



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE DYCKMAN VALLEY SCHOOL

DBN (i.e. 01M001): 06M152

Principal: JULIA PIETRI

Principal Email: JPIETRI@SCHOOLS.NYC.GOV

Superintendent: ELSA NUÑEZ

Network Leader: BEN SOCCOD

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
Julia Pietri	*Principal or Designee	
Anne Bishop	*UFT Chapter Leader or Designee	
Yulemni Colombo	*PA/PTA President or Designated Co-President	
Herminia Perello	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Madelyn Gonzalez	CBO Representative, if applicable	
Frances Simone Escano	Member/ Teacher	
Wendy Aponte	Member/ Teacher	
Ana Martinez	Member/ Parent	
Clarissa Martinez	Member/ Parent	
Zahaira Antunez	Member/ Parent	
Rosara Suarez	Member/ Parent	
	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.

1. By June 2014, 100% of classroom teachers will utilize the 2013 – 2014 Instructional Materials Rubric and Citywide Instructional Expectations (CIEs) to deepen the implementation of the Houghton Mifflin Harcourt ELA Program (Journeys) which is aligned to the CCS.

Comprehensive Needs Assessment

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

This goal is based on the identified need from the 2011- 2012 JIT review that stated that our school was in need of an English Language Arts (ELA) curriculum that was coherent or aligned with current NYS Learning Standards.

In 2012 – 2013 the school purchased the Houghton Mifflin Harcourt (HMH) reading program called Journeys, which is aligned to the CCS. Last year was the first year of its implementation. This year (2013 -2014) the school launched six (6) writing units that are aligned to the CCS, thus deepening the implementation of Literacy Instruction.

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

- Utilize the “Journeys” Reading Program grades K-5 and “SPLASH” in Pre-Kindergarten both programs from HMH
- All teachers will participate in professional development workshops during faculty conferences and throughout the year with the building coaches
- Teachers and administrators regularly review student data throughout the school year
- Grade specific teacher teams align the HMH curriculum and writing units to the NYC Instructional Materials Rubric
- Professional development and support in use of “Schoolnet” and HMH assessments
- Professional development and support in ARIS to support Citywide Instructional Expectations and to teachers to differentiate instruction
- Utilize a school SBO for an extended day program to include one 50 minute session for teachers to do common planning, by grade, and two 50 minute sessions to provide RTI to students who are ELLs, SWDs, HOs and anyone who scored a “1” on the 2012-2013 NYS ELA and/or Math Assessments.
- Network to support all school-wide needs
- Professional development focused on Common Core Standards (CCS)
- Baseline assessments: DRA reading assessment, MOSL NYC performance test
- Saturday Academy Program (Language & ELA/Math for Academic Support) for students who are are ELLs, SWDs, HOs and anyone who scored a “1” on the 2012-2013 NYS ELA and/or Math Assessments.
- A Theatre Arts Program that integrates ELA and Arts curriculum

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

Principal, Assistant Principals, Network Personnel, Teachers, Building ELA and Math Coaches, Parent Coordinator

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

DRA local MOSL, HMH Unit Tests, Reading A to Z (Fountas & Pinnell reading levels), Schoolnet Series, and End of Writing Unit Performance Tasks

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

September 2013-June 2014

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

- Resources used but not limited to are: HMH – Journeys Program, Language Power Kits, Step-Up-To Writing, NY Ready Materials, Soar to Success Materials from HMH, Reading Reform, and Schoolnet.

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).

- In addition to the regular report cards, Reading Progress Reports along with Child (Level) specific Weekly Reading Logs are distributed to parents in October,

January, April and June. This helps parents monitor their children's reading progress.

- Report cards three times per year will keep parents informed about their child's progress towards state and city expectations.
- Writing celebrations will be held at end of each writing unit to highlight student accomplishments in writing.
- Curriculum overviews are hung on designated bulletin boards to inform the school community of the course of study for each grade.
- During PA meetings and Title I Parent Information meetings the administration and staff members will present information and workshops on state and citywide expectations.
- Translation of notices, and supplemental literacy activities to provide support to parents who are ELLs
- Literacy Coach and ESL teachers will design training modules and host monthly Parent Workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school (Spanish).
- The school will host a Curriculum Week in September and provide additional resources throughout the year for parents online through its website – <http://schools.nyc.gov/schoolportals/06/M152> and School Messenger updates
- The Parent Coordinator and Literacy Coach will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a RTI-B Parent Handbook that is translated in all the dominant languages.
- Parents will be offered training on how to use ARIS Parent Link , and Think Central a HMH online resource

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

As a Title I School-wide program school, we will incorporate Conceptual Consolidation which will allow us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III and human resources to maximize our budget resources to improve student achievement. The following account allocations provide funding to implement the action plan strategies for this goal:

- Non-Fiction Library Books – TL NYSTL Library Books
- Journeys Texts – TL NYSTL Textbooks (Core Curriculum)
- ESL Teacher – TL Fair Student Funding
- SETSS Teacher – TL RS IEP Teacher
- Per Session Funds – TL Citywide Instructional
- Supplies – Title I SWP

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, 100% of classroom teachers will participate in at least (4) four (45 minutes) professional development sessions centered on enhancing the foundation of the school's belief system, the 4 Key Practices identified by the school to enhance classroom instruction and learning:

- Differentiation of Instruction
- Student engagement through Higher Orders Thinking (HOT)
- Explicit teaching
- Giving actionable feedback to students

Comprehensive Needs Assessment

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

This goal is based on the recommendation from the 2011-2012 JIT review that all teachers and administrators should participate in professional development (PD) on how to plan and implement curriculum with rigor and delivery methods that are student-centered. This goal deepens the work of the previous year's goal.

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
<ul style="list-style-type: none"> Professional development activities to review in-depth the four (4) Key Practices to enhance classroom instruction. Set school-wide monthly expectations with 'Look Fors' focused on specific key practices. Principal will conduct weekly walk-troughs and provide feedback regarding 'Look Fors' of specific practice each month. Instructional Cabinet will develop series of professional development activities focused on teachers gaining 'deep' knowledge of the four (4) Key Practices. Principal will provide professional development in September, November and June on the four (4) Key Practices.
2. Key personnel and other resources used to implement each strategy/activity
Principal, Assistant Principal, Staff Developers (internal and external), Teachers in Grades Pre-K-Grade 5, ESL, CTT, SETSS and Cluster Teachers.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> Teachers will complete reflection sheets following the professional development activities on each of the four (4) Key Practices Teachers will complete professional development activities and share with their learnings with their grade teams monthly during grade meetings Principal and Assistant Principals will conduct weekly walk-troughs focused on specific Key Practices and provide feedback to teachers Teachers will be provided with 'Look Fors' for each practice to clarify expectations for the delivery of instruction and learning environment Principal will observe teacher effectiveness during informal and formal observations and provide feedback
4. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> Principal will establish a Grade Meeting schedule for school-wide professional development focused on the Four (4) Key Practices. Principal will purchase professional resource materials and books to support teacher learning: <ul style="list-style-type: none"> How to use Differentiation in the Classroom: The Complete Guide (The 'How To...' Great Classroom Teaching Series... by Mike Gershon (2013) Giving Students Effective Feedback ,Feedback by Deirdre Burke and Jackie Pieterick (2010) Explicit Instruction: Strategies for Meaningful Direct Teaching, by Jennifer L. Goetze (2010) Higher-Order Thinking Skills to Develop 21st Century Learners by Wendy Conklin (2011) Cabinet including the building coaches and network support personnel will plan professional development activities for staff

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).
<ul style="list-style-type: none"> Literacy Coach will host monthly workshops and information sessions with parents focused on topics related to Differentiations of Instruction, Higher Order Thinking Activities and Study Skills Building Coaches will develop holiday homework packets for students to review reading comprehension and vocabulary skills during Thanksgiving, Winter Holidays, Presidents' Week and the April Spring Break . In addition, students will be given a summer vacation packet with written assignment due in September.

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	X	Title IIA	X	Title III	X	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental, Title III Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students. The following account allocations provide funding to implement the action plan for this goal:											
<ul style="list-style-type: none"> Professional Development & Materials – TL Fair Student Funding Per Session – TL Citywide Instructional Supplies – Title I SWP 											

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, 100% of classroom teachers and specialists will demonstrate knowledge of the components/elements within the four domains of Charlotte Danielson’s Framework for Professional Practice through collaborative team planning, development of classroom environment, common core aligned instructional strategies and professional growth and development

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.
 After conducting a two year trend analysis of student performance data on state and school-based assessments, it was determined that a significant number of students experienced difficulty with non-fiction reading comprehension. The school has identified Information and Understanding, Critical Analysis and Evaluation, and Literary Response and Expression as its Key Focus Standards. As a result, we have made school-wide implementation of effective teaching behaviors from Danielson’s Framework for Effective Teaching a top priority for all teachers from Pre-Kindergarten through fifth grade level to best focus on the Key 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**
 - In-depth review specific components of Charlotte Danielson ‘Framework for Effective Teaching’ through a cycle of professional development activities
 - Principal will conduct walk troughs and provide feedback regarding specific Domain each month
 - Instructional Cabinet will develop series of professional development activities focused on teachers gaining ‘deep’ knowledge of the Danielson Domains
 - Teachers will incorporate Danielson’s best practices within common core aligned revised curriculum
- 2. Key personnel and other resources used to implement each strategy/activity**
 Principal, Assistant Principal, Staff Developers (internal and external), Teachers in Grades Pre-K-Grade 5, ESL, CTT, SETSS and Cluster Teachers.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - Teachers will complete reflection sheets following the completion of specific professional development activities from the Danielson Framework
 - Teachers will complete professional development activities and share with their learnings with their grade teams monthly during grade meetings
 - Principal will conduct walk-throughs focused on specific components from Danielson Framework and provide feedback to teachers
 - Teachers will be provided with ‘Look Fors’ for each Domain to clarify expectations for classroom teaching and learning environment
 - Principal will observe teacher effectiveness during informal and formal observations and provide verbal and written feedback
- 4. Timeline for implementation and completion including start and end dates**
 September 2013 – June 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - Professional development focused on Danielson’s model will establish school-wide expectations
 - Principal will purchase professional resource material and books to support teacher learning
 - Principal will meet weekly with Instructional Cabinet to plan professional development activities for staff
 - Principal and the instructional Cabinet will develop ‘Look For’ checklists for each domain coordinated with Danielson focus and professional development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- The Administration and the Literacy Coach will host monthly workshops and information sessions for parents focused on topics related to Literacy, Vocabulary Development and Study Skills
- The Literacy Coach will develop holiday homework packets for students to review reading comprehension and vocabulary skills during Thanksgiving, Winter Holidays, Presidents’ Week, and the April Spring Break.
- Students will be given a summer vacation packet with written assignment due in September 2014.
- Parents will be given workshops to be able to access student progress information in ARIS

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	X	Title IIA	X	Title III	X	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental, Title III Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students. The following account allocations provide funding to implement the action plan for this goal:											
<ul style="list-style-type: none"> Professional Development – TL Fair Student Funding Per Session – TL Citywide Instructional Supplies – Title I SWP 											

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.
By June, 2014, 100% of Classroom Teachers will engage all students in math tasks from the GO-Math curriculum. These tasks require students to demonstrate their thinking in each of the eight Mathematical Practices.

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.
<ul style="list-style-type: none"> NYS Mathematics test scores of 2013

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.
<ul style="list-style-type: none"> Strategies/activities that encompass the needs of identified subgroups <ul style="list-style-type: none"> Implement the <i>GO-Math</i> program All teachers will participate in GO-Math professional development during faculty conferences, PD days, Grade Meetings and other PD opportunities Chapter tests, performance tasks, Beginning, Mid and End Year Diagnostic Assessments from GO-Math Based on Schoolnet Assessment results, teachers will collaborate during the decision-making process of prioritizing curriculum to be taught Provide professional development and support in the use of <i>Schoolnet</i> diagnostic assessments aligned to the CCS.. To address curriculum gaps, teachers and administrators will collect and analyze student data from ARIS, Schoolnet, end of chapter tests and all other classroom assessments Extended Day sessions to support academic growth and provide students with strategies to improve Mathematical performance Parents workshops on mathematical strategies Provide professional development on the <i>Danielson Framework</i> to address instructional shifts in Math Use of <i>Smartboards</i> to enhance instruction Key personnel and other resources used to implement each strategy/activity
Principal, Assistant Principals, Network Personnel, Teachers, Math Coach, Parent Coordinator
<ul style="list-style-type: none"> Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ul style="list-style-type: none"> Teachers will complete reflection sheets following the completion of specific professional development activities from Danielson Framework and Go-Math Teachers will complete professional development activities and share with their learnings with their grade teams monthly during grade meetings Principal will conduct walk-throughs focused on specific components from Danielson Framework and provide feedback to teachers Teachers will be provided with 'Look Fors' for each Domain to clarify expectations for classroom teaching and learning environment Principal and the Instructional cabinet will observe teacher effectiveness during informal and formal observations and provide verbal and written feedback Timeline for implementation and completion including start and end dates

6. September 2013 – June 2014

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

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental, Title III Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students. The following account allocations provide funding to implement the action plan for this goal:

1. Professional Development – TL Fair Student Funding
2. Per Session – TL Citywide Instructional
3. Supplies – Title I SWP

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The Administration and the Math Coach will host monthly workshops and information sessions with parents focused on topics related to grade appropriate Math, vocabulary development and study skills.
- The Math Coach will develop holiday homework packets for students to review "Math" reading comprehension, vocabulary and skills during Thanksgiving, , Winter Holidays, Presidents' Week, and the April Spring Break.
- Students will be given a summer vacation packet with Math assignments due in September.
- Parents will be able to access student progress information in ARIS.

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

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II Supplemental, Title III Funds and human resources to support system-wide implementation of a research based rubric that promotes teacher self-reflection, increased rigor within curriculum, pedagogical growth and engagement of students. The following account allocations provide funding to implement the action plan for this goal:

- Professional Development – TL Fair Student Funding
- Per Session – TL Citywide Instructional
- Supplies – Title I SWP

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

1.

- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
- 1.
- Timeline for implementation and completion including start and end dates
- 6.
- 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.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Waterford ELA for grades K-2 • Grades 3,4, &5 Reading Intervention • Extended Day instruction • Saturday Academy 	<ul style="list-style-type: none"> • Technology based intervention at individual students' levels • Small groups with Licensed Reading Teacher • Small groups with classroom teacher • Small group instruction focusing on English Language Development 	<ul style="list-style-type: none"> • During the school day minimum of 45 minutes a week • 3 days a week during the school day • Two 50 minute sessions per week after school • Saturdays from January '14 through May '14
Mathematics	<ul style="list-style-type: none"> • Waterford Math for grades K-1 • Grades 2, 3,4, &5 ST Math Intervention • Extended Day instruction • Saturday Academy 	<ul style="list-style-type: none"> • Technology based intervention at individual students' levels utilizing PCs in the computer Lab. • Technology based intervention at individual students' levels utilizing ipads • Small groups with classroom teacher • Small group instruction focusing on English Language Development 	<ul style="list-style-type: none"> • During the school day minimum of 45 minutes a week • 90 minutes a week during the school day • Two 50 minute sessions per week after school • Saturdays from January '14 through May '14
Science	<ul style="list-style-type: none"> • Science cluster teachers using Tier I strategies and hands-on experiments • Science curriculum is incorporated into the literacy block 	<ul style="list-style-type: none"> • Tier I -Small group differentiated instruction in classroom 	<ul style="list-style-type: none"> • During the school day
Social Studies	<ul style="list-style-type: none"> • Social Studies curriculum incorporated into literacy block through the writing units that are aligned with the common core standards 	<ul style="list-style-type: none"> • Tier I -Small group differentiated instruction in classroom 	<ul style="list-style-type: none"> • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Partnership with NY Presbyterian School Based Mental Health Clinic 	<ul style="list-style-type: none"> • Small group and 1:1 sessions with licensed psychologist 	<ul style="list-style-type: none"> • During the school day, evenings and afterschool by appointment and as needed during crisis

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

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.
<ul style="list-style-type: none"> • All teachers are assigned within their license area • New teachers work collaboratively with their grade teams to develop, refine and revise CCS aligned curriculum that supports college and career readiness. Additionally, new teachers receive mentoring above and beyond the required hours. This is accomplished through in class coaching support, regularly scheduled mentoring sessions, network support in the form of professional developers. These sessions take place 2 days per week and during the regular school day. The school mentor completed the DOE mentoring program. • In-house on-going professional development

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).
<ul style="list-style-type: none"> • Waterford Training from Pierson • ARIS • Schoolnet • Network Talent Coaches • Building Coaches for Math & Literacy • GO-Math Training • ST-Math Training from the Mind Research Institute • Step-Up-To-Writing Professional Development

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 <i>the intent and purpose</i> 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 I School-wide Program, Conceptual Consolidation allows us to combine Federal and local funds to include Fair Student Funding (Tax Levy), Title I Funds, Title IIA Supplemental, Title III and human resources to implement the action plans described in this document. It provides the necessary funding to support student academic, as well as, social/emotional identified needs of all students including students receiving special education services, ESL support, guidance and extended day.

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.).
<ul style="list-style-type: none"> • Our school has two Pre-Kindergarten ½ day classes. Additionally, in partnership with the Children's Aid Society the school hosts a Zero to Age Three Early Head-Start program and a Head-Start program that hosts thirty (30) age three (3) students and forty (40) age four (4) students. • The HMM program "SPLASH" is used for Pre-Kindergarten instruction. Utilizing this program, students in our Pre-Kindergarten program participate in thematic instruction that covers pre-literacy skills, math, science, social studies, music, movement and art. Additionally they participate in the Waterford Early Learning program which is internet based, thus giving these students access to technology. • The Pre-K teacher participates in all school-wide professional development, and also participates in NYC professional development days.

- The building Literacy and Math Coaches support the Pre-Kindergarten Teacher with 1:1 professional development.

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.

- On Thursdays, during common planning, teachers meet in grade level teams and in cross functional teams to review student data gathered from curriculum, state, and portfolio assessments, as well as running records.
- Teachers in grades K-5 administered the DRA2 as their MOSL assessment, and will progress monitor throughout the year using Reading A to Z running records.
- Grade level teams will work collaboratively to develop common performance tasks and writing units that are aligned to the NYC Instructional Materials Rubric.
- Teachers will participate in ‘Learning Walks’ to observe colleagues with implementation of Danielson Framework.
- Teachers will participate with inter-visitations with regard to the four (4) Key Practices of:
 - Differentiation
 - HOT Engagement
 - Explicit teaching
 - Giving actionable feedback to students.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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

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

P.S. 152 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: All support staff will work together to effectively implement parent involvement activities. The following activities will be offered to parents who will reinforce information and skills presented to their children through the academic school year.

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

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

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

- Workshops and information will be provided to parents to help them understand school policies in accordance with Chancellors Regulations.
- Parent Coordinator will hold meetings to inform parents how monitor their child's progress, and how to work with educators (general education and Special education teachers as well as service providers)

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy, math, and technology training to enhance student achievement
- The schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Balanced Literacy, Everyday Math.
- In collaboration with the NYC Police Department the school will facilitate workshops such as Gang Reduction and Bullying.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 06	Borough Manhattan	School Number 152
School Name Elementary, PK to 5th		

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 Ms. Julia Pietri	Assistant Principal Ms. Arlene Pedraza
Coach Laya Ameri	Coach type here
ESL Teacher Ms. Jenny Moon & Ms. Sonia Kim	Guidance Counselor Ms. Rosa Moreno
Teacher/Subject Area Aida Pagan-Sankhi, AIS	Parent Ms. Yulemny Colombo
Teacher/Subject Area type here	Parent Coordinator Ms. Viviana Ramiez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Benjamin Soccodato	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.		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		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	636	Total number of ELLs	427	ELLs as share of total student population (%)	67.14%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	49	28	29	46	43								228
Albanian		1	1		2									4
SELECT ONE														0
TOTAL	33	50	29	29	48	43	0	232						

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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)		8	2	12	14	16								52

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)		27	11	5	19	9								71
Advanced (A)		12	12	9	11	12								56
Total	0	47	25	26	44	37	0	0	0	0	0	0	0	179

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B			6	2	1	5							
	I		2	6	1	1	4							
	A		3	6	11	8	12							
	P		1	2	1	24	7							
READING/ WRITING	B		6	17	6	4	9							
	I			3	6	25	11							
	A				3	5	7							
	P						1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	33	3	1		37
5	28	2			30
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		1							1
4		35		5		3			43
5		27		10					37
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		8		14		14			36
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)	11	13	16	20				
Chinese Reading Test								

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.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
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](#))
Paste response to question here:
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?Paste response to questions here:
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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](#).)
Paste response to question here:
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.
Paste response to question here:
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](#)].)
Paste response to question here:

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.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to question here:

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])?
Paste response to questions here:
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)?
Paste response to questions here:
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.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

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

Paste response to question here:

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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

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.

Paste response to questions here:

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?

Paste response to questions here:

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M152 **School Name:** PS 152M (06M152)

Cluster: 5 **Network:** 532

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

Part A: Needs Assessment Findings

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

The school determines the primary language spoken by each parent by administering the Home Language Identification Survey.

- These results are recorded on ATS by the school secretary.

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

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

Part B: Strategies and Activities

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

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

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

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

3.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Dyckman Valley	DBN: 06M152
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 143 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

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

- All SIFE students.

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here:

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

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

- Producing clear writing that answers rigorous tasks

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

Topics to be covered:

- Developing academic writing and reading skills

- Creating teacher materials to support writing and reading development

- Selecting appropriate strategies to meet the needs for all ELLs

- Using assessment to drive instruction and monitor student progress

- Using higher order thinking questioning and discussion techniques

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

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