



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE GWENDOLINE N. ALLEYNE SCHOOL, P.S. 152Q

DBN (i.e. 01M001): 30Q152

Principal: VINCENT J. VITOLO

Principal Email: VVITOLO@SCHOOLS.NYC.GOV

Superintendent: PHILIP COMPOSTO

Network Leader: NANCY DIMAGGIO

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
Vincent J. Vitolo	*Principal or Designee	
Ashley Rzonka	*UFT Chapter Leader or Designee	
Lily Foley	*PA/PTA President or Designated Co-President	
Margaret Connors	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Tiah Moe	CBO Representative, if applicable	
Elizabeth Economakos	Member/ Chairperson -Administration	
Enid Maldonado	Member/ Administration	
Lisa Russo	Member/ Grade 5	
Mario Sideridis	Member/ Grade 2	
Ronit Lopez	Member/ KIndergarten	
Samia Sultana	Member/ Parent	
Karla Manzano	Member/ Parent	
Luz Acevedo	Member/ Parent	
Eduardo Moran	Member/ Parent	
Maria Chabla	Member/ Parent	
Gloria Delaez	Member/ Parent	
Patricio Guzman	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the percentage of children in the lowest third reaching the 75th growth percentile or higher in English Language Arts will increase by 3% as evidenced by the results of the 2014 State ELA Common Core assessment.

Comprehensive Needs Assessment

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

The results of the 2013 New York State English Language Arts test provided a baseline for where our students are on their path to college and career readiness. The New York City Progress Report shows that while students in the lowest third made progress, when the results are compared to the Citywide outcomes, the lowest third of our students were found to be performing 14.1% below the highest performing school.

It was noted in the *School Leadership Team quality review walk* discussions and recommendations that there is a need to:

- Increase instructional rigor, while ensuring that students at the lower performance levels –general education, Special Education, and English Language Learners have access to comparable rigor;
- Narrow the gap between what the students are able to do and what the Common Core Learning Standard expectations are;
- Engage learners in accountable talk and discussion that builds discourse, supports arguments evidenced by text or prior learning,

These recommendations stemmed from the New York State Education Department (NYSED) adoption of the Common Core Standards, the Citywide Instructional Expectations, and the concern of how prepared our students are to make this shift. Additionally, in keeping with the 2013 – 2014 Quality Review Indicator 1:1 *Ensure engaging, rigorous, and coherent curricula in all students, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards* aiming for readiness for **all students** was a concerning factor. Data showed that most of our general education and transitioning ELLs possessed the skills in ELA to meet this goal, however, and analysis of the disaggregated group data showed that students in the lowest third schoolwide, comprised mainly of Students with Disabilities (SWD), English Language Learners (ELL), and at risk general education students, were starting the process at a disadvantage in literacy and that if we were to seek the outcome described in Indicator 1:1, the school needed to prioritize the instruction of this group and secure methods by which to reduce the performance gap noted in the 2013 NYS ELA test data results. It was noted in classrooms that instructional practices and techniques with CCLS alignment and rigor were commencing however, it was not a consistent practice across all grades / classrooms. When the Team discussed these findings and looked at the student performance, it was further concluded that the transition to the rigor expected under Common Core would present a greater challenge for the children in the lowest third.

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

1. Provide additional support for learners who have been identified as performing at or below Level 2 (Lowest third schoolwide). Students will attend either an afterschool program with sessions from 3:10 PM to 5: 00 PM (of which one hour is dedicated to literacy intervention), Tuesday – Thursday from October to May or the Saturday Academy from 8:00 Am to 12:00 AM (120 minutes dedicated to Literacy instruction) on Saturdays from January to May.
2. Teachers will participate in professional development sessions that will enable them to gather data, analyze to identify weaknesses, and addressing weakness based

on a developmental continuum. Teacher training will be based on the Department of Education's Citywide Instructional Expectations to increase the rigor in all classrooms by sustaining individual teacher needs assessed via the Danielson Rubric. Further Professional Development will be provided to increase the teacher's implementation of all instructional and assessment components of the programs that are part of the Literacy curriculum.

3. Teachers will work in Teacher Inquiry Networks (TINs) focused on the analysis of student literacy performance tasks aligned to the Common Core Learning Standards. The focus of each team will include analyzing the work to develop strategies by which to ensure that all learners have access to the Standard. Teams will meet every Thursday of the month from October to June. Teams will adapt the *Data Action Model* developed by Daniel R. Venables (2011) and will stay focused on
 - a. The reading of content rich nonfiction and informational texts to develop a knowledge base and an ability to write arguments grounded in evidence from texts.
 - b. Engaging students in ongoing rich and rigorous discussion on common texts with conversation that is deeply connected to the text where students are able to construct evidentiary arguments as they assess comprehension of the text. Students will emphasize the use of evidence to inform and make their argument.
 - c. Writing arguments that respond to the ideas, events, facts, and conflicts presented in content lessons.
 - d. Building academic vocabulary through extensive practice with complex content text with specific emphasis on scaffolding and comprehension of content vocabulary.

4. In the 2013 – 2014 school year, a group of teachers (Integrated Co Teaching Special Education and General Education; ESL; and General Education with transitioning ELLs) will participate in a pilot program for Tier I and II intervention in the classroom. After a series of preparation sessions, including Professional Development, group screening and rating of iPad Apps, and the development of an intervention plan, teachers will execute intervention cycles with children at the two performance level extremes –high and low level. Teachers will track progress and rate the Apps used for future intervention recommendations. Each intervention will be based o weaknesses noted in the data and provide the initial scaffolding support before and during the launch of a literacy lesson based on the learning needs of the students.
 - a. ***Provide multiple means of representation (what is being learned)*** Learners differ in the ways that they perceive and comprehend information that is presented to them. Teachers will plan for learning, and transfer of learning, using multiple representations, because it will allow students to make connections within, as well as between concepts.
 - b. ***Provide multiple means of action and expression (how to learn it)*** iPads will provide students with options for action and expression beyond in a non traditional manner.
 - c. ***Provide multiple means of engagement (why do I need to learn this)*** Apps will be selected to address students in the ways in which they can be engaged or motivated to learn. There is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

5. Intervention: MindPlay Virtual Reading Coach will serve as an intervention for students in Tier II and III. Academic Intervention services in Response for Intervention (RTI) will continue in a Pull out model to provide support for children who are at risk of not meeting the CCLS in Literacy. Support cycles will be revisited according to the progress of the participants. Further tiers of intervention will be sought as identified in the documentation and benchmark assessments of the students. The RTI team will meet to discuss the progress of learners in Tier II for decisions on further referral to the School Intervention Team (SIT) for Tier III.

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

1. A team of 6 Afterschool (Grades 4 – 6) and 13 Saturday school teachers (Grades 3 – 6); Program Supervisors

2. All Teachers Grades Pre K – 6 and Cluster / OTP; Administrators (Principal, Assistant Principals); Coach
3. Teacher Inquiry Network Teams; Data Specialist; Administrators
4. A group consisting of: Two ICT Teams (General Education / Special Education); Two ESL Teachers; One general education teacher with transitioning Ells; One technology teacher; One Assistant Principal
5. Academic Intervention Pull out Teacher; Assistant Principals; Classroom teachers (Grades 4 – 6) to provide Tier I intervention.

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

1. The Data Specialist will analyze the data results of the students attending the afterschool / Saturday Academy programs. Given the initial baseline established by the results noted in the Spring 2013 State ELA, final outcomes will be based on a 3% growth of the cluster of students attending the programs. (Only students with a minimum of 90% attendance will be calculated for the sampling). **iReady** diagnostics (Curriculum Associates) will serve as the tool to assess ongoing progress. The initial assessment data will be gathered as a baseline. This assessment will serve as the tool to monitor midpoint targets. Once the initial data is available the midpoint progress will be set at or above 1.5% growth.
2. Teacher participation in professional development will be assessed through sign in sheets that will be totaled to evaluate the number of hours dedicated to training. The effectiveness and impact of training will be based on the changes observed and noted in teacher evaluations conducted by administrators.
3. Teachers will document the initial data on the target population students. The mid and post assessment pieces will be evaluated to measure student progress. Targets will be based on one point difference on the rubric from the initial score to the final one in each cycle of 12 weeks.
4. The Assistant Principal organizing the pilot program will measure Teacher effectiveness in PD participation, planning for, and implementation of student interventions based on the number of log ins to the Apps used and the number of intervention sessions/units completed by participating target group. Additionally teachers will report student outcomes after 8 week cycles based on mastery or targeted skills (exit targets).
5. Academic Intervention Service Tier II Teacher and Tier III intervention teacher will document student progress via pre mid and post assessments. Targets are based on mastery of pre selected comprehension skills.

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

1. Afterschool sessions: three days per week for October 2013 to May 2014; Saturday Academy: Saturdays from January 4, 2014 to May 2014.
2. A minimum of 2 hours per month during Professional Learning Community sessions and extended sessions in grade conferences during the year from October 2013 to May 2014.
3. A minimum of one 35-minute session per week from October 2013 to June 2014.
4. Two initial full day professional development launching sessions (in December) and a minimum of 6 coaching sessions (January to March) with a final whole group share (March) discuss session for decision making toward systemic change.
5. Six to ten week cycles of intervention from November to January; January to March; March to April; May to June.

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

1. Afterschool teachers comprised of 6 afterschool teachers working three days per week for 8 months for a weekly total of 5 hours and 30 minutes at per session rate. One supervisor to manage the Afterschool program for 8 months with time allotted for planning and curriculum decision making for 6 hours per week at per session rate. Saturday Academy: 13 teachers, for a daily total of 4 hours for a total of 5 months at per session rate. A supervisor for five hours per Saturday

at per session rate. Resource: Rehearsal for the Common Core Standards in Reading (Rally)

2. Training sessions during the Professional Learning Community sessions with OTPs providing in-house coverage (built into their regular schedule).
3. Teacher Inquiry Network comprised of 5 to 10 grade specific teachers that will meet one – two sessions per week for 8 months (School-based option).
4. Two full day sessions and 6 coaching session for a total of 8 sessions provided by a contracted trainer from Custom Computer. Apps purchased for the iPads at varied rates (pending decisions on purchasing) ranging from \$2.99 to 48.99 per unit.
5. One full time AIS Literacy or SETSS provider; Individual station license for Mindplay Virtual Reading Coach.

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).

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

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

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #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, the percentage of children in the lowest third reaching the 75th growth percentile or higher in Mathematics will increase by 3% as evidenced by the results of the 2014 State Mathematics Common Core assessment.

Comprehensive Needs Assessment

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

The 2013 New York State Mathematics data results provided a baseline for the where our students are on their path to college and career readiness. The 2013 New York City Progress Report showed that while students in the lowest third made progress, when the results are compared to the Citywide and schools in our peer group, the lowest third of our students were found to be performing below the highest performing school in each of these.

The baseline results are presently indicative of the outcomes to follow should P.S. 152 not address the six instructional shifts articulated by the NY State Department of Education while also focusing on narrowing the gap in performance amongst children in the general education English proficient classes and the children in the lowest third mainly composed on SWD and ELLs.

The six instructional shifts -focus, coherence, fluency, deep understanding, and application were somewhat present in the lessons viewed in the 2012 – 2013 school year however it was evident that the challenges intensified when students lacked the minimal mathematics skills that could enable them to think at this dimensions.

Inquiry Team discussions and continued analysis of the ongoing data led the school to understand that the changes required to impact on higher, more rigorous Math content rational and justifying problem solving processes begins with an ability to use content vocabulary accurately. In addition children need to be able to think diversely and reason through problem solving with varied strategies. This is especially difficult for children who have processing deficiencies that make them see things in linear thought and ELLs who are in the process of weaving through academic language and are therefore unable to comprehend the language of math.

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.

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

1. Teachers will meet in Teacher Inquiry Networks (TIN) to discuss student work and develop techniques by which to deliver explicit, systematic instruction that involves extensive use of visual representations embedded into the work-time of the lesson. Instruction in small group will ensure that support and scaffolding is targeted and specific, and promotes ongoing learner interaction. Interactive boards will be used to demonstrate and engage students in the deep thinking and process required to solve CCLS aligned tasks type math problems that they can argue, evidence, and explain.
2. Daily mathematics instruction will follow the GoMath! program to teach all learners. This will allow teachers to emphasizes the critical areas and depth of understanding through interactive lessons, research based instructional approaches, and differentiated instructional resources to ensure success for all students. Extension and support lessons using Ready New York CCLS (Curriculum Associates) will support instruction while ensuring rigor. This program was selected based on gradual-release approach that built student confidence demonstrated in the 2012 – 2013 school year.
3. Tier II academic intervention services will be provided for students found to be at risk of not meeting the grade standards, holdovers, and students in the lowest third not receiving Tier III intervention in grades 4 – 6. AIS teachers will Pull-out to provide instruction following the America's Choice Math

Navigator a modular intervention that targets and fills critical gaps and clears up misconceptions in mathematics understanding and follows the Response to Intervention (RtI) model. Instruction is conducted in small group two 50 minute periods per week.

4. Provide additional support for learners who have been identified as performing at or below Level 2 on the 2013 New York State Mathematics test (Lowest third schoolwide). Student will attend either an afterschool program with sessions from 3:10 PM to 5:00 PM (of which 50 minutes is dedicated to mathematics intervention), Tuesday – Thursday from October to May or attended the Saturday Academy from 8:00 AM to 12:00 AM (120 minutes of Mathematics instruction) on Saturdays from January to May.

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

1. Teacher Inquiry Network Teams of teachers across all grade levels; Data Specialist; Administrators
2. All Teachers Grades Pre K – 6
3. Academic Intervention Push Out Teacher; Assistant Principals
4. A team of 6 Afterschool and 6 Saturday school teachers (Grades 4 – 6); Program Supervisor

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

1. Teachers will document the initial data on the target population students. The mid and post assessment pieces will be evaluated to measure student progress. Targets will be based on one point difference on the rubric from the initial score to the final one in each cycle of 12 weeks.
2. Performance Tasks rated based on a common rubric will serve as a measure of student progress and program success. Each assessment cycle should include a decrease in at least 2% of the students performing at Level 2 or below.
3. Academic Intervention Service Tier II Teacher will document student progress via pre mid and post assessments. Targets are based on mastery of pre selected mathematics skills. Multiple screening measures will increase reliability of the data results. Once students needing intervention have been identified, regular progress monitoring will take place in the small goal driven groups.
4. The Data Specialist will analyze the 2014 State Mathematics results of the students attending the afterschool / Saturday Academy programs. Given the initial baseline established by the results noted in the Spring 2013 State Mathematics, final outcomes will be based on a 3% growth of the cluster of students attending the programs. (Only students with a minimum of 90% attendance will be calculated for the sampling). **iReady Math** diagnostics (Curriculum Associates) will serve as the tool to assess ongoing progress. The initial assessment data will be gathered as a baseline. This assessment will serve as the tool to monitor midpoint targets. Once the initial data is available the midpoint progress will be set at or above 1.5% growth

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

1. A minimum of one 35-minute session per week from October 2013 to June 2014.
2. Daily instruction with a least three 20-minute small group sessions per week from October to 2013 to June 2014.
3. Ten to twelve week cycles of intervention from November to January; January to March; March to April; May to June.
4. Afterschool sessions: three days per week for October 2013 to May 2014; Saturday Academy: each Saturday from January 2014 to May 2014.

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

1. Teacher Inquiry Network comprised of 5 to 10 grade specific teachers that will meet one-two sessions per week for 8 months (School-based option).

2. Small groups of students *screened for potential math difficulties and monitored for progress*. Pre screening and identification begins with the initial item analysis of the State Math assessment results and a grade specific pre assessment. Screening of all students allows teachers to systematically identify those at risk for math difficulties. *Ready New York CCLS* (Curriculum Associates) (one per student)
3. One full time AIS Mathematics provider. Intervention materials –Math Navigator. The school’s Academic Intervention Team will oversee the performance of children receiving Academic Intervention in accordance with the *schoolwide framework for RtI*.
4. Afterschool teachers comprised of 6 afterschool teachers three days per week for 8 months for a weekly total of 5 hours and 30 minutes at per session rate. One supervisor to manage the Afterschool program for 8 months with time allotted for planning and curriculum decision making for 6 hours per week at per session rate. Saturday Academy: 13 teachers, for a daily total of 4 hours from a total of 5 months at per session rate. A supervisor for three hours per Saturday at per session rate. Resource: *Rehearsing for the Common Core Standards in Mathematics* (Rally Education)

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).

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

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

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

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress (sharing student goals, progress toward meeting their goals, and comments in student assignments)
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school calendar

Budget and Resource Alignment

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

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

Goal and Action Plan #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, Early Childhood students will engage in a sequential, rigorous, Common Core Standard aligned, and interactive mathematics instructional program resulting in an increase comparable to the Citywide average in the Early Grade Progress as measured by the 2014 New York State Mathematics Test results calculated for the New York City Progress Report (2013 – 2014).

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.

The 2013 New York State Mathematics data results were analyzed and discussed by the SLT. It was noted that the performance amongst students in grade 3 was far lower than that of their peers in Grade 4 – 6.

The New York City 2012 – 2013 Progress Report further supported these findings. Early Grade Progress results placed our students at 2.00, which is far below the highest level achieved amongst our peer group and at 42.4% of the other New York City schools.

Further analysis of the data gathered from the SLT's in-house Quality Review, qualitative data identified the need to address the instructional shifts in the early childhood grades. It was discussed that the lack of a standardized measure of performance in the early childhood grades can lead to a false sense of comfort that students are on track to success. However, understanding the rigorous nature of the Common Core Standards and the emphasis on conceptual understanding and procedural fluency now evident in the early childhood content instruction, the need to redirect Mathematics at this level became a priority.

Coherence has presented a challenge that was identified in the 2011 – 2012 school year through SLT walks and supervisory observations. SLT quality review walks brought further attention to the concern in the 2012 – 2013 school year. As one of the shifts in the Crosswalk of Common Core lateral and vertical cohesion is essential to the success of the Mathematics instruction in the 2013 – 2014 school year, coherence is more vital to the success of all learners now and it has to begin in the Early childhood grades. .

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.

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

1. Professional Learning Community sessions will be conducted to discuss this program coherence and progression. Address coherence and program cohesion by continuing the use of GoMath! across all grades to ensure accurate connection of the learning within and across grades so that students build new understanding onto foundations built in previous years. This will begin with Kindergarten by fostering a deep conceptual understanding of core content and build on it each year thus impacting on the outcomes expected by Grade 3. This progressive extension of what was previously learned becomes the continuum by which the Common Core Standards are addressed throughout the students' academic careers.
2. Tier I Intervention at the classroom level consists of small group goal driven cycles. Differentiation of process and scaffolding are the source of intervention for the children who are showing deficiencies in meeting the CCLS. Teachers provide strategy lessons one – two times per week in the form of mini lessons and

added practice at the students' ability level. Students will practice strategies aimed at facilitating concepts in the Common Core grade specific task / topic.

3. Grade 3 students who have been identified by their classroom teachers as being at risk of not meeting the promotional standard will be asked to attend the Saturday Academy Title I program from January to May from 8:15 to 12:00 with the goal of addressing those weaknesses that impede students' path to success. Through differentiated lessons that are rich in varied methods, students are challenged to reach their highest potential. Materials for the program will include The Resource: Rehearsing for the Common Core Standards in Mathematics (Rally! Education) that includes Pre Formative assessments to diagnose and assess performance abilities and weakness, Instruction and Reinforcement teaching to address the weaknesses previously diagnosed, and Post assessment to evaluate progress and adjust instruction.
4. Teachers will attend professional development sessions that will prepare them for the use of SMART technology. This process will prepare teachers to develop lessons and use pre existing interactive lessons and media rich resources (Teach Matters, BrainPop, ThinkCentral) that engage all learners' appeal to varied learning styles, and facilitate instruction at the varied entry points of the students in the class.
5. Teachers will work in Teacher Inquiry Networks (TIN) to further their understanding of the methods and strategies that successfully yield student growth and content mastery. We will continue to seek methods by which to build foundation skills and differentiate instructional process to allow access to all learners. This will include seeking alternative for Ells, SWDs, and low performers by which to ensure their access to CCLS.

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

1. Assistant Principals, Coach, and Teachers (to provide professional development sessions)
2. All Teachers (Grades K – 3)
3. Saturday Academy Teachers; Saturday Academy Supervisor
4. Teachers (Grades K – 3; Computer Cluster; Teachers Trained to Facilitate Professional Development); Trainer –Custom Computer;
5. Teacher Inquiry Network Teams

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

1. Teacher learning will be measured through administrative formal and informal observations of mathematics practices. Student work will also be rated for cohesion and progression on scales based on the unit outcomes and learning targets completed within each unit.
2. Progress is monitored with pre mid and post assessments during each intervention cycle. Teachers track student progress and monitor their growth as they master a given skill. Intervention success is based on the children's ability to master the content skills at the conclusion of each unit with at least 75% accuracy.
3. The data specialist will use the baseline established by the Grade 3 students that attended the 2013 Saturday Academy. In order to assess the performance of each group attending the Saturday program, the data specialist will focus on the performance of each subgroup on the State Mathematics test. The 2014 grade 3 data will be compared to the baseline in order to calculate growth and program impact. Additionally, the data of the students who attended the program will be compared to those that did not attend. A 3% increase in the performance of students attending the program will ensure that targets have been met.
4. The Assistant Principal planning for and monitoring the school technology plan will monitor log-ons to varied suggested sites and programs in October and compare the data to the use in January and later in March. It is expected that an increase in use of 5% will be noted. Supervisory formal and informal observations will focus on the use of Interactive technology to deliver instruction and/or engage learners in their own demonstrations.
5. Student performance on CCLS aligned Mathematics tasks will serve as the data source to measure the growth for this activity. The data specialist will gather the data of the targeted population and quantify to measure progress.

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

1. A minimum of one PLC session per month between September 2013 and May 2014
2. Targeted intervention through small group instruction will take place one to two times per week from October 2013 to May 2014.
3. Saturday Academy: each Saturday from January 2014 to May 2014.
4. Two to three training sessions from November 2013 to May 2014. One to two coaching session as needed during the same timeline.
5. Teacher Teams will meet each Thursday of the month from October 2013 to May 2014.

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

1. Lead teaching personnel to provide training
2. All classroom teachers will conduct intervention in their classrooms at no additional cost.
3. Thirteen teachers to teach in the Saturday Academy from 8:00 AM to 12:00 from January to May for a total of 5 months at the per session rate; Rehearsing for the Common Core Standards in Mathematics (Rally Education).
4. Trainer from Custom Computer to work with in house trainers / facilitators for one full day session at contracted cost. In-house trainers / facilitators will conduct 2 – 4 training sessions during the year from January 2014 to June 2014 during school hours. Per Diem substitutes days to cover teachers in training will be paid from December 2013 to June 2014 at an average of 14 per week.
5. Teacher Inquiry Network comprised of 5 to 10 grade specific teachers that will meet one – two sessions per week for 8 months (School-based option).

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).

To increaseparent involvement:

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

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

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress (sharing student goals, progress toward meeting their goals, and comments in student assignments)
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school calendar

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, Early Childhood students will participate in targeted, Common Core Standards based, and differentiated literacy instruction resulting in a 5% increase in the percentage of students reaching grade level reading proficiency as measured by the Spring 2014 schoolwide Fountas & Pinnell running records, and an Early Grade Progress result comparable to the Citywide average as reported on the 2013 – 2014 New York City Progress Report.

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.

Similar to the weaknesses described in the needs assessment for Mathematics in the Early Childhood grades, Literacy concerns were flagged in two data sources. The Grade 3 results on the Spring 2013 New York State ELA test and the New York City 2012 – 2013 Progress Report. Since Mathematics is assessed as a result of what students should have mastered prior to reaching grade 3, these outcomes are the reflection of the instructional program prior to the children reaching grade 3. Therefore, it was the decision of the SLT that this group be addressed in order to make the necessary changes to alter these practices.

It is the expectation of the team that by increasing the rigor and intensifying the instruction with proper scaffolds and supports, more children will reach grade level performance in literacy thus mastering the skills needed to read at grade level, interact with and discuss text with evidence rooted in what they read, continue to build the vocabulary that is necessary to comprehend text at higher complexity levels, and make oral and written arguments with evidence from the text they read. While many of these elements and good practices were viewed in the Teams walk, it was not systematic to the point where all students could be judged as on track to master the complexity of college and career.

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.

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

1. Professional Learning Community as well as School Based Option (SBO) half day sessions will be focused on setting instructional goals / focuses based on the Common Core Learning Standards and school wide Literacy program which includes Pearson’s ReadyGEN, a comprehensive core literacy curriculum built specifically for the CCLS in partnership with the New York City Department of Education and the *Wilson’s FUNdations* to teach the foundational skills of the

CCLS, and support the reading standard, writing standards, and standards for language. Further Professional Development will be provided to increase the teacher's implementation of all instructional and assessment components that are part of the Literacy curriculum.

2. Teachers will support learners who are struggling with reading mechanics due to phonemic weaknesses using Foundations Double Dose and/or Extended Prevention/Early Intervention Learning in a Tier I intervention program. MindPlay Virtual Reading Coach will serve as an intervention for students who require further levels of support in Tier II.
3. Teachers and students will use technology equipment, software, and site-licensed programs at varied levels to launch, teach, reinforce, supplement, differentiate, and assess literacy. Interactive lessons via SMART technology will make it possible to enhance the Literacy Program and Smart Response will allow teachers to actively assess student. Site licenses in Reading A – Z, RAZ-Kids and BrainPOP Junior will aide teachers differentiating and meeting the needs of learners at varied reading and language proficiency levels. Training in the use of media visual aides such as the document camera and Smart board tools will further support the engagement lacking in Grade K – 2. The expectation is to provide the stage for children to discuss further and use content vocabulary in complete text supported evidentiary talk and demonstration as they use these tools. Professional development (delineated in the school's Technology Plan) will be ongoing to prepare and support teachers in the skills needed to successful use the technology resources available to strengthen student's reading, discourse, and engagement skills.
4. Grade 3 students who are performing at or below level 2 in reading, transitioning Ells, and students identified as high risk based on initial assessments will be asked to attend the Title I Saturday Academy Saturday. Small group sessions of 120 minutes will follow a diagnosis and prescriptive model of intervention.

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

1. Assistant Principals, Coach, and Teachers (to provide professional development sessions)
2. All Teachers (Grades K – 3)
3. Teachers (Grades K – 3; Computer Cluster; Teachers Trained to Facilitate Professional Development); Trainer –Custom Computer and TEQ
4. Per Session Teachers to work the Saturday Academy.

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

1. Reading data in the form of running record results will be gathered and quantified to set the initial baseline for each grade. Subsequently data will be gathered two additional times during the year to document progress based on the children on target to meet the grade level expectation in Reading consisting of a Fountas and Pinnell Level D in Grade K; Level K in Grade 1, and Level N in Grade 2.
2. Supervising Assistant Principal will document intervention checkpoints. The data gathered will consist of Wilson Foundations unit assessments and ongoing progress monitoring using Wilson Foundations “doubledose”.
3. The Assistant Principal planning for and monitoring the school technology plan will assess log-ins to varied program sites in October and compare the data to the use in January and later in March. It is expected that an increase in use of 5% will be noted. Supervisory formal and informal observations will focus on the use of Interactive technology to deliver instruction and/or engage learners in their own demonstrations.
4. The data specialist will use the baseline established by the Grade 3 students that attended the 2013 Saturday Academy. In order to assess the performance of each group attending the Saturday program, the data specialist will focus on the performance of each subgroup on the State ELA test. The 2014 grade 3 data will be compared to the baseline in order to calculate growth and program impact. Additionally, the data of the students who attended the program will be compared to those that did not attend controlling for other variables of disparity. A 3% difference in the performance of students on the baseline sample and those attending the 2014 program will ensure that targets have been met.

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

1. A minimum of one PLC session per month between September 2013 and May 2014; A minimum of 3 half-day sessions between December 2013 and May 2014.
2. Targeted intervention through small group instruction will take place one - two times per week during extended day 2:25 pm to 3:02.5 pm from October 2013 to May 2014. Classroom based intervention for 20 minutes, two times per week from November 2013 – June 2014.
3. Two to three training sessions from November 2013 to May 2014. One to two coaching session as needed during the same timeline; Two training sessions (one whole group and one onsite coaching) on Smart Response from February to March 2014.
4. Saturday Academy 8:00 AM to 12:00 from January 2014 to May 2014

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

- 1 Training sessions will be provided by in house staff. Per Diem days paid for teachers to further their knowledge base of ReadyGen
- 2 All classroom teachers will conduct intervention in their classrooms.
- 3 Trainer from Custom Computer to work with in house trainers / facilitators for one full day session at contracted cost. In-house trainers / facilitators will conduct 2 – 4 training sessions during the year from January 2014 to June 2014 during school hours. Contracted trainer from Teq to provide 12 training sessions on Smart Response February 2014 to March 2014. Per Diem substitute days to cover teachers in training will be paid from December 2013 to June 2014 at an average of 14 per 2-day training weeks.
- 4 Eight teachers to teach in the Saturday Academy from 8: AM to 12:00 PM from January to May for a total of 5 months at the per session rate; Rehearsing for the Common Core Standards in Reading (Rally Education)

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 5 Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 6 Key personnel and other resources used to implement each strategy/activity**
-
- 7 Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 8 Timeline for implementation and completion including start and end dates**
- 1.
- 9 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.

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.)
<p>ELA</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <ul style="list-style-type: none"> • Classroom instruction reflecting NY state, NYC, and school curriculum. • Differentiation of whole class instruction to target the needs of Tier I students with focus on process and product. • Materials used for Tier I: <u>ReadyGEN</u>, <u>Literacy by Design</u> guided reading program, goal instructional materials, (modeling and reteaching/scaffolding,) and <u>FUNdations/Double Dose Component</u> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u></p> <ul style="list-style-type: none"> • Students who were found to be performing below the NYS designated scale score for each grade level on the State English Language Arts Exam, Spring 2013 (ELA Grade 3: 299, Grade 4: 296 Grade 5: 	<p><u>Tier I (for At-Risk children Provided by classroom teacher):</u></p> <p>Small group instruction with SMART goals designed to meet the Tier I students' needs within a six to eight week cycle.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u></p> <p>Small group instruction, 6-8 students in a group.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher):</u></p> <p>Service is provided during the regular school day during ELA periods.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u></p> <p>Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week, during ELA periods for a 6-8 week cycle.</p>

	<p>297), students who are not performing at grade level on current school year’s assessments, and students who are holdovers or were identified as possible holdover in the previous school year participate in Tier II At-Risk.</p> <ul style="list-style-type: none"> • Teacher input and AIS team evaluation are also part of the process, which identifies Tier II students. • Small group instruction is provided using the <u>Rigby, Intervention by Design program</u>. With an emphasis on a targeted reading skill and vocabulary/phonemic development. • Grade 2 Tier II utilizes FUNdations Double Dose program with an emphasis on phonics and sight words. <p><u>After School Extended AIS</u></p> <p>Differentiation of whole class instruction to target students who are performing at or below level 2; and at or below level 3 who experienced negative gains on the State ELA (Spring 2013).</p> <p><u>Saturday Academy</u></p> <p>Provides students performing at Level 1</p>	<p><u>After School Extended AIS</u></p> <p>Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses.</p> <p><u>Saturday Academy</u></p> <p>Teachers work with whole lass and small groups of students to further</p>	<p><u>After School Extended AIS</u></p> <p>November to May, after school hours, for 1-hour and 50 minute sessions three days per week in selected classrooms.</p> <p><u>Saturday Academy</u></p> <p>This program runs from February to May for a total of 14 3-hour and 45-minute sessions. In selected classrooms.</p>
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	<p>and 2 (State ELA 2013) with targeted instruction specific to needs identified in interim assessment item analysis.</p>	<p>develop skills reflected in the data as weaknesses.</p>	
<p>Mathematics</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Classroom instruction reflecting NY state, NYC, and school curriculum.</p> <p>Differentiation of whole class instruction to target the needs of Tier I students with focus on process and product.</p> <p>Materials used for Tier I: <u>Go Math</u> (Houghton Mifflin) Reteach and Tier I activities, and goal instructional materials</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u></p> <p>Students who were found to be performing below the NYS designated scale score for each grade level on the State Mathematics Exam, Spring 2013 (Math Grade 3: 293, Grade 4: 284 Grade 5: 289), students who are not performing at grade level on current school year's assessments, and students who are holdovers or were identified as possible holdover in the previous school year participate in Tier II At-Risk. Teacher input and AIS team evaluation are also part of the process, which</p>	<p><u>Tier I (for At-Risk children Provided by classroom teacher):</u></p> <p>Small group instruction with SMART goals designed to meet the Tier I students' needs within each chapter within a unit.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u></p> <p>Small group instruction, 6-8 students in a group. Tier II teacher also provides one-on-one during pullout.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher):</u></p> <p>Service is provided during the regular school day during Math periods.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u></p> <p>Small group instruction provided during the school day in a separate location for 45 minutes, 2 sessions per week, during Math periods. For a 6-8 week cycle.</p>

	<p>identifies Tier II students.</p> <p>Small group instruction is provided using the, <i>America's Choice Math</i> program with an emphasis on targeted math skills in both computation and word problem solving.</p> <p><u>After School Extended AIS</u></p> <p>Differentiation of whole class instruction to target students who are performing at or below level 2; and at or below level 3 who experienced negative gains on the State Math (Spring 2013).</p> <p><u>Saturday Academy</u></p> <p>Provides students performing at Level 1 and 2 (State Math 2013) with targeted instruction specific to needs identified in interim assessment item analysis.</p>	<p><u>After School Extended AIS</u></p> <p>Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses.</p> <p><u>Saturday Academy</u></p> <p>Teachers work with whole lass and small groups of students to further develop skills reflected in the data as weaknesses.</p>	<p><u>After School Extended AIS</u></p> <p>November to May, after school hours, for 1-hour and 50 minute sessions three days per week in selected classrooms.</p> <p><u>Saturday Academy</u></p> <p>This program runs from February to May for a total of 14 3-hour and 45-minute sessions. In selected classrooms.</p>
<p>Science</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Classroom instruction reflecting NY state, NYC, and school curriculum.</p> <p>Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.</p> <p>Tier I intervention is done by the</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Small group instruction with SMART goals designed to meet the Tier I students' needs within each chapter with a unit. Science goals focus on content and reading skills of non-fiction text.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Services are provided in the classroom during Science periods.</p>

	<p>classroom teacher for at-risk students based on literacy skills weaknesses that affect the way students interpret nonfiction content material.</p> <p><u>Tier II for At-Risk children (Provided by Reading Teachers)</u></p> <p>Students who were found to be performing at Level 1 and 2 (State Science Spring 2013), students who are not performing at grade level on current school year's assessments, and students who are holdovers or were identified as possible holdover in the previous school year participate in Tier II At-Risk. Teacher input and AIS team evaluation are also part of the process, which identifies Tier II students.</p> <p><u>After School Extended AIS</u></p> <p>Differentiation of whole class instruction to target Grade 4 students who are performing at or below grade level.</p>	<p><u>Tier II for At-Risk children</u></p> <p>Small group instruction, 6-8 students in a group. Tier II teacher also provides one-on-one during pullout</p> <p><u>After School Extended AIS</u></p> <p>Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses</p>	<p><u>Tier II for At-Risk children</u></p> <p>Small group instruction for 45 minutes during the school day once per week in selected classrooms.</p> <p><u>After School Extended AIS</u></p> <p>Mid-March to May for apportion of the 2-hour sessions three days per week.</p>
<p>Social Studies</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Small group instruction with SMART goals designed to meet the Tier I students' needs within each chapter with a unit. Social Studies goals focus on content and reading skills of non-fiction text.</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Services are provided in the classroom during Social Studies periods</p>

	<p>Tier I intervention is done by the classroom teacher for at-risk students based on literacy skills weaknesses that affect the way students interpret nonfiction content material.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><u>Guidance Counselor:</u></p> <ul style="list-style-type: none"> A. Outreach program in support of students with prolonged attendance. B. Self-esteem building sessions with students who did not meet promotion criteria in the previous school year. C. Collaboration with the classroom teacher at the classroom level with strategies and techniques to handle varied social emotional issues impacting daily performance in school. D. Prepare students for transition to middle school. <p>Support for at risk students who are not meeting expectations or making necessary progress as measured by ongoing assessments and teacher judgment.</p> <p><u>School Psychologist:</u></p> <ul style="list-style-type: none"> • Push in program for students in least restrictive environment. Observation and recommendation for additional intervention or teacher assistance. • Behavior management plans 	<p><u>Guidance Counselor:</u></p> <ul style="list-style-type: none"> A. One-On-One B. Small group C. Once week for 6 week cycle D. Once a week for 3-6 week cycle <p>Small group for six week cycle</p> <p><u>School Psychologist, Social Worker, Health-Related Providers:</u></p> <ul style="list-style-type: none"> • One-on-one • Few small group 	<p><u>Guidance Counselor:</u></p> <ul style="list-style-type: none"> A. All year on a needs basis B. Fall semester C. One cycle for Fall and one cycle for Spring D. Spring <p>One cycle for Fall and one cycle for Spring</p> <p><u>School Psychologist, Social Worker, Health-Related Providers:</u></p> <p>Services provided during the school day</p>

follow-up and recommendations. Ongoing dialog with teachers on behavior plan management and adjustment.

Social Worker:

- Independent sessions with students with behavior management concerns that are affecting academic progress.
- When needed push-in support for students with social emotional concerns in order to support the classroom teacher with additional intervention suggestions
- Outreach to parents to secure information pertinent to social-emotional development of the student in order to reach a full understanding of the child and develop a full intervention method by which to meet his/her needs.

Health-Related Services:

- Oversee services related to health concerns that affect student academic progress.
- Provide support provided by paraprofessional when health concern impedes student progress at the social emotional and academic level.
- The paraprofessional provides ongoing engagement and social-emotional support under

	<p>the guidance of the classroom teacher and other support personnel.</p> <ul style="list-style-type: none">• The school nurse works with the student, family, and classroom teacher to ensure that health the health condition of the student does not impede academic and emotional progress.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed*.
 - School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 - 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.

Teachers who are highly qualified for their respective assignments, support our students in their learning. The latest data available on the School report Card shows that 100% of the teachers are fully licensed. This average is much higher than other similar schools and City schools. Teachers assigned to provide Academic Intervention and English as a Second Language are amongst the most experienced in the school. Additional data indicates that P.S. 152 has high levels of teachers that *have more than two years* in the school. When compared to other schools our percentages are much higher

Professional development ensures that teachers are trained in the most updated and effective methods and techniques. Training on the Danielson framework has been ongoing since the 2011 – 2012 school year and therefore teachers have prepared for the transition to teacher evaluation process established in SY 2013 – 2014. A prepared teacher knows what to teach, how to teach, and has command of the subject matter being taught (Cohen & Hill, 1998). At P.S. 152, we understand the critical importance of establishing a common focus for guiding professional development that will maintain our teachers prepared to impart the highest level of standard based instruction. Professional development provided enables teachers to shift their focus on teaching through extensive self-reflective opportunities. Teachers are able to customize instruction to meet the individual needs of students. Professional training also prepares our staff to increase their ability to assess students' reading/math needs and design and deliver prescriptive instruction through modeling, shared experiences, guided and interactive practice, and collaborative and individual workshop sessions. Intervisitation where teachers can observe literacy/math lessons and later convene to discuss and reflect on their observations is also a part of the training received by our staff that enables them to impart highly qualified Common Core Learning Standards based instruction that engages and reaches all learners. Experience in developing CCLS aligned tasks in prior years and using these to conduct Inquiry studies in Literacy and Mathematics, have prepared teachers to sustain instruction specific to the learning standards.

A mentor teacher continues to work with new teachers and teachers in year two of their careers. Experienced "Buddy" teachers assigned to new teachers also provide ongoing support.

Supervisory observations and walkthroughs serve to identify pedagogical weaknesses. Teachers work jointly with the supervisory staff and seasoned teachers on their progress.

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).

The success of the restructuring requires a consciously trained and prepared staff. Teachers are trained in the use of specialized instructional strategies for meeting the needs of special populations (including English Language Learners) in the mainstream classroom. Monthly grade conferences will continue to focus on situations specific to Literacy and/or Math. Common preparation periods will allow teachers to discuss Literacy/Math units as they pertain to the grade.

The Professional Learning Community will continue to provide a block consisting of three periods per week to further support teachers in their ongoing growth. Following the recommendations identified through the in house Quality Review and in an effort to engage teachers in a community of learning that is mindful of their professionalism and skill, the Danielson framework rubric will serve as the premise by which training is developed. As needs are identified through walkthroughs, assessment data, observations, and teacher goal interests and requests, topics for Professional Development will be developed. The eminent goal is to prepare teachers that can customize instruction to the individual needs of their students. Professional development that helps teachers increase their ability to assess students' literacy/math needs and design and deliver prescriptive instruction through modeling, shared experiences, guided and interactive practice, and collaborative and individual workshop sessions.

Technology professional development will be ongoing throughout the school year. College and career readiness is dependent upon the children's ability to make use and make sense of the technology, media, and vast information available to them. Therefore, we will prepare teachers in the delivery of instruction that is technologically enhanced, with methods of assessing and intervention that is rich in technology and media, and forms at portfolio that track students from year to year through electronic formatted ePortfolio.

The administration has multiple opportunities throughout the year to sustain their own growth and gain knowledge on guiding teachers in their endeavors to improve the instruction of all students. The Principal is mentored by an experience retired Principal through Leadership Academy. The learning continues in his participation in multiple workshops, and Principal group studies throughout the year. The Assistant Principals participate in Advanced Leadership Seminars as well as attend various workshops and training sessions throughout the year. The focus of all sessions are aimed at sustaining the instructional endeavor and seeking best practices that will continue to build the instructional capacity of all pedagogues in their work with all students.

Paraprofessionals participate in training specific to their assignments and how to facilitate literacy instruction under the guidance of the teachers they are working with. Four times per month, paraprofessionals attend a period of training after the school day (school based option-extended day). The coach/teacher mentor provides sessions on literacy development, mathematics instruction, working with small groups, supporting the path of learners, and other topics that enable this key staff to be successful in promoting student growth.

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

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

The coordination and integration of funding and programs will allow flexibility in our efforts to provide quality standards driven instruction for all learners. We will continue to afford all learners equal opportunities and access to high quality programs. It is essential to the success of at-risk students that required guidance, support, and strategic intervention is regularly provided.

By consolidation funds, P.S. 152 ensures that services and instructional opportunities are maximized and not limited by earmarked funds. Federal funds provide for the initial program and services launch targeting students at risk of not meeting the promotional standards. State and local funds allow the school to extend the support services, enhance instruction, and increase program variety for all students performing below, at, or above grade level Standard. Federal funds provide for the reduced class ratios necessary to ensure that low performers are targeted adequate and effectively in Tier I instruction. Federal funding also provides for the needs of students in Tier II, Students in Temporary Housing, Parent Involvement specific to the academic needs of students, and professional development for staff. State and local funds add to these services and make services inclusive for all students

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.).

Experienced teachers, resource and extended services personnel as needed, will support transition from pre-school to our Schoolwide early childhood program. P.S. 152 has trained the Pre Kindergarten teachers on the Kindergarten instructional programs. These teachers attend professional development sessions and grade conferences with the Kindergarten teachers in order to continue to grow in their understanding of the curriculum. The goal of this practice is for teachers at this level to comprehend what is expected developmentally of the children at the Kindergarten level in order to include those socialization and instructional techniques that will facilitate transition in the beginning of the following new school year.

Moving to kindergarten will usually mean that a child will enter a new setting. However, if both programs are developmentally appropriate, children will be more likely to find similar activities that will allow them to begin their kindergarten experiences confident that they have the ability to accomplish certain tasks. Knowing what is expected adds to the children's self-confidence, encourages their attempts to try new activities, and facilitates continuity in their development.

Pre K teachers make sure children have important skills such as the ability to retell a simple story and to recognize the letters in their names when they enter kindergarten. They focus on skills such as tracing the shapes of letters and numbers on paper, following simple instructions, recognizing the title of a book, and matching rhyming sounds.

Those children who come to P.S. 152 after attending preschool at other sites are given transitional experiences with the assistance of the Kindergarten teacher. The Kindergarten teacher ensures that the environment is welcoming and inclusive of the child's world (pictures associated to names on the word wall, cubbies with the children's picture and name, tables grouped for socialization, etc...)

The Kindergarten teachers work at making the new environment familiar so that the children look forward to the new experience with a sense of excitement and anticipation rather than feeling threatened and fearful of what lies ahead. Transition activities for young children are like those that prepare them for anything new and can include discussions, stories, games, dramatic play, and field trips.

In addition the following are transitioning practices followed with pre-schoolers coming to our school:

- Before the children commence Kindergarten, we hold an open house for parents to visit the school with their child.
- In September, we hold a back-to-school evening so that parents can visit the classroom, take part in sample activities, and participate in a discussion of the expectations for the Kindergarten.
- The Administration offers an orientation for the parents on the first day of Kindergarten availing parents of all of the information pertinent to the practices specific to the grade. Plan to phase in groups of children during the first week of school in order to provide more individual attention to each child.
- We encourage parents to become volunteers by participating in preparation programs that will allow them to work in classrooms assisting in varied aspects.
- We provide a parent orientation package including: the child's new schedule, transportation procedures, required school forms, food service, and other program information.

We send notes to parents prior to school opening, which encourage parent involvement and offer suggestions for helping children feel at home more quickly during the first few days of school.

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.

All discussion of data begins in the School Leadership Team meetings. Because each school constituent is represented in the Team, the results of all discussions are later shared with teachers and other staff. Team members share the interpretation and results of all assessment data with their respective constituent during common preparation periods and grade conferences. Conferences are conducted amongst concerned groups to discuss findings further and develop plans of action for intervention.

Subcommittees of the School Leadership Team conduct further research and report on alternatives for action. These are proposed to the School Leadership Team for further consideration.

Teacher Inquiry Network (TIN) Teams have spearheaded several indepth studies of the data results found in various sources. Through target group studies, teams have quantified findings that have been shared with teachers. Systemic change has taken place where weaknesses have been noted. Multi-level teams worked on student deficiencies found in the data and addressed in the Comprehensive Education Plan Goals and Action Plan. Teacher teams meet one to two periods per week. During these sessions teachers analyze student work and discuss intervention options.

Teachers develop strategies and techniques for intervention to address weaknesses observed in the student samples. They identify potential instructional gaps while considering:

- *Is literacy and content instruction emphasizing depth and recognition of pre-requisite concepts (CCLS-alignment, Bloom's/Webb's Depth of Knowledge)*
- *Are teachers using best pedagogical practices and research-based approaches? (Danielson Framework)*
- *Is instruction accessible to all groups of students through differentiation of process?*

The techniques and strategies are then implemented in the classroom and tracked. Student performance is assessed in at a mid point and the results are discussed by the teach for instructional adjustments. A final task serves as the decision making piece that leads to systemic change

Professional development regarding the use of assessment results to improve instruction is ongoing. Teacher Teams are guided throughout the investigative and evaluative process by Team leaders that meet monthly with the Data Specialist. During these sessions, team leaders are trained in the use of data analysis, highlighting trends, researching and discussion options for intervention, tracking alternatives, and other topics of preference identified by the Teams.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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 Vincent J. Vtiolo	Assistant Principal Enid Maldonado
Coach Liza Dimitriades	Coach N/A
ESL Teacher Sari Madden	Guidance Counselor Daniel Stegner
Teacher/Subject Area M. McCann	Parent L. Foley
Teacher/Subject Area J. Battinelli	Parent Coordinator W. Gonzalez
Related Service Provider L. Snyder	Other Lisa Black, A.P.
Network Leader(Only if working with the LAP team) Nancy Di Maggio	Other Elizabeth Economakos, A.P.

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	23	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1363	Total number of ELLs	406	ELLs as share of total student population (%)	29.79%
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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 checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	0	0	0	0							3
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	2	1	1	1	1	1								7
Discrete ESL class	1	1	1	1	1	1	1							7
Total	4	3	3	2	2	2	1	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	406	Newcomers (ELLs receiving service 0-3 years)	342	ELL Students with Disabilities	59
SIFE	0	ELLs receiving service 4-6 years	64	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	52									52
Dual Language	0	0								0
ESL	342		43	64		16				406
Total	394	0	43	64	0	16	0	0	0	458

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	20	17	7											44
SELECT ONE														0
SELECT ONE														0
TOTAL	20	17	7	0	44									

*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
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	30	25	27	27	27	4							162
Chinese	6	3	3	4	1	1	0							18
Russian	0	0	0	0	0	0	0							0
Bengali	24	16	8	9	11	6	2							76
Urdu	5	6	2	2	4	6	2							27
Arabic	2	0	1	1	2	1	0							7
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	0	0	0	0	0	0							0
Punjabi	7	4	5	2	6	4	0							28
Polish	0	0	0	0	0	0	0							0
Albanian	0	0	0	1	0	0	0							1
Other	9	5	2	5	8	9	3							41
TOTAL	75	64	46	51	59	54	11	0	0	0	0	0	0	360

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)	2	3	2	4	3	0	1							15

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)	17	20	11	17	14	2	0							81
Advanced (A)	53	38	29	31	27	20	2							200
Total	72	61	42	52	44	22	3	0	0	0	0	0	0	296

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	33	17	3	0	53
4	29	17	2	1	49
5	19	24	3	0	46
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	29	0	20	0	7	0	0	0	56
4	19	0	24	0	12	0	0	0	55
5	19	0	20	0	9	0	1	0	49
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	2	0	6	0	15	0	6	0	29
8									0
NYSAA Bilingual (SWD)									0

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

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

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.

In the 2013 – 2014 school year, early literacy skills are assessed through the use of the Fountas & Pinnell Benchmark Assessment System (BAS). This assessment system, allows teachers to monitor reading level three times each year. It yields level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension in reading. For writing the children are assessed using on demand narratives that are assessed schoolwide using a common grade specific rubric.

In the 2012 – 2013 school year early reading was assessed using the Rigby Literacy by Design running records which were correlated to the Fountas and Pinnell levels to identified gradelevel performance. The data for English language learners showed the following

Running Records:

End of 2012-2013 School Year

Grade	% on Grade Level	Grade Level
Kindergarten	4.3%	Level D or higher
First Grade	5.2%	Level J or higher
Second Grade	6.3%	Level M or higher

A summary of these results indicates that approximately 14 percent of the Ells in the early childhood grades met the grade level proficiency in reading by the end of the school year. When compared to their English Proficient (EP) peers the data further shows a disparity of 16 percent.

"On Demand" writing narratives were tracked throughout the school year to assess progress in organization, word use, development of ideas, use of transitional words, and grammar including punctuation. We later added the children's ability to state an idea / position and justify it through text evidence, facts, and other methods for proof. It was noted that while progress in the length of written pieces and proliferation of ideas was noted by the end of the school year, writing still lacked sophistication with simple sentences dominating most pieces. Justifying in writing after stating an opinion was a weakness across most Ells. Guided practice only allowed for very structured responses to reading but they usually lack evidence / details from the text. Progress in writing could be linked to when children wrote personal narratives, yet when asked to write on topic, Ells would often fall back into the models of personal narrative. It is evident that given the requirements of the Common Core Learning Standards (CCLS) in literacy new methods and exposure to this later method of responding to reading will have to be the focus of the instructional program with a connection to how this process of thinking and responding is linked to reading when discussing text as a whole group and in small, more focused, text driven conversation.

Given the extreme demands set by CCLS, there is a need to prioritize the teaching of literacy in these grades. Reducing reading gaps as time goes on becomes a difficult task when a reader is starting at a disadvantage especially given the transition they must be prepared for in Grade 3. Grades PreK to 2 must be working toward establishing the foundation necessary in reading and writing to facilitate that transition to comprehension and writing about reading in Grade 3. This is compounded by the language deficiencies.

The following results were obtained in the Fall 2013 initial assessment of the Fountas and Pinnell Literacy Assessment:

- Kindergarten – Alphabet recognition amongst Ells was 28%. Children in this group were able to identify 16-26 letters while 68% of the children in EP classes were able to identify 16 – 26 letters. The sight vocabulary component showed that Ells averaged approximately 1 word out of the beginner list of 25 words while EPs averaged 8 - 12 words. Ells performed significantly lower in early literacy behaviors scoring 4-5 out of 10 while EPs achieved 6-8 out of 10.
- First grade –alphabet recognition amongst Ells was high with 68 percent of Ells recognizing 22 – 26 letters correctly. EP data showed that 92 percent of this group could name all 26 letters correctly. Additionally, 69% of Ells mastered 10 early literacy behaviors. Many general education students showed mastery in phonological awareness and near-mastery in writing picture names. The ESL and bilingual classes showed notably lower scores in phonological awareness and writing picture names.
- Second grade -the teachers tested only for phonological awareness, high-frequency words and writing picture names. 92% of EP students mastered the phonological test and writing picture names tests. Data results for students who are at risk, holdovers, Ells showed that they scored significantly lower with only 62% reaching mastery. The average number of sight words read on the 200-

word list was 135.61 words.

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

The results of the Fountas and Pinell assessment is showing a mastery of phonics for most students, even though it does not include a decoding test, it showed that the reason children are not progressing in their reading levels is not related to phonics. Rather, it is related to vocabulary, understanding and comprehension of language—not decoding it. We were able to deduce from the data results that the weaknesses in literacy in the primary grades can be linked to language development and transition. ELLs can decode at a higher rate than they are able to comprehend what they decode.

The impact of this data will guide instructional teams of teachers in decision making and the course of action to follow when planning lessons that address language development while promoting literacy. The success of the literacy instruction in the 2013 – 2014 and 2014 – 2015 school years will be in the teachers' abilities to teach the rigor of the Common Core Learning Standards through the school wide program Pearson's ReadyGen, while not losing sight of the language development needs of the ELLs so that the instruction has a solid and meaningful impact. This will rely heavily on the teachers' abilities to differentiation by process allowing children to reach the goal of the common Standard that all other children must achieve but through a diversified and unique path.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns reveal by the NYSESLAT data indicate a large majority of children across all grades performing at proficiency level Advanced: 73.6% in Kindergarten, 62.3% in Grade 1, 69.0% in Grade 2, 60.0% in Grade 3, 61.4% in Grade 4, and 90.9% in Grade 5. The results noted in the Spring 2013 NYSESLAT show an improvement in language development. The results indicate a decrease in students performing at the Beginner level and an increase in students at the Advanced level and those reaching proficiency. The modalities data shows that a greater number of ELLs reached Proficiency in the Listening/Speaking modality than in Reading/Writing. Across grades 2 through 5 more children are performing at the Advanced proficiency level in the Reading / Writing modalities than the Listening /Speaking. It is also noted that the data shows higher percentages of children at the Beginner and Intermediate proficiency levels in Reading / Writing than in Listening/Speaking.

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](#))

Patterns across modalities are used to establish the instructional priorities for each groups of students. Differentiation of curriculum and instructional focus will shift according to the strengths and weaknesses observed in the modalities.

For ELLs with respect to making annual progress in English, attaining English proficiency on the NYSESLAT, and meeting Annual Measurable Objectives (AMO) in attaining academic proficiency the focus of the school continues to be the progression of learners along the language development continuum: Beginner to Intermediate, Intermediate to Advanced, Advanced to Proficient.

There must be an annual increase in the percentage of students identified as ELLs who attain English language proficiency on the NYSESLAT

The most recent data shows that Adequate Yearly Progress (AYP) for the LEP subgroup fared as follows:

ELA –with an effective AMO of 115, the performance index (PI) achieved by the 100% tested was 118.

Mathematics –with an effective AMO of 130, the PI achieved by the 100% tested was 154.

Science –with a State Standard of 100, the PI for the 100% tested was 189.

The subgroup made AYP and the Accountability Status for all three subject areas is In Good Standing.

The data allows the school to set targets for the subgroups each year. Instructional decisions are based on the results but also on the expectations for the year ahead. Each year, the school targets ELLs in the Comprehensive Education Plan to ensure that purpose of addressing language needs and developing a purposeful plan of action that is assessed throughout the year is in place for this group. Additionally matching goals to funds in the budget based on the action plan ensure that each strategy highlighted in the CEP for ELLs is properly funded for success.

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?

a. All data is specific to children in Free-standing ESL classes since TB classes in P.S. 152 can be found in the Early Childhood only.

Additionally, all students were tested in English.

English Language Arts:

When observing all Ells and their performance on the New York State English Language Arts Test it is evident that instructional priorities must continue to address how we are preparing our Ells for the demands of tests of this nature without losing sight of the language development focus required to help this group succeed.

The data for all Ells tested in ELA shows that 55.3% scored at Level 1 and 38.8% scored at Level 2 for a total of 94.1% of the group performing below the State Standard Level 3 and only 5.9% on Level.

62.3% of Ells tested in Grade 3 were found to be performing at Level 1; 32.1% scored at a Level 2; and only 5.7% reached a Level 3. When analyzed independently for the subgroups, the overwhelming percentage of children performing below standard level 3 is impressively high. Yet when comparing the data to their English Proficient (EP) counterparts it showed that these results were a grade level occurrence independent of language proficiency. While the data shows that amongst EPs the percentage of children performing at Level 1 was much lower ((14% less), those performing at Level 2 differed by 1.9%.

Of the Grade 4 Ells tested only 10.2% were found to be performing at or above the standard Level 3. This indicates that approximately 90% of the Ells tested in Grade 4 are performing below the standard.

Of the Grade 5 Ells tested 93.5% are performing at or below Level 2 while only 6.5% achieved Level 3 mastery.

Mathematics:

When observing all Ells and their performance on the New York State English Mathematics Test the data is showing that Ells perform better as a group in Mathematics than they do in ELA. However, the shift in Mathematics assessment to content that is more literacy loaded has now created a bigger challenge of Ells. Where it is possible to bypass language dependence in computation, it is not as simple to sustain comparable levels when answering word problems, tasks, and multistep problems that require the student to have a mastery of content vocabulary and higher order thinking to understand the “word play” of such problems.

The data for all Ells tested in ELA shows that 164 children were tested. Of this group 42.7% scored at Level 1 which is significantly lower than what was observed at this level amongst Ells in ELA but just as impacting. Additionally 39.6% scored at Level 2 for a total of 82.3% of the group performing below the State Standard Level 3 and only 17.7% performing at or above the Standard Level 3.

Of the 56 Ells tested in Grade 3, 51.8% were found to be performing at Level 1; 35.7% scored at a Level 2; and only 12.5% reached Level 3. When analyzed independently for the subgroups, the overwhelming percentage of children performing below standard level 3 is impressively high.

Of the 55 Grade 4 Ells tested 21.8% were found to be performing at or above the standard Level 3. This indicates that approximately 78.2% of the Ells tested in Grade 4 are performing below the standard (showing an 11% difference between Grade 4 Ell performance in Mathematics and the results observed in ELA).

Of the 49 Grade 5 Ells tested 20.4% are performing at or above Level 3 while only 89.6% are performing at or below Level 2.

Given the disparity in the assessment instruments used to test children in the 2012 -2013 school year, it is not possible to compare the results of Ells to the prior year’s, however, the performance noted in this data is an indicator of a shift that has transpired. While the demands of language acquisition has always been a challenge for our Ells, that has increased greatly due to the demands of the Common Core Standards and the level at which children in this subgroup are expected to perform.

b. The results of the ELL Predictive serve the purpose of identifying weaknesses in the language modalities. They provide the school with information about what each student knows and can do so that teachers can tailor instruction to the learning needs of the Ells in the class.

The ELL predictive is used in addition to other summative assessments to gather as much information on the student’s learning and to diagnose deficiencies from the language perspective versus the literacy perspective in order to work prescriptively toward instruction that is as needs specific as possible. School leadership will access the results of the ELL Predictive to identify weaknesses. This data is shared with each of the ELL teachers and discussed during Teacher Inquiry Team sessions. Teachers will collaborate in developing strategies and differentiated techniques to address weaknesses. They will document intervention and strategies for a period of 4 to 6 weeks. Teachers will sample student work and bring it to team meetings for further discussion. The analysis of student work will allow teachers to assess what is going well and what changes may need to be made to the instructional plan of the students. Each intervention strategy is tracked using ongoing observation, teacher conferences, and benchmark assessments.

The specific instructional references recommended by the predictive are not useful to the school because the programs they recommend are not part of the collection of resources we provide for our students and teachers, however the item analysis still allows tailoring the instructional resources we do provide that address the specific standards and performance indicators covered on the ELL assessment.

c. The learning from the Ell Predictive is that it supports the data that is already available through the NYSESLAT, our English Language Learners reach proficiency in Listening and Speaking at a higher rate than they do in Reading Writing. Ells serviced 3 years or more are usually students who are experiencing difficulty is reading comprehension.

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.](#))

Given the analysis of all data results, students are provided with increasingly intensive, targeted instruction designed to match their learning needs. It is expected that by assuming a diagnosis-prescriptive model in which differentiation serves to scaffold the learning, children will be able to complete rigorously challenging tasks required as part of the Common Core Standards, The overall goal within the specific monitoring of RtI is further enhanced by knowing the data specific to the learner in order to avoid misconceptions on a child's inability to complete assignments, tasks, and/or activities used to measure the progress. Data allows us to determine whether students are benefiting from the instructional program in order for the school to make decisions about the effectiveness of the program for the children; allow for the school to vary instruction and measure the effectiveness of varied forms of instruction; target instruction so that we are able to reduce the number of unwarranted referrals to special education.

RTI begins at the classroom level, Tier I results from a careful analysis of the instructional program effectiveness. By gathering data at the classroom level, teachers and administrators are able to assess if the struggles are pertinent to a specific child, group of children, or whole class. If the assessment data (running records, Periodic Assessment, Unit test, Wilson Foundations assessment, teacher conference notes, instructional observations) show weakness in approximately 80 percent of the class. The teacher, administrator, and coach will discuss adjustments and changes to the instructional program. Additionally, teachers will meet in teams to discuss instructional alternatives. However, when weaknesses are observed in specific student performance, assessment is analyzed further by teams of teachers to identify the possible source of difficulty. Reading comprehension assessments in running records are further scrutinized with vocabulary analysis and language aspects of the text. The teacher will target a specific skill in the weaknesses noted for intervention. The teacher will assess that specific skill to set an initial benchmark. The teacher will provide support instruction in small group or one on one (using computer program) during the extended day two days per week that targets the specific weakness skill. After 3-4 weeks of support, the student is assessed for progress and mid point benchmark. Intervention continues if progress is noted or adjusted if progress is minimal to none. After 8 weeks a final assessment will serve to identify progress or the need for further intervention in a new cycle.

Data analysis is not restricted to assessments and tests, we capture the learner holistically to avoid missing opportunities to reach the essence of the child's instructional struggle. Effective targeted prevention and intervention can only result from understanding the individual, group, and collective data as well as knowing the qualitative sources of information on children.. When evaluated collectively, this information serves to promote discussion about classroom- and school-level models of prevention that will meet the needs of ELLs at-risk for academic difficulties. We use multiple indicators that measure reading and language. This process includes running records (Fountas and Pinnell), Wilson Foundations assessments, ongoing teacher observation and feedback items, teacher conference notes conducted one on one, Ell Predictive item analysis, Rigby Intervention by Design assessments and progress monitoring, Common Core -aligned tasks analyzed by teams of Ell Teachers. Once a plan for a struggling reader is in place, and additional supports are underway, it's necessary to use assessments to monitor the effectiveness of the supports, to determine whether a child is making gains as expected, and to ensure that any necessary mid-course corrections are undertaken.

Once a student has undergone a series of Tier I intervention cycle where the data has not shown adequate progress, the student's data and intervention plan is submitted to the Academic Intervention Team (AIT / RtI) for further discussion. This Team consisting of an Assistant Principal, two Academic Intervention Teachers (one reading and one Math), and the ESL Coordinator will discuss a plan for Tier II intervention. For Ells at this level of intervention the teacher will include the skills intervention assessments administered during each benchmark point of the cycle, log of strategies and method of instruction, along with a student profile that includes, native language, prior formal instruction, years in an ESL program, program changes based on parent choice, formal (or lack of) schooling in the country or origin, and the most recent interest survey completed by the parent. AIT will recommend intervention for Tier II with a push-in/ pull-out ESL licensed teacher if the student is in grades 3 - 6. The push-in / pull-out teacher will assess the student, decide on the targeted skill based on the developmental needs of the child, prior data, and other detailed information on the learner and develop a plan for intervention using Rigby's Intervention by Design and Rigby newcomer materials to supplement vocabulary. Each cycle is further assessed to document progress or the need for additional evaluative decisions. For children in grades K to 2, Tier II intervention process is similarly assessed and monitored however, intervention is provided by the extended day

teacher for a total of 75 minutes per week.

To decide on the factors influencing student outcomes for our ELL students, the AIT/RtI must ensure the collection of data in the following areas:

LEARNER CHARACTERISTICS

Language background, acculturation, educational and experiential background, values/norms/cultural practices, and higher-order thinking skills. These are assessed using parent surveys, cumulative record review, portfolio assessments, a parent-teacher conferences, medical records.

Students' academic strengths and weaknesses -Curriculum-based measures and other formative measures, unit/chapter test, running record, classroom observations, and standardized assessments.

Proficiency in both languages -Language samples, on demand writing, running records, CCLS aligned tasks in the native language.

CLASSROOM AND SCHOOL CHARACTERISTICS:

Areas of instructional strengths and weaknesses as well as the match between instruction and students' needs is assessed based on sampling. This data is gathered from classroom observations that highlight the program and practices around time allocation and the instructional rigor as well as, how focused and targeted the instruction is to address the needs of all students. Classroom-and school-level trends in student performance and progress data is also analyzed.

Each RtI Tier includes various assessment types:

Diagnostic Assessments-to gather in-depth information about the child's instructional needs and to provide immediate feedback on instruction (unit test, running records, chapter test)

Screening Assessments -to determine who is at risk for difficulties in particular literacy components (Wilson Foundations Skills assessments and Double Dose assessment-also used in screening, Predictive Assessments, Fountas and Pinnell Literacy Assessments). This also allows the teacher the opportunity to see how the children are performing relative to their peers and as an external benchmark.

Progress Monitoring Assessments -to determine if intervention is helping the student make adequate progress or if intervention needs to vary-Orchard Software, MindPlay software. This provides a reference point for the teacher outside of the daily instructional program.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At P.S. 152 curriculum does not drive instruction, children do. When classes are reorganized each year, the focus on placement for ELLs is carefully studied to maximize instructional opportunities. When the NYSESLAT results are available, a look at the data serves as a source for making changes to benefit the newest language status of the child.
The teachers working with ELLs understand the needs of the children. They use their knowledge of the curriculum to make decisions on the scaffolding and differentiation needed to allow all learners access to the grade appropriate content. In doing so, teachers and administrators are consistently working to adjust for the demands of the curriculum to fit the second language development of the students. Beginner ELLs are presented with more visual and auditory stimulated lessons that are less dependent on written forms of the language.
Although the Common Core Learning Standards are a requirement in all classrooms as is the push for college and career readiness, the methods by which second language learners get to that common goal varies. We make sure that teachers of ELLs are prepared to differentiate the learning experiences through processes that are a better match for the student by providing Professional development that explores this type of teaching, constantly seeking scholarly and field studies on this topic, using methods of instruction such as Universal Design for Learning.
The reports used when making instructional decisions include: The language modalities (RNMR)report allows administrators and teachers to track student language development progress in each modality; The R-LAT is used to provide information on the 3 most

recent years of NYSESLAT scores to identify trends and progress toward language proficiency; The Primary Secondary Report (RMSR) also provides information on student performance in other assessments; The extension of services report and BESIS to assess years of service; as well as Exam History Report. Standardized Assessment data, student portfolios, Common Core-aligned task data are also used in making instructional decisions.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success of ELL programs are measured based on progressive growth in language development. Each year the data specialist will compare the data results from one year to the next as follows:

How many Ells reached Proficiency on the schoolwide and on each grade compared to the prior two years;

How many Ells reached each of the proficiency levels, Beginner, Intermediate, Advanced schoolwide and on each grade compared to the prior two years;

Was AYP met for Ells in Math, ELA, Science;

Did the school meet the Comprehensive Education Plan goal specific to the Ell population;

How did the Ell students perform on the ELA and Math tests compared to the Ells tested the prior year;

How did the Ells of P.S. 152 perform in ELA and Math compared to other Ells in the District and Citywide;

Did the school receive extra credit for the performance of Ells in Closing the Achievement Gap as identified on the Progress Report;

All of this data is compiled in spreadsheets and presented to the School Leadership Team and the staff. We use the data to measure how goal targets were reached or if they were not, what the next steps are to address where we fell short. Extenuating factors and variables are assessed to identify other situations that may have impacted on performance. All variables being equitable, program changes are explored and discussed by all constituencies for next steps.

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](#).)
All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS), administered by the English as a Second Language (ESL) Coordinator (Sari Madden) or School Administrator (Lisa Black or Enid Maldonado) in English or the parent's language of choice. The ESL Coordinator certified by New York State as a teacher of English to Speakers of Other Languages (TESOL) and the City of New York as teacher of English as a Second Language and Common Branches (N-6) speaks English. Additional personnel consisting of two administrators (Lisa Black and Enid Maldonado) may also engage the parent in interview and administer the HLIS. The senior administrator (Enid Maldonado) is English and Spanish dominant and holds New York State certification as teacher and supervisor of Bilingual Education programs (elementary) and certificate from the City of New York as a teacher of Common Branches N-6 with a Bilingual –Spanish extension and is certified as a Supervisor of Bilingual Education programs. The second administrator (Lisa Black) who engages in this screening process is certified by the State of New York in TESOL, the City of New York to teach and supervise English as a Second Language and teach Common Branches N-6. This second administrator is monolingual. In circumstances in which the language of the parent's preference is not spoken by the interviewers, the services of the translation unit of the Department of Education may be used. Additionally, parent volunteers who speak the languages of the community may serve as resources during this process. The administering personnel will interview the parent in English or the parent's language of choice (through interpreters when needed). If the HLIS indicates

that the child uses a language other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R) to determine English proficiency within ten days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is also given the Spanish LAB to determine language dominance.). Once identified, students are serviced in accordance with CR Part 154. English Language Learners are assessed each spring using the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency is achieved in all modalities of the assessment –Speaking, Listening, Reading, Writing.

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.

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

-Parents are invited to attend orientations given as groups of students are admitted throughout the year. The ESL Coordinator, Parent Coordinator, and the Assistant Principal (named above) that supervises ESL and Bilingual Programs are available during these meetings to discuss the methods and purpose of each program. Translator / Interpreters are available during the meeting to provide support for parents in the interpretation of key information.

-The parents watch an information video that describes each of the programs available for the English Language Learner. There is an opportunity during the meeting for parents to ask questions in their language of preference. Parents also have the option to contact the Parent Coordinator should additional concerns result during the year.

-Written forms of the information provided in the meeting is available in the parent's home language.

-Parent choice forms are maintained in class order in the ELL Coordinator's Room. The program of choice is tallied in each folder. If/When the program becomes available, the parent coordinator or ELL Coordinator will call the parent to offer placement in the class requested.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The RLAT is used to determine NYSESLAT / LAB-R scores. Additionally the RLER provides lists the students eligible to take LAB-R or NYSESLAT.

Entitlement letters are backpacked and sent home with a tearoff that the parent signs and returns to the school acknowledging receipt. If the child does not return the receipt, a second letter is backpacked after a phone call to the parent making them aware that the second letter is being sent home. If the parent does not return the second receipt, the parent is provided with a third letter after an additional call. What follows if needed if the third notice is not successfully returned, is a notarized letter with a request to see the parent, at which time the parent is given an additional copy and asked to sign the receipt at the school's main office.

Parent Surveys and Parent Selection forms are distributed during orientation meetings. Follow-up copies are backpacked and sent home with the children as needed. Classroom teachers follow-up with the children if these are not returned completed as a first outreach attempt.

Once the classroom teacher does the first outreach, the Parent Coordinator (Wanda Gonzalez), ELL Coordinator(Sari Madden), or Supervising Assistant Principal (Lisa Black and/or Enid Maldonado) will make follow-up phone / e-mail contact with parents as needed. Outreach is logged.

Once the forms are collected, the ESL coordinator will review each form with the specific roster of each ELL. Spanish surname ELLs that have not been returned or that lack a program choice are placed in the Transitional Bilingual Education classes as per CR Part 154.

Forms completed by the parents are stored in the ESL Coordinator room by current class and ATS roster. This process continues during the school year as new students are registered and parents attend the orientation meeting.

Continued entitlement letters are backpacked once students have been identified based on the most recent NYSESLAT scores using the RLAT. Parents are asked to sign that they have read the information and are prompted to call the ELL Coordinator (Sari Madden), the Parent Coordinator (Wanda Gonzalez), or the ESL Supervisor (Lisa Black) if they have any questions or need clarification on the letter). The ESL coordinator checks rosters daily while the distribution process is conducted to ensure all forms have been returned signed. A second form is backpacked after three attempts in which the child is reminded to return the letter.

Following the second form the parent coordinator calls home to remind the parent that the latter must be signed and returned to the school. If that second letter is not returned a third is sent via registered mail with an additional follow-up call to the parent. If a fourth attempt is required the parent is asked to attend the school and meet with the ESL Coordinator, Sari Madden, or the ESL Supervisor, Lisa Black. During this meeting, the parent is given the letter and it is explained to them. They are asked to sign at that time. In each phase of this process, letters are made available to the parent in the language of preference identified in the HLIS.

Entitlement letters, Parent Surveys, and continued entitlement letters are housed in ATS class order in folders in a file cabinet in the ELL Coordinator (Sari Madden's) room (433A).

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.

Newly enrolled ELLs: We make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. We provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input as soon as possible. Parents' choice, coupled with program availability, determines program placement for ELLs.

Once identified using the eligibility report (RLER), the new admit is tested. For children tested using the NYSESLAT data is gathered on results using the RLAT. If the child scored below proficiency on the LAB-R, the parent receives an Entitlement Letter, Parent Survey and Program Selection Form, and a Placement Letter based on the parent choice. If the child scores at or above proficiency on the LAB-R the parent receives the Non-Entitlement Letter. If the child takes the NYSESLAT and scores below proficiency the parent receives the Continued Entitlement Letter. If the child took the NYSESLAT and scored at or above proficiency the parent receives the Non Entitlement / Transition Letter.

Continuing ELLs: following the mandates of the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). We notify parents of NYSESLAT outcomes and program eligibility in the beginning of the school year. ELLs that continue to score below a certain level of English proficiency (Beginner, Intermediate, Advanced) continue to be entitled to ELL services. ELLs scoring at or above Proficiency are no longer entitled to ELL services through state funding and are placed in monolingual general education classes. However, parents of students who participate in bilingual education programs transition to all-English monolingual classes are given the option to receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

P.S. 152 uses parent information, as well as properly maintains and stores it, ensuring that we can honor parent choice and follow the mandates of providing a parent orientation. We are able to maximize parent choice by continuously monitor whether or not it is meeting parents' needs as indicated on these forms. Also, parent choice information informs this Policy, as parent demand dictates what ELL programs we provide. The Parent Survey and Program Selection Form, is attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered. The Parent Coordinator, Wanda Gonzalez, and the ESL Coordinator, Sari Madden and the ESL Supervising Assistant Principal, Lisa Black, use the survey portion of this notification to

make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. School Personnel can access these forms and checklists throughout the year from their location in the ESL Coordinator's Room 433A where it is housed in folders by ATS class. Finally, information about our school's ELLs is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the Automate the Schools (ATS) system at your school. The ESL Coordinator ensures that information for the BESIS is entered into ATS accurately.

In accordance with the New York State Education Department requirement for monitoring and ensuring implementation of the required ELL program parent choice process for new admits, the ELPC screen in ATS is updated by the ESL Coordinator (or Pupil Personnel secretary under the the ESL Coordinators guidance) by recording the ELL program parent choice for all new admits who have been identified as ELLs via LAB-R hand scores. Also documented is whether the parent attended the Parent Orientation provided by the school, the Ell Program selected by the parent, the program in which the child was placed

The structures we have in place to ensure that the goal of informing parent is met, were delineated above. In addition when needed

the parent is given the option to visit classes where these programs are in place. Based on parent choice and selection once parents have been given an orientation on the programs available, the child is placed in an English as a Second Language (ESL) or Transitional Bilingual Education (TBE). If the parent selects a program for the child, that is not available in the school (dual Language) or a TBE program for which the number of students in one same grade or two consecutive grade is less the 15 , the parent is asked to meet with the Parent Coordinator and the ESL Coordinator to discuss their options at an alternate site that may offer the program they have selected. The parent is also informed that if the program is made available in the school at a later date, they will be notified by the Parent Coordinator or the ELL Coordinator of the availability for placement.

The parents with Spanish as the home language who have selected ESL as a program choice are interviewed to ensure that they would prefer to opt out of a TBE program. If needed parents are asked to visit a TBE setting before making a decision for their child. By default the child of a parent who has not made a selection by returning a form with the proper choice will be TBE if a program is available on the grade or consecutive grades (bridging if necessary).

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.

NYSESLAT eligibility is verified using the RLER. As indicated in prior New York State School Report Card, we strive to ensure that 100 percent of our students are administered the New York State English as a Second Language Achievement test each year. All test components are scheduled in accordance with the State testing calendar. Parents are notified of the testing via the school calendar prior to the actual commencing date of testing. Additionally teachers will outreach to parents of absentee students to ensure that the student is present for testing. Each day of testing rosters are run to ensure any new admits who are eligible for testing are accounted for and tested. The parents of absentee children are called to ensure that the child is present the next day and the parent is reminded that the child is undergoing testing and should be present for school to take the part(s) he/she missed due to the absence(s). If a child is not present when one of the parts is administered he/she is tested on the first day back in attendance as long as he/she returns within the testing window set by New York State Department of Education. Attendance incentives are used to ensure that there are motivators in place for the children to want to be present each day.

After each day of testing, absentee data (if any) is collected from each teacher on a specific roster delivered to the teacher with all testing materials. The rosters are copied and made available to the parent coordinator who calls the home or the absentee student and documents the reason for the absence as well as discusses the details to the child's return to school. The parent coordinator relays the details of each conversation to the testing coordinator. The absentee student's test is package in an envelope with the information of the teacher that will administer the test upon the child's return. Once tested, the students' document is housed as needed for delivery.

During testing rosters are printed each day to ensure all children on register who are Ells are tested. Additionally rosters identifying new admits as eligible for testing are administered the LAB-R to ensure they are LEP (ELL). If so that child is added to the roster of students who need to take the NYSESLAT and they are tested. Finally, the daily registers are checked in the main office to ensure that no child was registered and is pending entry in ATS who may require testing as per their HLIS.

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. 
- After reviewing the Parent Surveys and the Parent Continuation letters for the past few years, we continue to note a consistent trend. Analysis of the 2013 parent choice documents revealed that 15.9% of the parents opted for the Transitional Bilingual Education program (TBE) while 83.6% opted for Freestanding English as a Second Language. With a minimal percentage of the parents requesting Dual Language (after parent interviews parents in this group opted for ESL). These results repeat trends noted in prior years. In 2012 parent choice documents showed 21.2 percent of the parents opted for the TBE program while 76.1 percent opted for freestanding English as a Second Language (ESL) with 2.7% opting for Dual Language. In 2011, 20.1% of the documents reflected a parent choice for the Transitional Bilingual Education program, while 78.0% of the remaining letters and surveys denoted a choice for the freestanding English as a Second Language model. In 2010, 24.8% of the parent choice documents reflected a choice for Transitional Bilingual Education, while 72.5% opted for freestanding ESL and 3.2% requesting Dual Language. Further analysis of the Parent Surveys and Parent Continuation letters also reflect a tendency for parents to opt for the Transitional Bilingual Education program in the early childhood grades (Kindergarten to Grade 2). The choice for freestanding ESL increases significantly once the children reach grade 3 while the choice for TBA dramatically decreases in this grade. Dual Language program options remain low amongst the parents of P.S. 152. We continue to offer the programs that are aligned with the choices made by parents in the Parent Continuation letters and Parent Surveys.

Part 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])?

Ells participate in an instructional program that is based on the Common Core Learning Standards. The instructional program is rigorous and holds learners to high expectations as are the resources and materials used to teach.

English Language Learners are grouped for instruction in varied configurations in order to meet the needs identified in literacy, content, language, and other forms of testing and assessments. Lessons begin with a teaching purpose (Teaching Point) and/or an essential question. The teacher models and engages children in discussion through guided multi level critical questions to cultivate purposeful conversation. During this discussion the teacher is targeting discourse and oral production skills as well as language structures and functions. The teacher models the use of specific language, vocabulary, and content specific terms (in content lessons). Examples and samples are modeled, discussed, executed by children with teacher prompting, and reinforced before the children are asked to work independently or in groups. The children are then asked to work on a task linked to the teaching to further practice what was taught while the teacher works with a targeted group on a skill, strategy, or reinforcement / reteach guided by the goals of the group of children being taught. In literacy, social studies and science lessons the children are working on reading / writing skills as well as content specific skills during this time. When the teacher is directly engaged in the group instruction specific skills are targeted and that guide the production of language both in verbal and written form. Instruction in small group is never random, and is always rooted in the needs highlighted in the data sources. The teacher then checks in on students working outside the group and closes the lesson with the essential question. Teachers use a rich repertoire of scaffolds to support students' understanding of the main academic content. Scaffolds can take place before, during, and after a lesson as required by the student(s). Instructional materials include a wide range of print, visual and digital resources judiciously selected to increase English language proficiency.

College and career readiness is at the center of the work done each day. Through tools such as SMART technology and document cameras, learning is made visual and appealing to varied modalities. Children have added opportunities to demonstrate technical and digital proficiency through the use of computers available to all students

The English as a Second Language program at P.S. 152 includes one models -self contained. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction as per CR part 154 regulations. Self-contained ESL classes are heterogeneously grouped independent of proficiency level. Self-contained classes are included in each grade Kindergarten through Grade 5. Children at the higher performance levels and Ells who have recently reach proficiency are heterogeneously grouped in a class with English Proficient (EP) students. This class is taught by a dual licensed Common Branch / ESL certified teacher. English as a Second Language instruction is designed to develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the pupil's age, grade level and English language skills. The time requirements for ESL instruction within a bilingual education program shall be the same as those established for the ESL instruction within a freestanding ESL program as per CR Part 154

In the TBE classes (grades K – 2) lessons follow a structure similar to the ESL free standing self-contained class. The marked difference is in the language of delivery and the use of resources and materials in the native language. With the adoption of Pearson's ReadyGen as the Common Core Literacy program promoted Citywide, the resources of the program fail to provide an equitable set of materials in any language other than English, therefore, the instructional challenge for the TBE classes has increased. Teachers are supplementing the English instruction through added resources in the native language. Teachers are consistent in the language usage as per the delineation of the program under CR Part 154. The language arts instructional component include English language arts (ELA) instruction, native language arts (NLA) instruction and English as a second language (ESL) instruction. The learning standards for ELA and ESL, and key ideas and performance indicators for such standard, are basis for the NLA and ESL curricula as per CR Part 154.

Instruction in both free standing ESL and TBE is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-term ELLs, beginner, intermediate and advanced proficiency levels. The native language is used to support high demand, high challenging areas of instruction usually seen at the commencement of a unit and when material is higher order in terms or performance.

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)?

The organization of the staff at P.S. 152 is strategic and based on the language develop needs and mandates for the English Language Learners. One hundred percent of the educators teaching the free standing ESL self-contained classes are fully licensed and certified in Common Branches (or Early Childhood) and English as a Second Language. The educators teaching TBE classes are fully licensed and certified to teach Common Branches N – 6 and Bilingual Education (extension). Given that these teachers provide all literacy and content Instruction, all service periods are included within their instructional program.

The experienced school administration provides an added support for the ESL and TBE classes given their experience and licensing/certification areas. Three of the Four Administrators of the building taught either ESL or Bilingual classes as teachers in the same school. Additionally two of the administrators are certified in administration and supervision of ESL programs. Students in free-standing ESL classes who are performing at the Advanced proficiency level receive 180 minutes of ESL and 180 minutes of English Language Arts weekly provided in by the classroom teachers who is certified in Common Branches and ESL. Students at the Intermediate levels of proficiency who may be in a general education class due to an excess in the self-contained class receive 360 minutes of ESL instruction per week as per CR Part 154 regulations. Through guided and strategy lessons, interactive experiences, collaborative sessions, and individual conferences, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. Instruction is differentiated and supported by ESL methods in accordance with Common Core Learning Standards, the New York City Department of Education Language Allocation Policy Guidelines, and CR Part 154.

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

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.

Content Instruction in the self contained ESL classroom is taught by the teacher that is dual certified in ESL and common branches. Varied levels of proficiency and ability are addressed through differentiated instructional methods. The New York City Scope and Sequence for Science and Social Studies dictate the topics of instruction while teachers use scaffolding techniques with content vocabulary reinforcement to build language skills. Mathematics instruction is taught using GoMath! which is a Common Core Learning Standard based program recommended by the York City Department of Education. P.S. 152 adopted the Go Math! Program before the NYCDOE recommended it given the rigor and critical attributed it presented toward meeting CCLS. Lessons are differentiated by process for ELLs in order to account for the language demands of the content vocabulary. Science instruction includes lessons that guide students in becoming active users of knowledge who can manage their learning effectively with the goal of preparing for an ever-changing scientific society. Essentially, in order to assist those children who are not reaching the State Designated Level (SDL), further instruction will include hands on experimentation and investigation with manipulation of variables in an inquiry based approach with the goal of mastering the scientific process. Exposure to content specific vocabulary in context will be ongoing in order to improve comprehension in science. Teachers model the use of the content language and vocabulary and present concepts through varied modalities that include, but are not limited to, visual, auditory, and tactile. Careful scaffolding of skills and development of vocabulary for Ells will be a part of content based ESL instruction. English language learners struggled with content specific language and vocabulary. Noted are deficiencies in comprehension of content that is not supported by pictorials. These may be derivations of meaning that is content or text specific. Vocabulary knowledge correlates strongly with the comprehension of the content. When that vocabulary is specialized in nature and content specific, comprehension is compromised. Other collected data indicates the need to construct background knowledge

and vocabulary that can facilitate content text comprehension. The Inquiry based instruction in the ESL self-contained and TBA classes will be provided by a certified Bilingual teacher with experience in working with English language learners at all levels of proficiency with the goal of using ESL methods to teach the content. The interpretation of documents and content specific Social Studies text denote a need to build background schemata with exposure to nonfiction literature and other forms of real text for ELLs. A review of student performance in Social Studies continues to reveal a need to provide specific instructional assistance to ELLs throughout their academic program.

Non fiction concepts related to content (both Social Studies and Science) are a part of the literacy program for the ESL and TB classes. Pearson's ReadyGen program was selected from the choices made by the New York City Department of Education as the Common Core Learning Standards Language Arts program. This is the ELA instructional program for all classes K through grade 5. In Grade 6 Scholastic's Code X is the source for CCLS ELA since ReadyGen does not have a 6th grade program.

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

Content Instruction in the TBE classes is taught in the native language when topics are first introduced. Students transition concepts with the support of ESL classes that highlight content vocabulary. Content area instruction in Math, Science, and Social Studies will be provided in both English and the native language with an emphasis on content specific vocabulary and interpretative and inquiry skills.

Level appropriate instructional materials in English and the native language are used to support content area instruction. Cluster content teachers providing content instruction will align their program with the goals and objectives of the bilingual program. Teachers use non-fiction literature during Shared reading, Guided reading, and individual reading workshop in order to build content specific language and vocabulary. Teachers include a writing segment to the math lesson each day to be done in the native language or English. Teachers will continue to build upon children's ability to write in guided and independent sessions. Through conferences, tiered small group lessons, and ongoing strategy lessons and support sessions, students will increase their ability to write about content for varied purposes in the native language and in English.

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

Literacy running records as well as content area assessment materials are made available to the teacher in the Native language to ensure that assessment in NL continues throughout the year in the TBE class. These are submitted to the grade supervisor for review. Assessments include a variety of different methods that allow children to demonstrate evidence of learning and can range from observations, student writing samples, performance tasks, to large-scale standardized tests. In the ESL class, teachers use the native language to verify understanding using peers who speak a common language. Dictionaries in the native language provide learners with support when developing content vocabulary.

To identify where students are in their learning, where gaps in their knowledge exist, and to help determine how to improve student learning teachers use Observation Checklists and conference notes in the native language. Checklists identify learning objectives and behaviors, which may be arranged in categories, and are used to determine whether the student exhibits the behaviors or skills listed. The observations associated with the items on the checklist allow the teacher to have a clear sense of what the student is able to do at a specific moment of time. Teachers use work samples and student portfolios containing Common Core aligned tasks completed in the native language as a systematic collection of authentic work as an application of knowledge and skills that reflect situations and problems addressed in the "real" world. Portfolios contain representations of classroom-based performance and supplement instruction that teachers can compare to similar data gathered in English. Running Record for Reading Performance assessments in the native language allow the teacher to gather information of how the children are approaching the reading process. This authentic assessment allows students to read in the same way they are asked to read during their reading group work within the classroom. Running records allow teachers to:

- Determine what students are doing as they are reading (Reading Behaviors)
- Observe the strategies students use while they are problem-solving
- Make informed reading and grouping instructional decisions
- Observe changes over time in a student's learning and reading performance

Teachers can use this information to tailor instruction and diagnosis difficulties which may be affecting development in the second language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
P.S. 152 elected to continue to administer the ELL periodic assessments during the year so that teachers had this additional data available to them on the four modalities of English acquisition. Additionally teachers assess progress in reading through level specific running records. Writing is assessed via Common Core aligned tasks and on demand writing samples measured to a grade specific rubric. Speaking is assessed in conferences and teacher observations with checklists that allow teachers to identify the children's ability to develop a topic and use accurate vocabulary. Reading is assessed via running records and Fountas and Pinnell literacy assessment throughout the year and specific benchmarks are established by school leaders four times during the school year. Listening is assessed in retelling done by the children when administering running records. Additionally teachers use the materials of Getting Ready for NYSESLAT to track student progress in each of the modalities. Assessments are verified during informal / formal teacher observations conducted by administrators.
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).

SIFE

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

The goal is to provide children with differentiated lessons that highlight the strengths to support the weaknesses of the ELLs in this group. With this goal in mind, this population of students will receive the following support:

Participate in the Title III Extended day program in a class that does not exceed 15 students.

An ESL teacher will pull-out one 40 minute period per week to provide lessons English instruction that as specific to day to day language.

Teachers will provide individual support in guided lessons with a group of peers reading at the same level using high interest text.

Teachers will teach writing through interactive lessons.

Teachers will build on students' language skills through storytelling and opportunities for students to share story orally.

Increased use of literature that is culturally relevant.

Teachers will preview their lessons with careful consideration of the SIFE students' needs in order to comprehend the content being presented.

Academic language will be taught explicitly by highlighting and interpreting vocabulary beforehand. Whenever possible concepts will be presented in the native language through the support of bilingual teachers, paraprofessionals, parent volunteers, or peers.

Newcomers (ELLs less than 3 years)

This data for this group of learners is monitored closely. The instructional focus at this level includes active engagement with multiple opportunities afforded for learners to use language productively. Instructional experiences are differentiated to make content comprehensible in order to build confidence. Teachers track student progress on a spectrum dictated by short-term goals that are carefully monitored. Small group instruction is ongoing in all content and literacy instruction where students work at a developmentally appropriate level building on their language and academic strengths.

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

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

All ELLs are held to NYS learning standards and CCLS

Participation in Title III extended day program

An instructional program that uses materials in alignment with the Citywide curriculum.

Ongoing assessment is provided to ensure that student achievement is periodically measured.

Teachers confer with students to continue to build on what they know.
Fifteen to twenty minutes per day are used for guided reading and building vocabulary.
Read aloud is used to expose children to experiences with the second language.
High frequency vocabulary is taught and exhibited throughout on the Word Wall.
Reading and Writing lessons are taught every day in English (TBA in the Native language).
Culturally relevant level appropriate text is available for the children to read.
Dual language books are included in the classroom library.
Language development is intensive through experiences, lessons, and exchanges with partners.
Content lessons are previewed and vocabulary is explained prior to engaging in the lesson.
Teachers take into consideration students' prior knowledge and experience with language introducing a lesson.
Classroom libraries are level and age appropriate and contain varied genre, fiction, and nonfiction.

English Language Learners (4 – 6 years)

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

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

Analysis of NYSESLAT testing history to look for trends in progress (or lack of).

Modalities are analyzed through the years of testing to pinpoint areas of specific need.

Scores obtained by from Citywide, State and other assessments are reviewed for trends.

Attendance records are reviewed to look for gaps in instruction.

A tracking system that matches data from year to year to note progression (or lack of)

Parents are interviewed to gain an image of home study and academic practices.

Teacher assessments, conferences, writing samples are assessed for trends and weaknesses.

Intervention logs and participation in each Tier is discussed in order to seek alternative plans of action that may require a recommendation to the TAcademic Intervention Team.

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

Long Term ELLs

Students in this category are comprised of a small group at our school, however, many concerns arise when we approach the varied needs of these students. It has been determined that students in this category have reached the social language goals and in some cases, the content language skills are mastered at a comprehension level, however, literacy is the weakness keeping them from reaching proficiency.

The guidance counselor works with these students as support personnel to engage students in activities of group dialogue aimed at building interactive language and confidence. Given the age of this group, lower reading levels consisting of low interest text is not useful. Therefore, we look to other resources for text to engage these learners in literacy experiences that are meaningful.

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

process will continue to ensure that the long term Ells are provided with varied opportunities to develop within the least restrictive environment.

The student support services will be provided as follows.

Continued redeployment of support staff to serve students in this group who require curriculum modifications and accommodations.

The Pupil Personnel Support Committee, composed of the Principal, Guidance Counselor, Assistant Principal, School Psychologist, Social Worker, Special education Teacher, Resource Room Teacher, Speech and other related services teachers meet to review progress and revise support plan as needed.

Clearly defined areas of concern will help to solidify the plan for each student.

Provide an Academic Intervention program that supports children by addressing the needs identified through ongoing assessment, observations, and conferences in small group intervention. This program will require the expertise of a push-in teacher who has knowledge of English as Second Language methodologies.

Decide whether to continue intervention, modify the plan, or refer the student to the IEP Team for formal psychoeducational Evaluation and other services.

The guidance counselors will serve as the Case Manager to disseminate the School Committee Intervention Plan to the classroom teacher.

Professional development is provided for all teachers on the intervention requests and the referral process, intervention strategies, implementing the SCIP and monitoring and reporting on the outcome.

Continue to note the progression of students in receiving special services as they achieve identified goals while working in a more prescriptive manner where each level of difficulty is diagnosed through assessment, intervene through specific strategies and reassessed for progress before moving on to another deficiency.

Continue to provide high quality intervention; as well as mandated services as identified on the IEP for at-risk and/or special needs long term Ells.

Former Ells

In the last few years we have seen a natural progression in this population of learners. In tracking their progress we have noted that by supporting them via the extended day (37.2 additional instructional minutes 2 days per week) they have continued their growth to the point where many surpass their English dominant counterparts in both Reading and Mathematics. P.S. 152 understands the transitions that this group is still experiencing and therefore provides added support in after school and or Saturday school programs. Former Ells are also placed strategically in classes with teachers who understand the language development process.

ELLs and eligible former ELLs receive certain specified testing accommodations for classroom assessments as well as on the NYS ELA, Math, and content-area tests (e.g., math, science). These accommodations may be provided to ELLs and former ELLs (for up to 2 years after the former ELL achieved proficiency on the NYSESLAT) whether or not they have disabilities. The only testing accommodations permitted for ELLs and former ELLs (who do not have IEPs or 504 Plans that specify other testing accommodations) include the following:

-Schools may provide time extensions on tests for ELLs and former ELLs;

-Assessments, including NYS examinations, may be administered to ELLs individually or in small groups in a separate location;

-Reading the listening section on the NYS ELA in English three times;

-Using bilingual dictionaries and/or glossaries that provide translations only. Bilingual dictionaries that provide definitions and/or explanations are not permitted;

Using English and Alternate Language test forms simultaneously, except on ELA tests;

Providing oral translation for low incidence languages when there is no translated test form provided by NYSED, except on ELA tests; and,

Writing responses in native languages on alternate language test forms or oral translations, except on ELA tests.

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?

P.S. 152 provides for the instruction of ELL-SWD follow a content and level specific curriculum and materials. Teachers of the classes of ELL-SWD have the same literacy and content materials as the ELL, TBE, and General Education classes. Differentiation is what allows the students in this subgroup a form of success in meeting the demands of the content. Each teacher of children in this group has access to technology resources to enhance visuals and make content language and vocabulary more comprehensible. Teachers work with visuals, audio programs, manipulatives, media and computer based programs such as RAZ-

KIDs and Reading A-Z, and other tools and resources to support the learning.

Teams of teachers in the Special Education department meet to discuss actionable alternatives for students depending on the present level of performance and Individualized Education Plan of each student. Scaffolding and process differentiation is considered in these discussions. Teachers work on strategies that are then shared with the Team. Ongoing discussion of the children’s work allows teachers to analyze and continue to explore options as needed to ensure that the learning is current and serving to move children toward meeting the language and content learning goals. When assessing content alternatives to paper pencil assessments (recordings, diagrams, speaking answers to a scribe, teacher observing the performance versus the child writing it etc..) are used and recommended to the team to ensure that what is being measured is not being hindered by the possible limitations of the learner in literacy.

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?

Based on the Citywide initiatives and Phase II, all SWD participate in flexible scheduling that affords them multiple opportunities to work according to their abilities in a least restrictive environment.

Since the development of our last LAP, the staff has grown professionally to include a cohort of Special Education Teachers who are also licenses in ESL. These dual licensed professionals allow programming flexibility that was not always possible through the push in program. Therefore we are able to provide an ESL-SWD “class” with self-contained features at all times in the instructional program whether it be for the 12:1:1, 12:1, or Integrated Co Teaching (ICT) setting. In these groups the ESL servicing periods delineated in CR Part 154 are taught by a teacher that is a Special Education and ESL licensed professional and therefore knowledgeable in the techniques to support and ESL-SWD student. Children in this group are also not limited to full day programs, this varies according to their needs. An example of this program is the child may be restricted in 12:1:1 for Literacy 10 periods of their week, have 5 periods of Mathematics, 3 periods of Social Studies and 3 periods of Science in Integrated Co-Teaching and receive Art, Physical Education, Computer Technology, Word Study/Phonics in General Education.

Given the Citywide initiatives, this group of students is held to the Common Core Standards that all students are however, teachers make decisions on a students by student basis to pull children into small groups for reinforcement. Additionally, options for support with a Special Education teacher are provided when needed without having to resort to moving the child to the more restrictive environment completely. An example of this is an ICT (Special Education) teacher is mapping the lessons in the next math unit that will include multi step multiplication problems. She knows that two of her SWDs do not know multiplication facts or how to resolve them through repeated addition. In order to scaffold the learning the teacher requests that the student join the first period mathematics self contained group where the SE teacher is working on computer multiplication using an interactive board where the children can move the items to form groups in specific factors. The student joins that self-contained Special Education group for a week and exits after the “intervention” to join his Special Education ICT teacher to begin working on the language of multistep problems only now he has a working knowledge of grouping to solve multiplication through repeat addition. The students IEP goals are revisited throughout the year to ensure that the child is on target to meeting them.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Science:	Spanish			

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

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



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

B. Programming and Scheduling Information--Continued

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.

Targeted Intervention Program for ELA, Math, Other Content Areas

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

English Language Arts

Tier I intervention is done by the classroom teacher for at-risk students in English. This intervention consists of small group, needs based, goal driven support in 8 to 10 week cycles. During this time the classroom teacher teaches literacy and/or content strategies to support mastery of skills. Pre, mid, and post assessments serve as benchmarks toward mastery by identifying markers of progress and mastery of the designated goal.

ELLs who scored at or below Level 2 on the New York State ELA test in 2013, and students who are holdovers or were identified as possible holdover in the previous school year, participate in a Pull-out program that is skills specific. The students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II).

After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 50 minutes, 2 sessions per week. intervention is provided using Rigby's Intervention by Design that focuses on the comprehension strategies critical to grade, addresses phonemic awareness and phonics gaps, and builds development of fluency skills into each lesson./or Reading and ESL teachers work with these students in small, differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher. Students are taught strategies to address each skill they are deficient in. Support is intensive during the intervention cycle. Assessment is ongoing throughout each cycle to track progress and mastery of each goal. As students reach benchmarks, decisions are made as to the next steps in intervention which include: retaining support for subsequent cycle(s), reducing intervention back to Tier I at the classroom level due to marked progress, or seeking further intervention at the next tier level (possible Tier III).

Long term ELLs, ELLs with a second or third extension of services, and ELLs (4 – 6 year) who have remained at the same proficiency level for a second year, and ELLs who scored at or below Level 2 on the New York State ELA in 2013 are identified for intervention services in an afterschool Title I and/or Title III Supplemental programs. Students in these categories receive additional support during the extended day 37.5 minutes sessions each daily from Wednesday through Thursday in addition to participating in an extended day program 1 hour and 30 minutes 1-2 days per week after the day school from October to May or on Saturdays for 4 hours from January to May.

The goal of all interventions programs is to provide differentiated instruction in a small group setting where the reduced student to teacher ratio allows for multiple opportunities for interaction amongst students to develop auditory, listening, and vocabulary skills around content. Active engagement and dialogue around content being learned allows students to build academic language and achieve higher levels of understanding of concepts taught.

Curriculum is challenging and level appropriate. The methods by which the standards based instruction is delivered is varied, differentiated, and goal driven to enable a match between what is being taught and the student's ability to comprehend.

Mathematics

Early intervention begins at the classroom level in Tier I support. Teachers analyze student data to identify skills deficiencies and build a 10 week cycle of intervention. Students work on a targeted goal during the cycle with the teacher providing small group strategy based intervention. Students are assessed at three points in the cycle to document progress and mastery while conferences serve to assist teachers in track and/or modify the plan for the group. Once the cycle is completed, students are assessed to verify mastery of the goal. Subsequent decisions are made for the next cycle based on the results obtained in the data.

ELLs who were found to be performing below level 2 (State Mathematics Spring 2013), and students who are holdovers or were identified as possible holdover in the previous school year, participate in a pull-out program that is skills specific. Similar to ELA intervention, students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 50 minutes, 2 sessions per week.

During the school day, Ells who failed to reach level 3 on the New York State Mathematics Exam in 2013 participate in the Title I Math program in intervention cycles of 8 - 10 weeks. Title I personnel use differentiated methodology, strategies, techniques and

materials that provide children with varied opportunities to manipulate skills and reach mastery in skills specific cycles. The intervention cycles are taught using Math Navigator (America's Choice) a modular intervention program that targets and fills critical gaps and clears up misconceptions in mathematics understanding to help students in grades 2 and above catch up.

Using Mathematics Navigator teachers focus on ELLs by

- Identifying and addressing the math misconceptions that are holding them back with extensive content language and vocabulary support.

- Building skills, problem solving and the conceptual understanding needed for success in algebra

- Targeting student needs using diagnostic screeners and discrete 20-day modules

- Administering Pre-tests, doing checkpoints, and post-tests that help them differentiate instruction and check progress.

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

Science / Social Studies

Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.

Tier II intervention includes students in Grades 4 -5 identified as performing at a level 1 through the State Science test. These students receive small group instruction for 45- minutes during the school day once per week.

Built into the extended day AIS program is an additional component for Science skills and vocabulary instruction to support those students who are taking the Grade 4 Science test in 2014.

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

ELL programs in both content and language development at P.S. 152 have been successful. As noted in the results of the NYS Science test which is an accumulated test that measures the children knowledge and skills from Grade 1 to Grade 4 the data shows that 72.4 percent of the ELLs tested scored at or above Level 3. In Mathematics, students were making adequate progress however, the shift to an assessment process that is more language dependent has presented a new challenge for students. In the 2013 - 2014 school year adjustments to the instructional program will include more opportunities for students to interact with concepts, content vocabulary, problem solving practices with manipulatives that increase conceptual and procedural understanding of the Common Core Learning Standards. Technology in the form of computer programs, iPad APPs, video demonstrations in BrainPop and other streamlined video will engage learners in small group experiences that combine all modalities in learning.

Language development data also shows that children are reaching proficiency and that those former ELLs are moving into EP classes with success where many surpass the performance of monolingual students in ELA. However, these results stemmed from an instructional program that afforded teachers the opportunity to direct their attention to varied performance levels in reading and writing throughout their day. With the additional periods needed to teach ELA with a Common Core focus, the time allotted to teach children to read and write in the second language is limited and must be creatively “tucked in” to the scaffolding and differentiation.

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

The newest shift to the instructional program is the Common Core aligned Pearson ReadyGen. This ELA program was added in each of the ESL and TBE classes and is the source of ELA instruction expanding upon the rigor the school has already been working on through Social Studies and Science. Through this program the instructional program has shifted to include: reading a balance of 50% literary and 50% informational texts; students building content knowledge through text by reading and writing across curriculum that complement the content standards in Science and Social Studies; includes a growth complexity in the text the children are reading in order to be prepared for the demands of college and career; building on academic vocabulary that transfers from year to the next; students reading closely and grasping information, arguments, ideas, and details based on text evidence and; writing from sources with emphasis on evidence from text.

In Mathematics P.S. 152 had already implemented the use of a Common Core rigorous program in the 2012 – 2013 school year through GoMath! This program is will continue in the next year. We have also added the program in Grade 6 to ensure instructional continuity for that group of ELLs that is preparing to transition to Middle School. Additionally previously discussed technology use and instructional shifts that increase small group experiences using media and video on laptops and iPads will

balance the instructional program to ensure that the learning is not dependent upon one modality.

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

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

The instructional programs being discontinued is the reading program Rigby, Literacy by Design because of the lack of rigor and because it does not align with the Common Core Learning Standards.

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

English Language Learners have access to all programs available in the school. Curriculum and instruction is varied in order to consider their language goals but, the content, scope and sequence, curriculum, and standards are specific to the grade they are in. Access to the grade specific curriculum is ensured through differentiated instructional techniques that take into consideration their language needs. As previously stated, ELLs participate in all academic intervention programs as needed.

Title III Afterschool programs are offered to all ELLs in grade 3 – 6. Afterschool sessions that focus on ELA and Math meet three days per week from 3:10 to 5:00 from October to May. The Title III Saturday programs take place from January to May from 8:00 to 12:00 and focus on both ELA and Mathematics. By combining Title I funds we are able to provide a program that includes transitioning ELLs who have just reach proficiency in the last two years. Additional supplemental programs for ELLs are provided during the extended day sessions two days per week for a total of 75 minutes each week.

The curriculum consists in a Common Core Learning Standards based instructional program for all students in grades Pre K - 6. The curriculum consists in Literacy, Mathematics, Science, Social Studies, the Arts (Visual, Music, Movement), Technology, and Physical Education. The School Enrichment model provides a setting for student based creative learning. Arts residencies provide for movement and Theater and a second arts form residency for 12 weeks each culminating with a performance or display. Grade 5 students participate in a 20 session residency in Ballroom Dancing and a 12-week cycle in Architecture or Islamic Arts. Grade 3 ELLs participate with their all other third graders in an Origami or Tayko/Hispanic drumming 12 week residency. A school based organization (Woodside on the Move) housed at P.S. 152 welcomes ELLs to their extracurricular activities based on parent interest. A pilot intervention program using iPads has been launched in two of the Grade 5 and 6 ELL classes. Additionally all classes of students in Grade 4, 5 and 6 are fitted with computer carts for extensive research and real world learning experiences for all students.

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

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

ELA: Grades K – 5 ReadyGen (Pearson) for Reading supported by leveled libraries for independent reading (also available in Spanish for the TBE classes). Supplemental materials –On Our Way to English libraries and Newcomer kits. Grade 6 Code-X (Scholastics); Measuring Up to the New York State Common Core, ELA; Reading A-Z computer license for e-books and instructional support; Raz Kids site License.

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

Phonics: (Primary K - 3) Foundations (Wilson)

Mathematics: Grades K – 6 GoMath! with Teach Central interactive lessons supports; and Measuring Up to the New York State Common Core -Math

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

Grade 6 Science (Glencoe); CCLS aligned tasks

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

Intervention ELA: Intervention by Design (Rigby)

Intervention Math: Math Navigator (America's Choice)

E-books and software programs such as E-Pathways and Scholastics' Fast Math serve as supplemental materials and BrainPop instructional provide media for enhancing instruction used selectively and in accordance with the students' tiered goal plan.

Every classroom (53) in the building have SMART boards to provide interactive lessons and display. All classes in Grades 3 – 6 have computer carts with 24 to 36 stations group lessons. iPads are also available and currently part of a pilot intervention program for the 2013 – 2014 school year.

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

NLA is an integral instructional component of each TBE class. Supplemental literacy is available in the NL for these students. In addition where possible materials available in multiple languages are purchased for ELLs in general education and self-contained ESL classes. Dual language dictionaries are also purchased for students that are dominant in a language other than English. GoMath!, Social Studies, and Science content libraries are available in the TBE classes in the native language. The school is currently looking at alternatives to meet the NLA needs in the TBE classes since the ReadyGen ELA program is not available in Spanish.

Teachers in TBE kindergarten classrooms with large numbers of Beginning-level ELLs should spend 60 percent of instruction in students' native language and 40 percent in English. As the students' English proficiencies progress, that ratio changes to increase more instruction in English. The determination to increase is based on assessment data. Teachers assess their students to identify variation in academic and English proficiency. Based on the data gathered, TBE teachers plan the differentiation for their lessons, and how to adjust the native language instruction at varying levels based on students' English proficiency levels. Teachers of ELLs use the data from multiple assessments to make informed decisions on language use for subject-area instruction as well as language development. Instructional units are designed to meet performance standards for each grade level while attending to the needs of students. Teachers provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content areas. Beginners are taught using their native language for 60 percent of the day, intermediate students 50 percent, and advanced students 25 percent. In other words, beginning ELLs should receive 40 percent of instruction throughout the day in English; intermediate ELLs are taught in English half of the time (50 percent); and, advanced students receive most of their instruction in English (75 percent). The minimum time teaching in the native language never falls below 80 minutes (or 25 percent of the instructional day) and the minimum English instructional time does not fall below 144 minutes. TBE programs gradually increase English instruction, using ESL methodology, in academic content areas such as mathematics, science, and social studies. The percentage of the use of native language varies depending on the student's English proficiency level and the nature of the content area. Within the literacy block consisting of 90 minutes, TBE students spend at least one 40 or 45 minutes working in the native language. Also, a percentage of English literacy instruction is devoted to the development of both English language proficiency and literacy skills. Our TBE programs also include ESL learning, with higher allocations for beginners in all grades. Instruction in NLA and ESL/ELA follows the same format as the monolingual language arts curriculum.

Native language instruction in the ESL free standing program Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). For beginner- and intermediate-level students, 360 minutes per week of ESL are taught, and for advanced-level students, 180 minutes per week are taught. Students who exhibit inadequate growth on reading assessments receive an additional 30 minutes per day in literacy instruction using a reading intervention focus on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). In all aspects of instruction the native language is used as a support for students. When same language grouping is possible in the ESL class, we offer language development and support for content instruction in the native language. Native language support in the form of bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system is available to students in the freestanding ESL programs.

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

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

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.

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

Students are welcomed to their new class by the ESL Coordinator. Set-up packages are available with activities for the child to begin the integration process. Activities highlight the individual student through pictorials and give the child a recount of the school and the class. Teachers provide the students with a partner to support and guide the student through daily routines.

Whenever possible, the partner speaks the native language of the newcomer. If a partner who speaks the same language is not available in the class, one is provided from another class for a few minutes each day for a period not to exceed 10 weeks. Each class is equipped with a “Newcomer Kit” that provides for instruction on vocabulary that is essential for school. During literacy, teachers will use these books and materials to support new learners in small group lessons.

18. What language electives are offered to ELLs?

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

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

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)?

N/A

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.

The Professional Development (PD) plan for Ell personnel is a changing document. Sessions are built in to include the mandates sessions of training on ESL methodologies and addressing each of the content areas as well as literacy. Teachers are also attending training provided by Pearson on the ReadyGen program. In house sessions also include 3 hours of training each month to meet the requirements of the Teacher Evaluation System. Intervisitation and needs specific training is also part of the plan. Additionally P.S. 152 is in Phase II of a complete technology restructuring therefore as part of the plan for technology there are sessions dedicated to instructional technology for Ell teachers aimed at enhancing instruction and targeting Ells through media and interactive technologies. PD sessions take place during the Professional Learning Community sessions three 50 minute periods per week every Tuesday, Wednesday, and Friday. The Parent Coordinator attends sessions of professional learning with the ESL Coordinator and ESL Supervising Assistant Principal. The school secretaries attend three sessions during the year of ELL process and identification procedures for registration during the fall, winter, and spring. These sessions are run by the Supervising assistant Principal and the ESL Coordinator.

Common Core Learning Standards training professional development has been ongoing since the 2012 – 2013 school year. Sessions have included guiding teachers of Ells on how to plan differentiation of process that can make rigorously content available to all children. Teachers explored the Universal Design toolkit and used the techniques to develop units aligned to the Common Core. They implemented the units and revisited the techniques used in order to modify and add. The teachers meet for PD sessions where they explored each of the parts of the Common Core and compared the progression of the document and how it differed from existing structures and curriculum. ReadyGen training is ongoing as teachers explore methods by which to scaffold for the deeper text and thinking required for the Ells to reach the rigor required by the program. Additionally as the year goes on study groups are formed based on the specific areas of literacy the teachers choose to explore further. The ESL instructional staff is also provided with ongoing support to increase their content area expertise in Mathematics, Science, and Social Studies. Each teacher is a part of a Teacher Inquiry Network to further develop their expertise on instructional methods and strategies that can support learners. By increasing the teacher's knowledge of CCLS and providing opportunities for teachers to view and judge lessons based on CCLS, teachers have commence the process of planning their lessons based on the standards and delivering lessons that focus on the Standards. Additionally teachers meet two afternoons per month as Inquiry teams to develop, implement, research, and assess Common Core aligned instruction leading to performance tasks and process differentiated techniques that ensure all students have access to the same outcomes delineated in the standard.

Extensive professional development during the Professional Learning Community block consisting of 3 periods of 50 minutes each per week will include literacy development training. Training on Differentiating of instruction to meet the language needs of students is achieved through a thorough analysis of the data specific to language proficiency, literacy, and ongoing data collection is a priority for the 2013 - 2014 school year, as well as, perfecting questioning to challenge learners at their progressive levels. This training is ongoing throughout the school year.

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

Additional sessions in professional development for Title III will include:

Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.

Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what the learn.

Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution.

How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

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

Knowledge of the transitional needs has led us to formulate a plan by which to approach students in Grades 5 and 6 so that they are able to feel successful in school, have opportunities for self-expression and decision-making, and feel cared for and respected as individuals. The concerns most often expressed by students about to enter middle school focus on the routine of the new school: finding their way around and getting to class on time and mixing with older students since they are going from being the oldest in the school to now being the youngest again. They also worry about keeping up with homework and projects. Grade 5 and 6 teachers with the support of guidance and intervention personnel work will ELLs to provide orientation activities that demystify new routines well before the first day at middle school. The parent coordinator reaches out to parents in order to help them become more knowledgeable about young adolescents' developmental needs and concerns, and encouraging ongoing parental involvement in their children's education. A strong home and school connection serve to create a seamless web of support for children in transition. The school Guidance Counselor will oversee the transition work to be done with this group of students. In conjunction with the Parent Coordinator, the Guidance Counselor will provide support for parents as they make middle school choices and other decisions for their children entering this new instructional level.

Teachers and other key staff discuss issues of anxieties accompanying a move to a new school setting, and the recognition that becoming comfortable in a new school setting is an ongoing process that they must work on each day. They work together in the planning and implementing strategies that will directly address students' concerns and ease the transition to middle school and provide children with a foundation for success in school and life. These discussions and the development of the transition plan is launched and endorsed by the supervisor of the Grade. In the case of P.S. 152, the supervising assistant Principal has tracked the students from their enrollment to the moment of graduation, therefore she has first hand knowledge of the progress, development, and needs of the group that is transitioning to middle school. She is also well known by the parent given the years of interaction. This allows the school leader to be the "trusted" bridge between the family, student, teacher, and the new school. The administrator and teachers specifically ensure that,

- The student and parent is aware of the language program choices at the new site and make suggestions pertinent to the child's level of language development so that the parent is able to work with his/her child to make informed decisions on programs to further support language growth.

- Creating an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school begins long before graduation through classroom conversation and discussion.

- Teachers experienced in teaching the transitioning grades address students' social, developmental, and academic needs.

- Articulation with the receiving middle school included information on the students' progress, interests, strengths, and weaknesses for future placement decisions and follow-up.

- Guidance is available to address transition concerns and assure students of the availability of ongoing support.

- Teachers provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.

The Guidance counselor and the Parent Coordinator attend PD provided by the placement office on the procedures for transition to Middle School which they later facilitate for parents at the school level .

Mandated hours of professional development in strategies for teaching English Language Learners is provided by the Assistant Principals and the English as a Second Language Coordinator (all State certified in ESL). Scheduling structures have allowed for the addition of three 50-minute period blocks per week dedicated exclusively to professional development. Eight of these sessions in the year will address English as a Second Language teaching strategies. The final 50 minute session for this training is conducted during a Monday in which the school backs a faculty conference with a School Based option session for a block of time of 1 hour and 20

minutes. Special Education Teachers attend 3 additional sessions with the Special Education supervisor / Assistant Principal (Certified in Supervision of Special Education, ESL and Bilingual Programs as well as experienced in teaching Ells / TBE) on prevention and intervention and ESL methods.

In these sessions training will include analysis of language acquisition and assessment data and strategies for addressing weaknesses and strengths in the findings. Teachers and instructional paraprofessionals will attend an additional four 50-minute period sessions of training on second language acquisition strategies. As teachers complete the mandated hours (7.5 hours for general education teachers and 10 hours for special education teachers and paraprofessionals) certificates will be added to their files. As new teachers join the staff, the group begins with an initial ESL strategies 50-minute training the first week of school. Subsequent training is done during PD blocks in cohorts as new teachers until the mandated hours are completed.

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?

Involvement and Commitment of parents begins with feeling a sense of comfort in the building. With the assistance of the Parent Coordinator, events are planned throughout the school year to engage parents and peak their interest. Given the instructional shifts under the Common Core, training sessions during the 2013 – 2014 school year will include developing an understanding of the demands of the Standards and the impact on the child.

The parent / family is given the opportunity to receive the information during “Welcome Back to School” afternoon and during Parent – Teacher conferences. Parents also receive a monthly calendar of events to keep them informed of upcoming events within the school and the Region. The Parent Coordinator in conjunction with the ESL Coordinator and the supervising Assistant Principal, provides parents with training in activities that can support their children as they learn a second language. Additional workshops are provided as children prepare for assessment, Science Fair, and other requirements. Parents are given information on immigrant support agencies, health agencies and facilities, and other organizations that can help support the soundness and wellness of the home environment. English as a Second Language classes are also provided for parents with tips on supporting their children as they learn to read and write in the second language. Translation / Interpretation services are available to parents in order to ensure all communication is conducted in the Parents language of preference. (For full details on the school translation and interpretation services see the Translation Interpretation Plan 2013 - 2015)

2.

The school has an ongoing partnership with Marquis Studios. Through the partnership, parent child workshops in the Arts are planned for a total of 4 sessions that engage parents on how to use mathematics and vocabulary building strategies in developing art projects.

Additionally, the parent coordinator works with Leap and other organizations to facilitate training in language development for the parents of ELLs that do not speak the language.

3.

The needs of parents are captured in varied ways, from surveys completed for the classroom teacher, to the demographic information provided in the child's biographical data in ATS, the Parent Preferred Language Form, the HLIS. This is the essence of parent involvement--recognizing that the adults responsible for raising children are an essential ingredient in building excellent schools and in determining what excellence actually looks like. Such a level of participation requires going beyond the traditional practices of how families connect to their children's schools. We seek to make parents collaborators and decision makers.

We have created an environment in which parents ask fundamental questions such as the following:

What is my child learning and why? How does he learn the content while learning the language?

What are the school's expectations and goals for all of ELLs?

Is my child being challenged at their performance levels?

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

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

We plan our trainings and teacher workshops based on our experience that the parents of ELLs are less likely to be involved in their children's education. In many cases our parents do not have the knowledge or ability to support the learning of their children. Our immigrant parents do not possess a mastery of the language to comprehend the highly demanding content their children are learning in English, therefore we provide English as a Second Language and alternate support workshops to prepare them in assisting their child in the native language. We also rely on the Parent Association (PA) and the parents on the School Leadership Team (SLT) many of which are able to communicate in the native language of the parents in the community to gather information from their constituencies in the community in order to prioritize training sessions for the parents of ELLs.

4.

We promote:

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

Building school interest through the Arts. Parents are willing to come to the school for an event if they feel the activity is not

intimidating due to their English Language limitations therefore classes conduct multiple performances in the year for the parent to come in and participate.

Interpreters allow for better communication and interaction. The administration is equipped with staff including one of the supervisors who are dominant in the language spoken by a majority of the parents of ELLs and possesses the ability to interpret for parents as needed in workshops and other events thus making parents feel welcome and able to participate in these. For other languages represented in the school the school relies on staff members and organizations who provide the services for events as needed.

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

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

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

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

Read with your children in the Native Language or English and talk with them about the books and stories you read

Help your children work on homework assignments

Organize and monitor a child's time

Tutor a child with materials and instructions provided by teachers

Attend and actively support school activities

Volunteer in classrooms, on fieldtrips, or for special events

Attend parent-teacher meetings

Talk with your child about school on a daily basis

Be an advocate for your child to make sure that the child's needs are being met

If a problem arises, address it quickly by requesting a meeting with the teacher

Advise the teacher of any issues at home that may affect the child's school performance

Encourage your child on successes and support them on poor performances

Participate in PA or other parent organizations, school advisory councils, or committees

Ask why questions and always ask your child to answer your questions in complete sentences in English or any language spoken at home

Understand that we value and respect every culture and language and therefore it is absolutely okay to have your children respond to you and explain what he has learned in the native language but always ask him/her to speak in complete sentences and use the new vocabulary he/she has learned in school.

Let your child teach you what he/she learned in Math, Science, Social Studies, Art, Movement, Physical Education, Theater or any other class. The more he/she explains it, the better he/she becomes at it.

Understand that reinforcing the child's ability to speak in the native home language will benefit the child not hinder or confuse him/her.

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.

N/A

Part VI: LAP Assurances

School Name: The Gwendoline N. Alleyne Scho

School DBN: 30Q152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent J. Vitolo	Principal		1/1/01
Enid Maldonado	Assistant Principal		1/1/01
Wanda Gonzalez	Parent Coordinator		1/1/01
Sari Madden	ESL Teacher		1/1/01
L. Foley	Parent		1/1/01
M. McCann	Teacher/Subject Area		1/1/01
Z. Panagiotopolous	Teacher/Subject Area		1/1/01
Liza Dimitriades	Coach		1/1/01
N/A	Coach		1/1/01
Daniel Stegner	Guidance Counselor		1/1/01
Nancy Di Maggio	Network Leader		1/1/01
Lisa Black	Other <u>A.P.</u>		1/1/01
Elizabeth Economakos	Other <u>A.P.</u>		1/1/01
	Other		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: 30Q152 School Name: The Gwendoline N. Alleyne School

Cluster: 2 Network: 2.02

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.

Translation needs were assessed based on the percentage of recent immigrants registering students in P.S. 152Q. during the 2012 – 2013 school year. The Home Language Identification Survey was a source of information used to identify the language spoken at home as well as the selection of language preference indicated by the parent at the time of registration. We specifically looked at Part 1, item 5, "What language is spoken in the child's home or residence most of the time?"; Part 3 under Parent Identification: "In what language would you like to receive written information from the school?"; and "In what language would you prefer to communicate orally with school staff?". Changes are made during the school year based on parent requests so that language preference is as current as possible.

The number of requests for interpreters during Parent Teacher Conferences in November and March also provide the school with current data. When notices are sent to the parent with each child's report card, there are two selections made available for the parent's convenience. The parent will at that time request an appointment for the parent teacher conference and also indicate if an interpreter is needed for the conference and the language of choice. Title II and Title I allocations are used to provide the services of interpreters not available via school personnel. In addition to language choice signing interpreters are available for hearing impaired parents.

Requests for translated versions of the Home Language Identification Survey, Parent Program Choice letters and other forms pertaining to English Language Learners served as additional sources of data.

Other factors considered in the need for translation included:

- Individualized Education Plan (IEP) Team records.
- Percentages of participation in meetings, workshops, and other school events
- Data on the number of non-English languages indicated on the School Report Card.

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.

Items previously delineated were quantified and classified according to the language of preference for a general result that indicates that the language spoken in the homes of approximately 42% of our school community is Spanish. Bengali makes up 21%, while Urdu, and Punjabi consisted of approximately 16% each. Other languages consisting of Tibetan, Tagalog, Arabic, Chinese, and Sign language, make up approximately 21%.

Major findings indicated that there is a need to further the communication between the home and the school. Greater involvement can only be achieved through clear, precise, accurate and timely deliverance of information. Parents need to have a clear understanding of the new shifts in education toward Common Core Learning Standards and other requirements that impact on their child(ren). Understanding the specific details of these requirements is impeded if the language is not understood so if we are to actively inform and engage parents, there is a need to do so in their language of cognition.

Standardized test data continues to show that the children who come from homes in which the language spoken is other than English, score lower than the children whose native language is English. Disaggregated data shows that the lowest percentage in these results is amongst children where the language spoken at home is Spanish. This data indicates a need to further supply these families with orientation, support materials, and other means of translated assistance in the home language –Spanish.

Parents have access to information through a recently created handbook that details the results of our findings. PTA meetings are another forum for sharing information. Parents are informed of the benefits of active participation and their ability to request translation and interpretation when needed in order to ascertain that the information is clear and comprehensible.

Information is available to the school community through discussion in the School Leadership meetings that include Parent, Teacher, Administration, School Based Organization, and other constituencies represented. These representatives share the information with the constituencies they represent in meetings, workshops, and other training sessions. This document when approved is available for review by the school community to ensure that all parties are aware of the translation / interpretation availability.

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.

Written translation of all in-house letters, flyers, invitation, leaflets and other information sent home in English will be made available to parents identified through the “Home Language Identification Survey” Part 2 and other sources. Spanish translations will be completed on site by the bilingual Spanish and Bengali speaking personnel. Translation to other languages will be rendered through the use of the translation Unit of the Department of Education. Items pressing and time sensitive (needed before two weeks) will be translated by approved private vendors available to the school.

Forms from the Department of Education that already include translated versions will be downloaded, copied, and distributed in the languages previously identified.

Written translations of the following will also be included as these are produced in the school:

- Parent handbook
- School wide calendar of events
- Invitations to workshops, performances, School Enrichment Model celebrations and other events
- Workshop handouts
- Standardized test practice orientation materials
- Information on the NYSESLAT
- Data finds (standardized test results) including data trends
- Curriculum requirements and promotional standards requirements

Timely provision of translated documents will be made possible by creating a Translation / Interpretation team that will consist of a supervisor, the parent coordinator, and 3-5 additional staff members whose responsibility it will be to ensure that documentation is evaluated, processed, and translated as needed. This team will meet on a monthly basis to preview upcoming calendar events that may require home communication and plan for the translation of each of these. Decisions will be made as to the need for in house translation, private vendor translation or whether to seek the services of the Department of Education Translation Unit.

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.

Oral interpretation services will be provided at meetings, Parent-Teacher Conferences, and workshops. Invitations to these events will include a section for the parent to indicate the need for an interpreter and the language spoken by the parent. Spanish speaking oral interpreters will include school bilingual school staff and the Parent Coordinator. Outside vendors will be contracted to provide the services in Bengali, Urdu, Arabic, Chinese, and Punjabi.

Parents requesting interpreters for one to one conferences with teachers, administration, guidance, and other school staff will be scheduled in advance of each meeting in order to secure services as needed. The Translation / Interpretation team will plan for and schedule Interpreters for each school event as needed throughout the school year.

Oral interpretation will make it possible for parents to receive accurate messages during conferences, meetings, workshops, and other school events. Oral services will assist parents in making informed decisions about the academic, emotional, and developmental growth of their child(ren).

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>.

Upon the identification on the home language survey and/or a parent request is made to the school personnel, a determination will be made by the Translation / Interpretation Team whether it is one of the covered languages. Information will be logged in the child's emergency card, ATS, and the Teams ongoing database. The parent choice ATS Report is printed and maintained on file for reference as needed.

- The parent will receive written notification of the translation / interpretation services available to them in the school.
- Postings near the main entrance to the school (in the multiple languages of the school community –Spanish, Bengali, Urdu, Hindi, Punjabi, Arabic, Chinese, Tibetan, and Tagalog) will include information to parents on the Parent Room (435) where parents can obtain a copy of the written notification and the Chancellor's Regulation A663 on translations.
- The school's safety plan will include details on the procedures to ensure that parents who need language assistance, have access to the school's administrative offices.

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: <u>Gwendoline N. Alleyne School,</u>	DBN: <u>30Q152</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: <u>148</u>	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: <u>6</u>	
# of certified ESL/Bilingual teachers: <u>6</u>	
# of content area teachers: <u>0</u>	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Program:

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

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

Rationale:

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

Program:

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Materials

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

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

Additional sessions in professional development for Title III will include:

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

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

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Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$50872

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

Part E: Budget

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

Allocation Amount: \$50872

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