, 24 out of 58 students who achieved a Level 2 had earned scale scores between 300 and 312 and were at the high end of the level 2 scale. We determined that teacher efficacy in the teaching of mathematics is uniform across the grades.

An analysis of each grade using the Pre-requisite Skill Assessment revealed that as of October 2013, 21% of Grade K students are at Level 3 and 4; 55% of Grade 1 students are at Levels 3 and 4, 11% of Grade 2 students are at Levels 3 and 4; 6% of Grade 3 students are at Levels 3 and 4; 17% of Grade 4 students are at Level 3 and 4, and 3% of Grade 5 students are at Levels 3 and 4.

These results indicate a need to increase the level of rigor in mathematics at all grades, with particular attention given to teachers of grades 2 and 3.

P.S. 152 is introducing a new mathematics program *Go Math!*, which is closely aligned to the Common Core State Standards. We have used data from the first two benchmarks tests to evaluate student proficiency.

A majority of students had difficulty with:

- decomposing numbers
- using distributive property
- use of place value
- regrouping
- determining the appropriate operation needed

The *Go Math!* Beginning of the Year Assessment reinforced these findings.

We will conduct an interim *Go Math!* assessment in January to measure the effectiveness of this program and to monitor student achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy- All teachers will participate in professional development to promote more effective classroom practices in the teaching of mathematics.

Activity 1: Teachers in grades K-5 will attend 6 sessions of a *Math Residency* addressing instructional shifts tied to Danielson (3B).

Activity 2: The Math Staff Developer will provide professional development via workshops or mentoring in:

a) The *Go Math!* Program to teachers in grades K-5 to ensure that it is:

- effectively implemented in the classroom
- properly aligned to the Common Core Standards
- modified as needed to meet the needs of ELLs and SWDs

b) Introducing more effective questioning techniques to enrich classroom discussion

Activity 3: Teachers will be observed formally and informally a minimum of four times a year.

Activity 4: Inquiry Teams will focus on student work in mathematics to inform teacher practices.

Activity 5: Designated teachers will visit math lab sites a minimum of three times to observe best practices in the teaching of mathematics.

Activity 6: Two teachers per grades K-4, and five grade 5 teachers will attend 3 full day professional development workshops conducted offsite by a *Go Math* Educational Consultant.

2. Key personnel and other resources used to implement each strategy/activity

Activity 1: Personnel: Network Math Specialist, Math Staff Developer, 8 teachers in Grades K-5

Activity 2: Assistant Principal, Math Staff Developer and all teachers in Grades K-5 will work on implementing more effective classroom practices

Activity 3: Principal & Assistant Principals and all teachers in grades K-5

Activity 4: Principal, Assistant Principals, School Teams (i.e. Inquiry Team, Vertical Alignment Team, Curriculum Alignment Team, Grade Level Teams teachers' of ELL & SWD Teams) will work to analyze and study student work in mathematics; analyze data; and modify curriculum as indicated.

Activity 5: Math Staff Developer and designated teachers in Grades K-5

Activity 6: Math Staff Developer and 15 designated teacher per grade in Grades K-5

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Activity 1: At the culmination of the residency, teachers will complete an Evaluation Sheet to determine its effectiveness, as indicated by 100% of teachers noting a minimum of 3 strategies /activities they will implement as part of the year long program.

Activity 2: 100% of teacher observations and lesson plans will indicate the effective implementation of the new Go Math as part of daily practice. Math Curriculum Maps will attest to the alignment of the *Go Math!* Program with Common Core Standards. 80% of students will increase at least one proficiency level on *Go Math!* post assessments.

Activity 3: Teacher observations will indicate teachers are effectively using the *Go Math!* resources to differentiate instruction and align curriculum. Observations will indicate that more effective questioning techniques are being used to enrich classroom discussions as indicated by 80% of teachers increasing a minimum of one level in 3B Danielson (Using Questioning & Discussion Techniques.)

Activity 4: Team minutes will be used to delineate team findings and members will liaison with teachers to facilitate the implementation of curriculum modifications. 100% of teacher observations and plans will indicate that Inquiry Team Findings are being used to realign curriculum maps in Mathematics and to modify student instruction based on student achievement data.

Activity 5: Self Reflections will be used prior to and after each lab visit site to evaluate the impact of the lab site lesson on classroom instruction.

Activity 6: Teacher surveys will be used to judge the efficacy of the professional development provided by the *Go Math!* Educational consultants, as indicated by 100% of teachers noting a minimum of 5 aspects of the program they will implement on a regular basis for the teaching of mathematics..

4. Timeline for implementation and completion including start and end dates

Activity 1: 6 sessions from October 2013 to February 2014

Activity 2: Math Staff Developer will work with individual teachers on a daily basis from September 2013 until June 2014. A minimum of 3 workshops a year in mathematics will be provided for teachers over the course of the school year.

Activity 3: All teachers will be observed a minimum of four times a year (on a rolling basis) and will engage in end of year summative conference.

Activity 4: Inquiry Teams will meet 1-2 times each month from October 2013 through June 2014.

Activity 5: Labsites will be held every other month from September 2013 through May 2014.

Activity 6: 4 sessions beginning in July 2013 and ending in March 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity 1: 8 substitutes will be hired at the per diem rate to allow 8 teachers to attend 2 half-day workshops as part of a 6 session math residency. Per diems are funded by Tax Levy Citywide Instructional Expectation.

Activity 2: The salary of a full-time Math Staff Developer is funded through Title I SWP funding. 18 substitutes will be funded at the per diem rate to allow teachers in grades K-5 to attend workshops conducted by the Math Staff Developer during the school year. Per diems are funded by Tax Levy Citywide Instructional Expectation.

Activity 3: No Cost

Activity 4: The Curriculum Inquiry Team of 10 teachers will meet 2 times per month for 9 months for a 90 minute session at the per session rate using Tax Levy funds. The Inquiry Team of 11 Teachers of Students with Disabilities will meet 1 time per month for 8 months for a 90 minute session at the per session rate using Tax Levy funds.

The Vertical Alignment Team and Grade Level Inquiry Teams meet during common preps scheduled during the school day (no additional cost).

Activity 5: No Cost

Activity 6: 45 substitutes will be hired at the per diem rate to allow 15 teachers two attend 3 off-site workshops in Go Math. Substitutes will be funded using Tax Levy Citywide Instructional Funding.

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).

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

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

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

Parent Coordinator will host various workshops for parents.

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

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

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

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

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

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, at least 70% of all ELL students taking the NYSESLAT will move up one proficiency rating.

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.

We used two assessment criteria to measure the performance and progress of English Language Learners, the New York State Standardized English Language Arts Examination, and Teacher's College Reading and Writing Assessment Project. The New York State English Language Arts Examination indicated the following:

The majority of our English Language Learners scored at a Level 1 in contrast to the majority of General Education students who scored Level 2 or above.

ELL Student results showed a direct correlation between the student's NYSESLAT levels and their results on the ELA.

Grade 3 had the lowest proportion of students at the advanced level (20%) and scored as follows on the ELA, 86.7% at Level 1 and 13.3% at Level 2.

Grade 4 had the highest proportion of students at the advanced level (80%) and scored as follows on the ELA, 46.1% at Level 1, 46.1% at Level 2, and 7.8% at Level 3.

Grade 5 had 44% of students at the advanced level and scored as follows on the ELA, 72% at Level 1 and 28% at Level 2.

We also noted a close correlation between the number of years a student has received ESL services and their scores on the ELA.

An analysis by grade level indicated that:

93% of Grade 3 students were classified as “newcomers” receiving three or fewer years of service.
 64% of Grade 3 students had received two or fewer years of service.
 14% of Grade 3 students had IEPs.

46% of Grade 4 students were classified as “newcomers” receiving three or fewer years of service.
 23% of Grade 4 students had received two or fewer years of service.
 15% of Grade 4 students had IEPs.

70% of Grade 5 students were classified as “newcomers” receiving three or fewer years of service.
 65% of Grade 5 students received two or fewer years of service.
 40% of Grade 5 students had IEPs.

These results indicate that students who received a sustained period of ESL instruction showed tangible progress towards meeting grade level standards.

P.S. 152 also measured student progress in reading using the Teachers College Reading and Writing Project. This assessment indicated that 61% of ELLs in grade K-5 had increased their reading levels by 3 or more reading levels during the 2012-2013 school year. However, their entry levels remain substantially below those necessary to achieve grade level expectations.

The TCRWP data also indicated that the progress of ELLs in grade 3 was noticeably lower than that in the other grades.

P.S. 152 also measured the progress ELLs made in approaching or meeting grade level expectation. The following table delineates these results:

% of Students	Meeting	Approaching	Grade Level Expectations
Grade K	25%	29%	
Grade 1	38%	0%	
Grade 2	0%	21%	
Grade 3	0%	13%	
Grade 4	0%	33%	
Grade 5	14%	18%	

These data reinforce our findings that we need to promote activities which will enhance the teaching practices of teachers of ELLs while providing support services to our ELL students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

Strategy- Professional development and programmatic changes will be implemented for all teachers of English Language Learners (ELLs) to promote teacher effectiveness in the area of Foundational Literacy.

Activity 1: The network director of English as a Second Language (ESL) Services will provide 3 workshops in the effective use of scaffolding to meet the needs of ELLs.

Activity 2: A full-time certified ESL teacher will service students in Kindergarten and Grade 1 at our Early Childhood Center. She will use a pull-out program to provide

services to small groups of children. She will liaison with classroom teachers of ELL's to help them adapt classroom instruction.

Activity 3: A self-contained class of ELL students will be created in Grade 2. A fully certified ESL teacher will employ ESL strategies to intensify the language development program for these students.

Activity 4: The upper grade ESL teacher will implement a new push in program to:

- adapt classroom instruction to support ELLs in the content area
- provide support in the scaffolding of lessons
- help implement the incorporation of language development notes as part of the daily routine

Activity 5: Teachers will be observed formally and informally a minimum of four times a year.

Activity 6: The ELL Inquiry Team will meet at least once a month to analyze student work using prescribed protocols and will formulate curricula modifications as needed.

Activity 7: A pilot group of ELL students will be targeted for 180 sessions of Wilson instruction to "close the gap" in foundational literacy skills.

Activity 8: A Wednesday/Thursday small group afterschool program will be offered from October 2013-June2014 to students in grades K-5

• **Key personnel and other resources used to implement each strategy/activity**

Activity 1: The Network Director for ESL Services, PS 152s ESL Coordinator, Classroom Teachers of ELLs

Activity 2: The ESL teacher for Kindergarten and Grade 1, and teachers of ELL's in Kindergarten and Grade 1.

Activity 3: The ESL teacher for Grade 2

Activity 4: The ESL teacher in grade 2-5, Teachers of ELLs in grades 2-5

Activity 5: The Principal, The Main Building Assistant Principal

Activity 6: The ELL Inquiry Team, The Principal, The Assistant Principals, Teachers of ELLs in grades K-5

Activity 7: The Wilson Specialist, 6 ELL students in grades 2-4 with severe deficiencies in foundational literacy and English phonemic awareness

Activity 8: Two Certified ESL Teachers, 3 classroom teachers with experience working with ELL's will work with students in grades K-5

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Activity 1: Teacher evaluations will be used to measure the effectiveness of the workshops as a method of informing instruction as indicated by 100% of ESL teachers denoting at least 3 strategies they will introduce to inform or modify instruction.

Activity 2: Teachers plans and observations will indicate the use of ESL strategies appropriate for an Early Childhood Program as indicated by 80% of students in K and 1

moving up at least one proficiency level.

Activity 3: The ESL teachers' plans and observation will indicate the daily effective integration and alignment of language development techniques throughout all areas of the curricula as indicated by 80% of students in grade 2 moving up at least one proficiency level.

Activity 4: Observations and teacher plans will indicate that:

- adaptations of classroom instruction to support content area learning taking place on a daily basis
- lessons are scaffolded to meet student needs
- language development notes are part of the daily routine

Student progress, monitored on a regular basis will indicate that 80% of students in grades 2-5 will move up at least one proficiency level.

Activity 5: Teacher observations will indicate an increase in the use of scaffolding lessons by teachers of ELLs as a means of providing student support. Lesson plans and observations will indicate that teachers are regularly using ELL strategies to adapt their instruction to meet the needs of students in the content area as indicated by 80% of teachers increasing a minimum of one level in Danielson 3C (Engaging Students in Learning)

Activity 6: Team minutes will reflect findings. 100% of ESL teachers plans will indicate that classroom practices and modifications based on Inquiry Team findings are being used to inform instruction

Activity 7: The Wilson Assessment of Decoding and Encoding (WADE) will be used to measure student growth in foundational literacy skills as indicated by 100% of students moving up one level on the WADE post test.

Activity 8: Spring 2014 NYSESLET results will indicate at least 70% of all ELL students taking the NYSESLAT.

• Timeline for implementation and completion including start and end dates

Activity 1: These workshops will be offered between January 2014 and April 2014.

Activity 2: The Early Grade ESL Teacher will implement her program daily from September 2013 through June 2014.

Activity 3: The Second Grade ESL Teacher will implement her program daily from September 2013 through June 2014.

Activity 4: The ESL Coordinator will implement her program daily from September 2013 through June 2014.

Activity 5: Teachers of English Language Learners will be observed both formally and informally a minimum of four times a year on a rolling basis throughout the year and will engage in an end of year self-reflection.

Activity 6: The ELL Inquiry Team will meet after school one Friday a month from October 2013 through June 2014.

Activity 7: The Wilson program will meet one period a day from October 2013 through June 2014.

Activity 8: The ELL After-School program will meet on Wednesday and Thursday from October through May.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Activity 1: 9 substitute teachers will be hired at the per diem rate to allow 3 teachers of ELL's to attend 3 workshops of an ESL residency. Funded by Tax Levy Citywide Instructional Expectations.

Activity 2: The salary of the early Grade ESL teacher is paid through Tax Levy Fair Student Funding.

Activity 3: The salary of the Grade 2 ESL teacher is paid through Tax Levy Fair Student Funding.

Activity 4: The salary of the upper grade ESL teacher is paid through Tax Levy Fair Student Funding.

Activity 5: No Cost

Activity 6: The ELL Inquiry Team of 5 teachers will meet 9 times during the school year for 90 minute sessions at the per session rate. They will be funded by Tax Levy Citywide Instructional Expectations and Tax Levy Fair Student Funding.

Activity 7: 20% of the salary of a teacher providing Academic Intervention Services will be funded using Tax Levy Fair Student Funding.

Activity 8: 5 teachers will provide afterschool Academic Intervention Services in Grades K through 5. Students will receive 2 ½ hours of instruction per week from October 2013 through May 2014. Funding will be provided by Title III LEP Funds and Tax levy Fair Student Funding.

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).

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

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

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

Principal will conduct a workshop explaining the Common Core Learning Standards

The ESL Coordinator will host various workshops for parents.

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

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

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

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

P.S. 152 will hold ELL workshops to inform parents about ELL services and grade level curricula NY and State Standards.

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

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

Parents will be invited to class parties during the school year.

The SLT committee will meet monthly to discuss parent concerns.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

6.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

	<p>Interactive Read Alouds</p> <p>Repeated Reading</p> <p>Differentiated Guided Reading</p> <p>Interactive Writing and Shared Writing</p> <p><u>“New York Content Reading”</u></p> <p>Differentiated Instruction</p> <p>Scaffolded Instruction</p> <p>Constructed Responses</p> <p>Shared Writing</p> <p><u>“Crosswalk Coach for the Common Core”</u> Standards in English Language</p> <p>Diagnostic and Intervention System</p> <p>Targeted Skill Instruction</p> <p>Cumulative Assessment</p> <p><u>“Buckledown to the Common Core Reading “</u></p> <p>Diagnostic and Intervention System</p> <p>Targeted Skill Instruction</p> <p>Cumulative Assessment</p>	<p>Small group instruction for students in Grades 1, 3, 4, and 5</p> <p>Small group instruction for students in Grades 3, 4, and 5</p> <p>Small group instruction Grades 3, 4, and 5</p>	<p>Monday and Tuesday after school program:</p> <p>Monday 2:20 PM to 2:55 PM,</p> <p>Tuesday 2:20 PM to 3:35 PM</p> <p>September 2013–June 2014</p> <p>Wednesday and Thursday after school program 2:20 PM to 3:35 PM December 2013–April 2014</p> <p>Saturday Institute Saturday from 9:00AM to 12:00 PM February 2014-April 2014</p>
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	<p>AIS for English Language Learners Tier I:</p> <p><u>“English Language Learners Readers”</u></p> <p>English Language Development Readers</p> <p>Modified Read Alouds</p> <p>Guided Reading</p> <p>Shared Reading</p>	<p>Small groups of ELL student Grades K-5</p>	<p>During the school day 3 to 5 times a week for 50 minute periods September 2013-June 2014</p>
	<p>Tier II</p> <p><u>“Foundations”</u> (Phonics Based)</p> <p>Letter sound Recognition</p> <p>Sound Word Recognition</p> <p>Vocabulary In Context</p> <p>Fluency</p> <p>Shared Writing</p> <p>Re-reading</p> <p><u>“On Our Way to English”</u></p> <p>Vocabulary reinforcement</p> <p>Context clues</p> <p><u>“Pearson’s Reading Street for ELLS”</u></p> <p>Interactive Reading</p> <p>Shared Writing</p>	<p>Push in/Pull Out Program Small groups of ELL students in grade K through 5 who are designated <i>Beginners and Intermediate</i></p>	<p>During the school day 8 hours of instruction per week September 2013-June 2014</p>

	<p><u>"Pearson's Reading Street for ELLS"</u></p> <p>Targeted Skill Instruction</p> <p>Close reading with vocabulary enhancements</p> <p>Explicit Teaching of Grammatical Construction</p> <p>Interactive Reading</p> <p>Shared Writing</p> <p><u>"Explode the Code"</u> (Phonic Based)</p> <p>Letter sound Recognition</p> <p>Sound Word Recognition</p> <p>Vocabulary In Context</p> <p>Fluency</p> <p>Interactive Reading</p> <p>Interactive Writing</p>	<p>Push in/Pull Out Program</p> <p>Small groups of ELL students in grade K through 5 who are designated <i>Advanced</i></p> <p>Small group instruction for ELLS for students in grades K-5</p> <p>Sections will be multi-grade as students will be placed on using data from Language Assessment rather than grade level</p>	<p>During the school day</p> <p>4 hours of instruction per week</p> <p>September 2013-June 2014</p> <p>Wednesday and Thursday after school program 2:20 PM to 3:35 PM December 2013 –April 2014</p>
<p>Mathematics</p>	<p>Tier I Intervention</p> <p><i>Go Math!</i> Program</p> <p>Diagnostic Assessment</p> <p>Re-teach Component</p>	<p>Flexible small groups</p> <p>Groups adjusted frequently to meet students skill deficit needs</p> <p>Grades K-5</p>	<p>During the school day</p> <p>Two periods of instruction per day</p> <p>September 2013 – June 2014</p>

	Scaffolded Instruction		
	Guided Teacher Groups		
	Teacher Modeled Lessons		
	Teacher/Student Interactive Instruction		
	Student Independent work		
	Tiered Instruction/R.T.I.		
	Extensive use of manipulatives, Classroom mathematics libraries		
	Tier II Intervention:		
	<u><i>“Finish Line Mathematics”</i></u>		
	Scaffolded Instruction	Small group instruction Grades 1, 3, 4, and 5	Afterschool Monday and Tuesday Extended Time Program Monday 2:20 PM – 2:55 PM Tuesday 2:20PM - 3:35PM September 2013-June 2014
Guided Teacher Groups			
Independent Instruction			
Practice Exercises in Basic Math			
Intervention System			
Targeted Skill Instruction			
Independent Practice			
<u><i>“Practice Exercises in Basic Math”</i></u>	Small group instruction Grades 3-5	Afterschool A Wednesday and Thursday Extended Day Program 2:20 PM to 3:35PM October 2013-April 2014	
Diagnostic and Intervention System			
Targeted Skill Instruction			

	<p>Independent Practice</p> <p>Cumulative Assessment</p> <p><u>"Buckledown Mathematics"</u></p> <p>Diagnostic and Intervention System</p> <p>Targeted Skill Instruction</p> <p>Independent Practice</p> <p>Cumulative Assessment</p>	<p>Small group</p> <p>Grades 3, 4, and 5</p>	<p>Saturday Program from 9:00 AM to 12:00PM</p> <p>February 2014-April 2014</p>
<p>Science</p>	<p>Tier I Intervention;</p> <p><u>"Focus on Science"</u></p> <p>Reading in the Content Area</p> <p>Read and ask questions</p> <p>Compare and contrast informational text</p> <p>Expository Writing</p> <p>SCIS Materials</p> <p>Hands-on Science</p>	<p>Small Group</p>	<p>During the school day</p> <p>1period per week</p> <p>September 2013-June 2014</p>
<p>Social Studies</p>	<p>Tier I Intervention;</p> <p>Material used(Strategies for Success in Social Studies, Primary Documents, Classroom Social Studies Library)</p>	<p>Small group</p>	<p>During the school day</p> <p>1period per week</p> <p>September 2013-June 2014</p>

	<p>Reading in the Content Area</p> <p>Main Idea and Supporting Details</p> <p>Compare and contrast informational text</p> <p>Organizing text</p> <p>Expository Writing</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling geared toward: Improving Social Skills,</p> <p>Conflict Resolution Strategies</p> <p>Behavior Modification</p> <p>Crisis Intervention as needed.</p> <p>ERSSA counseling</p>	<p>One on one or small group</p>	<p>During the school day</p> <p>1 to 2 periods weekly</p> <p>September 2013-June 2014</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
√X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

Teacher subgroups meet on a regular basis:

- Curriculum Alignment Inquiry Team
- Vertical Alignment Inquiry Team
- Grade level Inquiry Team
- SWD Inquiry Team
- ELL Inquiry Team

Teachers are invited to lab-site workshops to observe effective teaching practices.

Professional Development materials are provided to all teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

6. An Upper Grade Assistant Principal was appointed for the 2013-2014 school year to aid in providing professional development (in Danielson)
7. A full-time Literacy Staff Developer works with teachers in grades K-5. She provides group workshops throughout the school year on topics such as close reading, constructed responses and discussion techniques. She is a member of the Vertical Inquiry Team and the Curricular Alignment Team and attends Grade-wide Team meetings. She provides mentoring to teachers on all grade levels, as needed.

8. A full time Math Staff Developer works with teachers in grades K-5. She provides group workshops in the implementation of our new *Go Math!* Program. She mentors teachers on all grade levels, as needed. She serves on several school teams.
9. Our Special Education Coordinator and ESL Coordinator provide professional development to teachers of SWDs and ELLs, respectively. They also work with general education teachers, as needed. They serve on school teams, such as the SWD Inquiry Team and the ELL Inquiry Team.
10. The Network provides specialists who conduct workshops in areas, such as literacy and mathematics, as well as providing special instruction geared to teachers of SWDs and ELLs.
11. Lead teachers demonstrate effective classroom practices in classroom lab sites and through visitations.
12. PS 152 has various school teams which meet once or twice a month.
13. Teachers on each grade have a common prep weekly which can be used for professional development.
14. A 40 minute block on Monday afternoons is devoted to professional development.
15. Three ½ day school days have been set aside for professional development activities.
16. Teachers are sent off-site for professional development workshops in a range of areas.
17. Teachers of ELLs, SWDs, as well as grade leaders have weekly common preps.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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

All students participate in the *Go Math!* Mathematics Program that has been established as part of the overall instructional program. TLFSF

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

An October 2013 through May 2014 Weds/Thurs after school 2.5 hour weekly program Contract for Excellence

An October 2013 through May 2014 Weds/Thurs after school for English Language Learners 2.5 hour weekly program Title III

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

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

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

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

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

- Principal per session Saturday Institute (9 sessions) Tax Levy Fair Student Funding (TLFSF)
- Supervisor per session for after school TLFSF
- Professional instructional materials to support curriculum development during the regular school day. TLFSF, Title I Schoolwide Programs (SWP)
- Instructional materials for use during extended day programs. Title I, SWP, Title III SWP, TLFSF TitleIIA

- Teacher per session for after school programs and differentiated professional development. Title I, SWP, Title III, Contract for Excellence, and Citywide Instructional Expectations
- Instructional materials for use during the regular school day in Mathematics. TLFSF, Title I SWP, Title IIA
- Computers to enhance classroom technology TLFSF, Title I SWP
- Educational Software for classroom and computer labs TLFSF, Title I SWP
- Diagnostic software to assist in student assessments TLFSF, Title I SW
- Two TESOL teachers provide professional development and student support services during the regular school day. TLFSF
- Mathematic Staff Developer Title I SWP
- Educational Consultants Title I SWP
- Per Diem substitutes used for Professional Development Title I SWP and Citywide Instructional Expectations

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Flyers in multiple languages will be distributed to CBO's and members of the community inviting parents of prospective students to an Early Grade Orientation Fair. This spring programs will include information about P.S. 152's academic programs, facilities and support services.
- Prospective parents will be invited to a Spring Parents Association Meeting.
- The School Based Support Team will invite parents of incoming Students with Disabilities (SWD's) to a workshop detailing the programs and services available for their children.
- The Parent Coordinator will contact CBO's offering to present orientation workshop at their sites.
- The Literacy Staff Developer will create a summer reading list to help students transition to Kindergarten or first grade.
- The Parent Coordinator will create a summer activities informational booklet with activities geared to developing students' readiness for school.
- The P.S. 152 Parent Handbook will be available to all prospective parents.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers will meet frequently during common planning time to plan lessons, assess students' progress, evaluate instructional strategies, collaboratively look at student work, create extensive curriculum maps, and develop strategic approaches to meeting the needs of all students including English Language Learners and special needs students. September 2013-June 2014 (weekly).

- Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and to identify necessary instructional changes.
- Teachers will meet in grade-level and multi-grade teams to review student data gathered from periodic assessments.
- Teachers will plan collaboratively, by grade level ,as well as vertically across the grades;
- During common planning periods, teachers will meet to plan lessons, assess student progress, evaluate instructional strategies, (as compared to exemplars), modify curriculum maps, and develop strategic approaches to meeting the needs of our SWDs and ELLs.

Teachers received professional development:

- Aligning rubrics to CCSS
- Norming writing according to rubrics
- Planning instruction based on assessments
- Using Close Reading Strategies
- Using Semantic Prompts
- Questioning and Mathematical Discussion
- Implementing the components of The Go Math! Program as Part of Daily Practice
- Implementing the Components of Danielson as part of Daily Practice

Teachers of SWD's received professional development in:

- Aligning IEP goals with Common Core Learning Standards
- Scaffolding literacy instruction to meet the needs of all learners

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

PARENT INVOLVEMENT POLICY (PIP)

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

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

P.S. 152's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school.

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Actively engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact; maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of

the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- Host the required Title I Parent Annual Meeting on or before December 2nd of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening) to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Hold annual workshops based on feedback provided on parent surveys and parent requests, i.e. during PA meetings.

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

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

SCHOOL-PARENT COMPACT

P.S. 152, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S.152 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 2nd of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- insuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate effectively with parents whose native language is other than English;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, Math Family Night, Reading Family Night).

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
- communicate with my child's teacher about educational needs and stay informed about his/her education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Deidre Aguilar, Title I Representative, on September 21, 2013.

This Parent Involvement Policy will be updated on December 9, 2013.

The final version of this document will be distributed to the school community on January 22, 2014 meeting and will be available on file in the Parent Coordinator's office.

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

2.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Carol Sheldrick	Assistant Principal Megan D'Onofrio
Coach Christina Romeo	Coach Iesha Covington
ESL Teacher Shasta Lockwood	Guidance Counselor
Teacher/Subject Area	Parent Dierdre Aguilar
Teacher/Subject Area	Parent Coordinator Tammy Zaccheo
Related Service Provider Kerri McGinley	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	910	Total number of ELLs	107	ELLs as share of total student population (%)	11.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	17
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	96	2	14	11		3				107
Total	96	2	14	11	0	3	0	0	0	107

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	14	9	5	2	6								45
Chinese														0
Russian	1	1		1										3
Bengali		6	1		1									8
Urdu	3	3												6
Arabic			2	2										4
Haitian	4	3	4	4	8	6								29
French		2	2											4
Korean														0
Punjabi														0
Polish				1										1
Albanian														0
Other		1	3	1	1	1								7
TOTAL	17	30	21	14	12	13	0	0	0	0	0	0	0	107

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	10	4	6	3		2								25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	8	5	7	7									29
Advanced (A)	5	17	10	4	5	10								51
Total	17	29	21	14	12	12	0	0	0	0	0	0	0	105

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	2			15
4	6	5	1		12
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		4						14
4	6		6		1				13
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1			9		1		11
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								0

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The School of Science and Technology uses Teachers' College Reading and Writing Project (TCRWP) Assessments for Independent Reading Levels. We administer this assessment bimonthly throughout the academic year. The school uses the results of these assessments to identify English Language Learners (ELLs) in need of remediation in early literacy skills. Classroom teachers also use independent reading levels to form groups at appropriate instructional levels. These data also demonstrate broad patterns of early literacy skill development. In school year 2012-2013, analysis of independent reading levels revealed that across grades K-5, 109 out of 115 students made progress in reading. 42% made progress at the expected rate or faster, while 23% made progress at faster than the expected rate. A comparison of ELL reading level progress with the student body as a whole revealed that schoolwide, ELLs met the schoolwide goal of increasing their reading level by 3 levels or more at the rate of 61%, or 11 percentage points lower than the school as a whole. Comparisons by grade show that ELLs in grade 4 exceeded the gradewide progress by 3 percentage points, and ELLs in grade 5 exceeded the gradewide progress by 18 percentage points. The lowest performing grades were Kindergarten and Grade 3, and the school has made personnel adjustments in response to these results. We closely monitor these data throughout the year to identify students whose progress is slower than expected, so that we can implement remediation strategies.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across grades, 50% of our ELLs score as Advanced on LAB-R or NYSESLAT. This reveals a strong level of English language acquisition among our ELL population, with half of our ELL population performing at a tested level of just below proficient. Across proficiency levels, the data reveal a higher proportion of students performing at a beginning or intermediate proficiency level in the lower grades, giving way to the opposite pattern in the upper grades. This pattern reflects the biographical facts of student immigration; while many students in the lower grades are experiencing their first exposure to English, fewer students in the upper grades are new immigrants meeting that description.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Cannot answer

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our high-quality core Tier I instruction delivers learning opportunities to support competencies in reading, writing, listening, and speaking. Extended oral language instruction supports academic language development through collaborative discussion and debate with language frames for support, activities that build background knowledge, and intensive vocabulary development. Writing instruction supports written language development through the use of writing in the service of text analysis, writing process instruction, and opportunities for ELLs to verbalize their thinking before and after writing. Reading and spelling instruction is delivered in differentiated form depending on each student's level of phonemic awareness. We use the Explode the Code Placement Test to identify levels of phonemic knowledge and teach reading foundational skills appropriately.

Our school uses data from state tests as well as TC reading levels and teacher recommendation to identify students for Tier II intervention. Within our Tier II RtI program, we use the Wilson Assessment of Decoding and Encoding (WADE) to determine eligibility for reading remediation through the Wilson program.

To devise instructional remedies for struggling ELLs through Tier III intervention, we use a combination of classroom observations, family interviews, curriculum-based assessments, and TC running records to evaluate language background, academic strengths and

weaknesses, and language proficiency.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL department has developed an assessment tool to track students' second language development throughout the academic year. The assessment tool is based on the WIDA Consortium's Can Do Descriptors of performance at five levels of language development across the four modalities. Classroom teachers and ESL teachers administer the assessments bimonthly and share the assessments in order to facilitate instructional modifications based on second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?We do not currently offer a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The School of Science and Technology uses the results of NYSESLAT to evaluate the success of our ESL program. We evaluate our program as successful, since we consistently exceed AMAO goals for adequate yearly progress. We also use independent reading level data to evaluate the success of our program for ELLs. The data for 2012-2013 show that 42% of ELLs made progress at the expected rate or faster, and 70% made progress at a moderate or faster rate.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
On registration, a pedagogue is called on to administer the Home Language Information Survey (HLIS.) If necessary, the pedagogue calls upon an interpreter to conduct the informal oral interview. The licensed ESL teachers review every HLIS to determine eligibility for LAB-R or NYSITELL. If a parent has checked a box indicating a language other than English to answer one of the first four questions, and two of questions five through eight, then the ESL teacher makes the determination that the child is eligible for LAB-R or NYSITELL. Within ten days of registration, the ESL teachers administer LAB-R or NYSITELL to eligible children.
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.
After handscoring LAB-R or NYSITELL determines eligibility for services, the ESL teachers send home the Entitlement Letter (English Language Learner Parent Information Case Appendix C) in the language indicated by the parent as the preferred language for written communication, as well as in English. The ESL teachers keep copies of these letters on file in the ESL Compliance Binders. These letters inform families of the program choices and invites parents to a Parent Orientation. Families who do not respond to the first invitation by attending the scheduled Orientation are invited again by telephone for a one-on-one orientation session. At the Parent Orientation, the ESL teacher, along with an interpreter from the school staff, explain the program choices and show the video. After viewing the video, the ESL teacher initiates a discussion designed to elicit questions and careful consideration of all three program choices. At the end of the session, the parent indicates the choice of program on the Parent Survey and Program Selection Form. After the orientation, the ESL teacher sends home a Placement letter (EPIC Appendix F) to notify the parent of the child's placement. The Parent Orientation is held within twenty days of registration and the English Learner Parent Choice (ELPC) screen in ATS is updated within the same time frame.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

The ESL teachers use ATS reports and LAB-R submissions records to compile lists of students who must receive entitlement letters. New entrants entitled by LAB-R receive Appendix C, while continuing students entitled by NYSESLAT receive Appendix G. Students who tested proficient on LAB-R or NYSITELL receive Appendix E Non-Entitlement, while students who tested Proficient on NYSESLAT receive Appendix H Non-Entitlement. All entitlement letters are copied and stored in the ESL Compliance Binders. Parent Survey and Program Selection (PSPS) forms are collected at Parent Orientation and copied. One copy is placed in the child's cumulative records folder and another copy is kept in the ESL Compliance Binder. In the binder, documents are sorted by type and grade. A checklist of students in each grade is kept as the first page behind each tab to ensure that appropriate documents are stored for each child. In the case of transfer students, the ESL teacher reaches out to the transfer school to request PSPS forms if none was sent.

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.

After parents make a choice of programs at the Parent Orientation, the ESL teachers discuss program availability. ESL teachers explain that because of parent choice, our school currently has only a monolingual with ESL program. We go on to explain that this should not deter parents from making the choice that matches their program preference, out of concern that this choice could force them to place their children in a different school. We explain that they may choose a dual language or a bilingual program, and then either accept an offer of transfer to an available program in another school, or choose to remain in the monolingual ESL program at our school. We also explain that when fifteen students sharing one home language and also placed in two consecutive grades choose a bilingual option, the school will open the program. If parents choose a dual language or a bilingual program and are interested in transferring their children to an available program in another school, the ESL teachers contact the ELL Program Transfers at the Office of English Language Learners to arrange an appropriate placement. When a placement is found, the ESL teachers contact the parents by letter and telephone to inform them of the availability of the placement. In all cases of parent contact, an in-person or an over-the-phone interpreter is always used to ensure clarity of communication.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teachers use ATS reports and LAB-R or NYSITELL submissions records to compile a list of all eligible students. The ESL teachers create a spreadsheet listing each student by grade with a column for each subtest. Before the test administration window, the ESL teachers create schedules for testing to ensure that all students will be administered each subtest in an appropriate setting and with adequate time between subtests. The ESL teachers administer the Speaking portion of the test with the assistance of other faculty members to avoid scoring their own students. During the administration window for the Listening, Reading, and Writing subtests, ESL teachers administer the subtests in groups and record the date each subtest was administered on the spreadsheet to ensure that all students are tested. During the scoring window, the school creates a team to score the Writing subtest responses to avoid ESL teachers scoring their own students' tests.

6. 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.) 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.  Our latest BESIS report indicates that 75 families chose the monolingual with ESL program, 8 families chose the Bilingual option, and 5 families chose the Dual Language program. We currently offer an ESL program in response to parent requests. We will continue to closely monitor the trends in program choices and adjust our program offerings in response.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- a. Our school operates the ESL program through a mix of organizational models. The ESL instruction in Kindergarten and Grade 1 is push-in. The ESL program in Grade 2 is self-contained. The ESL program in Grades 3 through 5 is a mixture of 50% push-in and 50% pull-out.
- b. The program model is heterogeneous. All ELL students in a grade are placed in one class along with English proficient students to allow for push-in teaching and collaborative planning.
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)?

Our school employs three full-time ESL teachers. Ms. Vlady provides push-in ESL service to all ELL students in Kindergarten and Grade 1. She provides Beginning and Intermediate students with 360 minutes per week of ESL service and she provides Advanced students with 180 minutes per week of ESL service. Ms. Toohill teaches a self-contained Grade 2 class and provides ESL throughout each day. Ms. Lockwood provides ESL service to students in Grades 3 through 5. She provides 360 minutes per week of ESL service to Beginning and Intermediate students and 180 minutes per week of ESL service to Advanced students.

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 foster language development and meet the demands of the Common Core Learning Standards.

Literacy, Mathematics, Science and Social Studies instruction are delivered to ELLs through scaffolded instruction. Teachers provide access to grade-level content area instruction through a wide variety of strategies and practices. To build background knowledge, teachers employ visual supports such as pictures and videos, as well as scaffolded discussion opportunities that allow ELLs to practice using new vocabulary and academic language structures to explore new concepts before reading. To build academic language proficiency, teachers provide explicit instruction in vocabulary and sentence structure and allow children to practice the new language in student-to-student discussion. Literacy instruction is differentiated to meet the needs of students of various levels of English vocabulary knowledge and phonemic awareness. Teachers provide opportunities for independent reading at each student's independent reading level to build fluency, guided reading with students of similar independent reading level of texts at a slightly higher level to build word knowledge, and scaffolded reading of grade-level texts through whole-class shared reading, close reading in small groups and partnerships, and the use of text-dependent questions to promote deep investigation of complex texts.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our instruction is monolingual.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL department has developed an assessment tool to track students' second language development throughout the academic year. The assessment tool is based on the WIDA Consortium's Can Do Descriptors of performance at five levels of language development across the four modalities. Classroom teachers and ESL teachers administer the assessments bimonthly.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. All our SIFE students, as well as ELLs who share the SIFE characteristics but entered in Grade 2, receive intensive reading remediation in Wilson with Ms. Modica, our RtI specialist.

b. Newcomers receive ESL instruction that progresses from basic vocabulary and grammar to reading fluency and academic vocabulary instruction. We use the Harcourt Picture Dictionary for Children, Oxford's Let's Go! program, Worldly Wise 3000, and the Explode the Code series to deliver vocabulary, grammar, fluency and comprehension instruction.

c. ELLs receiving service 4 to 6 years receive intensive writing instruction to remediate their greatest area of difficulty. This involves teaching each of the three CCLS Writing standards for text types in a coherent fashion, providing both process and performance oriented writing opportunities. In our writing program, writing is closely connected with reading, so that students respond directly to texts. In writing process instruction, ELLs receive additional instruction in revision, and frequently go through several cycles of feedback and self-evaluation to develop the ability to recognize problems in content, organization, and mechanics that interfere with meaning.

d. We do not have any long-term ELLs.

e. Former ELLs receive the benefit of remaining with their ELL cohort for one year after testing proficient. This allows them to receive highly scaffolded and linguistically supported instruction and the presence of the ESL teacher during push-in instruction.

7. 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?

Teachers of ELL-SWDs use programs that are recommended for their functional level, as per their IEPs. The SWD classrooms have High Interest/ Low Level (Hi-Lo) readers and the SETSS provider maintains a lending library of Hi-Lo titles. We use visual supports from low-tech to high-tech, including graphic organizers, charts, and pictures, video presentations SMARTboards. We have revised curriculum maps for SWD and ELL classes to provide extra time for mastery of concepts.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Three ELL-SWDs are in team-teaching ICT classes and receive ESL services 360 minutes per week in a general ed environment. Two of these receive the service of an alternate placement bilingual service para. One ELL-SWD is in a 12:1:1 self-contained and he receives 360 minutes per week of ESL service in a general ed environment.

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:			

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

Classroom instruction offers routine targeted interventions in literacy and math. Small group work is differentiated according to student needs. Our literacy program, Reading Street, offers content-area readers for small-group instruction for below-level, on-level, and above-level readers, as well as ELD and ELL readers. Our math program, Go Math, offers differentiated activities within each day's lessons, and teachers routinely work with small groups to intervene and remediate specific knowledge and competency areas. Teachers also use technology programs such as Earobics, Raz-Kids, and SuccessMaker to remediate specific student needs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is highly effective in meeting the needs of our ELLs in language development. Our ELLs consistently show improvement on NYSESLAT as well as school-based assessments of literacy and language development. Our school has formed a Curricular Alignment Team to improve our school's curricular alignment to all the Common Core Instructional Shifts, especially the shifts addressing building content knowledge. We are working to sequence and scaffold our texts so that content knowledge is prioritized in instructional delivery.

11. What new programs or improvements will be considered for the upcoming school year?

We are considering adopting one of the Core Curriculum Options for the upcoming school year 2014-2015, specifically to address the content knowledge development needs of our student population. ELLs in particular might benefit from a program that emphasizes content knowledge, since the lack of content knowledge frequently disrupts ELL reading ability.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs by receiving invitations in writing and by the School Messenger program in English and the home language. Interpreters are available in the school to speak with parents and to perform translation by appointment after school. We use the DOE Translation and Interpretation Services Over-the-Phone interpretation services as necessary, especially during parent-teacher conferences. ELLs are invited to participate in all programs, including but not limited to the Program for Achieving Student Success (PASS), Extended Day, Saturday Academy, and class field trips. ELLs are fully integrated into all of these programs. Over ninety percent of our ELLs attend our Extended Time program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our ELLs receive instruction in the use of and opportunities to use bilingual dictionaries, picture dictionaries, and bilingual picture dictionaries. Our ESL teachers encourage students to retain fluency in the native language and to attain literacy in the native language as well. An emphasis is placed on social studies content that values student knowledge of foreign cultures and geography. Bilingual or native-language texts are used on occasion to supplement English-language content-area reading materials.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

grades.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At present we do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year. New ELLs who enroll throughout the school year are included in our Newcomers group to learn basic vocabulary and receive intensive oral language development opportunities.

18. What language electives are offered to ELLs?

We do not offer any foreign language instruction.

19. For schools with dual language programs:

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

We do not offer a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

2. Teachers of ELLs have many opportunities throughout the year to attend professional development sessions offered by the Office of English Language Learners. In addition, our ELL Inquiry Team meets after school once per month to receive additional professional development in supporting ELLs in engaging in the CCLS. Our ESL teacher who leads this team is a Common Core Fellow and brings her particular expertise in curricular alignment to her work with this group.

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

4. Our ESL teacher provides professional development to all teachers during monthly grade level meetings and maintains a record of these professional development sessions in the school's main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of ELLs are introduced to the school and its staff during Open School Week, when all parents are invited to attend grade-level and all-grade Parent Orientations. We send home invitations in the languages indicated by parents as the one preferred for written communication. Our School Messenger system delivers recorded messages about school events in several languages. Parents of ELLs are encouraged to participate in all Parent Association (PA) meetings and extracurricular activities, such as school trips, performances, and holiday celebrations. They are encouraged to attend ESL Adult Education classes and Math and ELA Family Nights to become more involved in their childrens' education.
 2. In partnership with the Office of Adult and Continuing Education, we provide a year-long Saturday Morning Adult Education program. This program offers our ELL parents courses that range from ESL for Beginners to Graduate Equivalency Diploma (GED) Preparation.
 3. At registration, parents indicate the languages they prefer the school to use for written and oral communication. We also evaluate the needs of parents of ELLs in our Parent Involvement Survey, which asks parents what workshops they might be interested in, as well as how they can contribute to their childrens' classroom activities.
 4. Our parent involvement activities for parents of ELLs always include translated invitations and agendas. When planning ELL Parent Workshops, we first survey the parents to determine the best time of day to hold them meeting for maximum attendance. The ESL Teachers hold a number of Parent Workshops for parents of ELLs throughout the year. The first workshop describes the program and provides additional resources for parents to use at home with their children in concert with the program. Parents are invited to participate in a mid-winter celebration for families of ELLs. After analyzing the results of the Parent Involvement Survey, the ESL teachers plan further workshops and celebrations, including one in March to prepare families for year-end testing.

E. Additional Information

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

Part VI: LAP Assurances

School Name: The School of Science and Tech

School DBN: 22K152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Sheldrick	Principal		11/14/13
Megan D'Onofrio	Assistant Principal		11/14/13
Tammy Zaccheo	Parent Coordinator		11/14/13
Shasta Lockwood	ESL Teacher		11/14/13
Dierdre Aguilar	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Christina Romeo	Coach		11/14/13
Iesha Covington	Coach		11/14/13
	Guidance Counselor		
	Network Leader		
Kerri McGinley	Other <u>Related Service</u> <u>Prov</u>		11/14/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22 School Name: 152

Cluster: _____ Network: 531

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.

At the beginning of each school year, we run the ATS Report of Adult Preferred Language (RAPL.) We use this to generate a list of all students whose parents indicated a language other than English for oral and/or written communication from the school. When distributing letters and other materials, we use this list to ensure that translated copies are distributed to all families whose preference was so indicated. When making oral contact with parents, we use bilingual staff members to interpret, or use the Over-the-Phone Interpretation service.

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.

We found that within each class in the school, there are several children whose parents require translated materials and oral interpretation. The major languages needed are Spanish, Haitian Creole, Bengali, and Urdu. We have distributed the list of Adult Preferred Language to all school aides and classroom teachers to ensure that the parents' interpretation and translation needs are met.

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.

Our written translation needs are met in-house by school staff. In the past, we relied on the services of the Translation and Interpretation Unit, and we found that we were unable to provide the translated documents within a reasonable time frame.

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

We provide oral interpretation services both in-house by school staff and using the Over-the-Phone Interpretation Service.

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>.

On registration, the Pupil Accounting Secretary administers the survey of preferred language for communication with the school. She enters these preferences into ATS. The ESL teacher uses the ATS Report of Adult Preferred Language (RAPL) to create a list of students whose families require oral interpretation or written translation services. Before distributing letters, we refer to this list in order to ensure that all parents receive letters in the language of their preference. In addition, we use these data to inform our School Messenger system to deliver telephone messages to parents in the appropriate language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 152K	DBN: 22K152
Cluster Leader: Debra Maldonado	Network Leader: Joseph Blaize
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

Part E: Budget

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

Allocation Amount: \$

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