

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **22K052**

School Name: **SHEEPSHEAD BAY SCHOOL**

Principal: **RAFAEL ALVAREZ**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 22K052
School Type: Community School Grades Served: PreK- 5
School Address: 2675 East 29th Street Brooklyn, NY 11235
Phone Number: 718-648-0882 Fax: 718-648-4636
School Contact Person: Rafael Alvarez Email Address: Ralvare4@schools.nyc.gov
Principal: Rafael Alvarez
UFT Chapter Leader: Mary Fills
Parents' Association President: Rose Marie Ardito
SLT Chairperson: Linda Rolon
Student Representative(s): _____

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718-968-6248 Fax: 718-968-6252

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 605 Network Leader: Lisa Gigoux

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rafael Alvarez	*Principal or Designee	
Mary Fills	*UFT Chapter Leader or Designee	
Rose Marie Ardito	*PA/PTA President or Designated Co-President	
Amy Santana	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Megan Kolm	Teacher	
Linda Rolon	Parent	
Lori Nova	Teacher	
Nicole Calabrese	Parent	
Kathleen Beissel	Teacher	
Sarah Giglio	Parent	
Allison Lindon	Teacher	
Dara Cilera-Rojas	Parent	
Gisele Melendez	Teacher	
Persis May	Parent	
Wendy Cucho	Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of PS 52 is to foster independent learning for all of our students by recognizing and celebrating their differences. As independent life-long learners we will excel academically through differentiated instruction while maintaining academic rigor to support individual needs and maximize student potential.

P.S. 52 has a citywide gifted and talented program on every grade. We also have an integrated co-teaching (ICT) class on every grade to meet the needs of our students with Individualized Educational Plans (IEP). We offer music, art, technology, and physical education. In addition, our academic program promotes dialogue, inquiry, and critique while integrating higher level thinking. Other classes participate in choral music, music history and music appreciation. All students learn about 3 selected composers by grade level. Our Visual Arts program provides the students with an opportunity to learn about artists and their styles and create projects in a similar style. We highlight the students learning in the Arts at the end of the school year with the Arts Festival. Many classes are participating in Cookshop which is funded by the Food Bank of New York. It provides these classes in grades Pre-K through grade 3 with an opportunity to learn about nutrition and healthy eating.

Through funding from our councilman we offer a dance program afterschool for grades 3, 4 and 5. These participating students present a culminating performance at the end of the program. Our English Language Learners participate in an afterschool program to provide enrichment opportunities for these students to acquire proficiency in the English language. They participate in activities that promote and develop the students' reading, writing, listening and speaking skills.

We have an annual talent show which affords the students an opportunity to highlight their talents and have the experience of performing on stage for an audience. In addition, we have provided after school college-like syllabi for Advanced Mathematics and Art History. Students explore the use of a syllabus and follow 10 sessions that provides for a written midterm and final exam to enrich students as part of CCLS's College and Career Readiness.

P.S. 52 participate in many community outreach programs. We raise awareness and funding for American Heart Association, American Diabetes foundation and St. Jude's children's hospital. We participate in Penny Harvest and the student roundtable determines where we should donate their time and funds that were raised. We collect non-perishable food for City Harvest.

We offer an adult English class for parents that are not fluent in English. This class is held three times a week. We also offer an adult Cookshop class funded by the Food Bank of New York. This class is held once a month for parents to learn about nutrition and to be aware of what their children are learning.

Through our Title I funding we offer many family nights to bring the parents and their children together for activities full of learning and fun. Some of these nights include the international food festival, family game night, family sports night, pajama read aloud, kindergarten fair, and parent informational meetings, parent learning workshops, and many more.

We have created collaborative relationships with the community. We have established a strong partnership with our feeder school MS 14, provided support to our local shelter families and community center and continue to host The Kings Bay Y after school program at the school site. We have worked along-side our local politicians to ensure strong family and community ties.

This year, we implemented 3 new full time prekindergarten classes to strengthen our early childhood literacy. We are currently piloting the development of an improved RTI program in conjunction with a grant received to work with American Institute of Research. We have also implemented a Character Education Program in our cafeteria that

promotes model citizens and currently working on expanding the program by developing a school-wide Character Program.

P.S. 52 continue to make great strides. We have improved our parent-teacher relationship as evidenced by the learning environment survey, and exit slips from parent meeting and workshops. Teachers are working collaboratively to develop units of study aligned to CCLS horizontally and vertically. Despite many changes in curriculum, leadership and procedures the students are consistently making improvements academically and teachers are developing their practice as evidenced in their observations.

At P.S. 52 we have consistently seen teachers develop higher order thinking questions, continuing to engage their students in a constructivist approach while maintaining academic rigor and providing each other in a supportive environment where they are willing to learn from each other and teachers in other schools within the district and neighboring districts.

Some of the challenges we are facing is the growing number of English Language Learners and students with special needs including students with IEP's and giftedness. We are working towards creating an environment that fosters learning for all populations while building capacity in the classroom to help teachers develop a toolbox of strategies to support our school community as a whole.

As we continue to monitor our strengths and areas of improvement, we have decided to focus on academic and content vocabulary thematically. We will continue to provide professional learning in discussion and questioning techniques through Socratic seminar. As we move along the school year, we will continue to foster a professional learning environment versus providing professional development.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 2014 ELA Data 38.6 students level 3 and 4
- 2014 Math Data 51.7 students level 3 and 4
- 2014 ELA Item Skills Analysis Data reveals the following areas of need trends:
 - Vocabulary, Author’s purpose, Inference questions with text support
- 2014 Math Skills Analysis Data reveals the following areas of need trends;
 - Measurement, Multiple Step/Operation Word Problems, Probability

Feedback from Superintendent and Chancellor visit: Priority to increase student engagement and the level of students questioning and discussion.

Less teacher directed and more student directed discussion

School Strengths:

- Writing Planning and Instruction
- Student interest
- Planning of Units across grades
- Teacher Assessment

School Needs:

- Question/Discussion Techniques
- Student Engagement
- Vertical Planning
- Student (Self and Peer Assessment)
- Academic/Content Vocabulary
- Classroom Environment
- Tier 1 Interventions

Priority needs are to increase student engagement and questioning / discussion techniques in all classrooms.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all classrooms will increase student engagement and discussion techniques which will result in improved student outcomes as measured by through ADVANCE observations and HEDI ratings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the	Target Group(s)	Timeline <i>What is</i>	Key Personnel <i>Who is responsible for</i>
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identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Who will be targeted?	the start and end date?	implementing and overseeing the activity/strategy?
Professional Development with the focus on student engagement and discussion techniques	All teachers	Dec 2014- June 2015	<ul style="list-style-type: none"> • Administration • Coach • Teachers • Outside professional developers
Formal and Informal Observations with feedback and individual teacher professional development plans	All Teachers	Sep 2014- June 2015	<ul style="list-style-type: none"> • Administration
Student conferences, guided reading groups, book clubs, student partnerships	All students	Sept 2014- June 2015	<ul style="list-style-type: none"> • All Staff
Parent workshops –Learning Strategies for all students including English Language Learners and students with Individual Education Plans	All parents	Sept 2014 June 2015	<ul style="list-style-type: none"> • Administration • Teachers • Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development Days, teacher sub coverage, parent workshop materials, book club books, classroom materials to increase classroom engagement

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mid point monitoring

Assessing teacher movement in HEDI ratings on informal and formal observations.

Review and adjustment to individual teacher professional development plans and teacher improvement plans

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School Strengths

- Student support staff including Guidance and SAPIS counselor
- Positive behavior support system during lunch hours
- Student/Citizen of Month program
- Child centered warm school environment

School Needs

- Consistent School Wide character education

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of staff will participate in professional development to create a school-wide character education program that will foster students’ social/emotional growth as measured by a reduction in suspensions, classroom removals, guidance referrals and increase in student attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Staff will research existing character education programs measure their success and implementation in other schools.	School wide	Dec. 2014- March 2015	All staff
Staff will meet as grades and vertically to identify the unique needs of the school and to match the needs and programs.	School wide	March- April 2015	All staff
Draft of PS 52 character education plan is developed and piloted in classrooms throughout the school	School wide	Mar. 2015- May 2015	All Staff
Staff review data based on the implementation of the character education program and final program approved for the 2015-16 school year	School wide	Jun. 2015	All Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds for Character education program samples, visits to other school, professional development days, incentives for programs.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, Staff will compile research of existing character programs to incorporate with the needs assessment of the PS 52 Community.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School Strengths

- Teachers meet as teams horizontally and vertically

School Needs

- Staff to expand their professional knowledge to improve their practice and meet the needs of their students

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 all teachers will participate in professional study group that will result in growth of at least one HEDI rating score as measured by the Measures of Teacher Practice

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Staff will complete interest and needs inventories to identify an area of need for professional growth.	All staff	Sept. 2014-Oct. 2014	All Staff
Administration will analyze results of formal and informal observations from the previous school year to match identified teacher need with the inventories	All staff	Oct. 2014-Nov. 2014	Administration
Professional Study Groups are formed and groups meet to research materials for their study groups	All Staff	Dec. 2014-Jan. 2015	All Staff
Materials are chosen and purchased for study groups	All staff	Feb. 2015	<ul style="list-style-type: none"> • All Staff • administration

Study groups meet on a weekly basis	All staff	Mar. 2015- May 2015	All Staff
Study groups present to school community	All staff	Jun. 2015	All staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Study group materials (books, dvds, webinars, etc), presentation materials

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
February 2015- Study groups formed, complete review of study group materials and chose materials for study group to begin March 2015.				
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School Strengths

- Effective Administrative tracking of MOTP 2013-14 school year
- Professional Development based on identified teacher need 2013-14 school year

School Needs

- Development of Individual plans for each
- Teacher based on individual needs of teachers and updated by administration

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administration will develop an individual teacher development plan for each teacher (based on informal observations, formal observations, professional development, one-to-one meetings with principal and teacher team meetings) that will result in growth of at least one HEDI rating score as measured by the Measures of Teacher Practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Principal meets one to one with all teachers and make MOTP selections for the 2014-15 school year. TIPS are developed for teachers rated developing in the 2013-14 school year.	All teachers	Sept. 2014	Principal
First round of informal observations begin and individual professional plans are developed	All teachers	Oct. 2014- Nov. 2014	Administration
Formal Observations begin and individual plans are further developed.	All teachers	Nov. 2014- Mar. 2015	Administration

Second round of informal observations begin and implemented	All teachers	Sept. 2014- Jan. 2015	Administration
Review of individual teacher professional development plans with teachers and individual supervisors (mid-year meetings)	All teachers	Feb. 2015	Administration
Completion of teacher informal observations	All teachers	Mar. 2015- Apr. 2015	Administration
Review of teacher ratings based on observations with staff	All teachers	May. 2015- Jun. 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development , teacher coverage, training materials and classroom supplies

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
24.	Specify a timeframe for mid-point progress monitoring activities.			
February 2015 Administrative review of all individual teacher professional development plans and monitor teacher progress (mid -year meetings).				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School Strengths

- Parent Programs and Activities
- Parent Meetings
- Parent Association collaborates with Administration
- Parent groups for all school populations including English Language Learners, Gifted and Talented , Special Education and students in Temporary housing

School Needs

- Core group of parents attend all activities (New parents need to be brought into school and attend programs)
- New PA president and SLT members need to create their own vision of parent involvement

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase parental involvement in all school activities including Parent Association Meetings, Parent events and Parent Workshops as measured by attendance sheets, parent exit slips and the learning environment survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
School will conduct a parent survey to determine interest and need in parent workshops and family activities	Parents	Sept 2014	<ul style="list-style-type: none"> • Principal • Parent Coordinator

Installation of new SLT members (staff and parents) and new PA executive board	Parents SLT staff	Sept 2014	<ul style="list-style-type: none"> Principal Parent Association SLT
Parent workshops, parent meetings, family activity parent association meetings and SLT meetings monthly Parent feedback and questions cards provided for parents to submit to administration.	Parents Staff Administration	Sept 2014- June 2015	<ul style="list-style-type: none"> Administration Parent Coordinator Staff Parents
Implementation of the 4 annual parent teacher meetings and family involvement Tuesday afternoons	Parents	Sept 2014- June 2015	All staff
Implementation and integration of E Chalk webpage for the school	Parents Staff	Sept 2014- June 2015	All Staff
Parent Feedback letters sent to parents with positive comments on their participation in school activities.	Parents	February- June 2015	Administration All staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Activity Funds, Parent Coordinator funds for meeting, E Chalk

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
February 2015 review of all parent program attendance to determine if all parent groups are represented and determine strategies to increase parent participation. Creation of a follow up survey with feedback on parent activities from September to February and to determine parent program needs for the remainder of the school year.				
Part 6b. Complete in February 2015.				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	State Test Scores Classroom Performance	Wilson Great Leaps Foundations I-Ready Targeted Guided Reading Conferences	Small groups One to one	During the school day
Mathematics	State Test Scores Classroom Performance	Fluency Practice Great Leaps Math I-Ready Conferences	Small groups One-to one	During the school day
Science	State Test Scores	Double Science Period by science cluster	Hands on instruction	During the school day
Social Studies	Classroom Performance	Integration into Literacy Block Project Based Instruction	Small group Targeted instruction following new scope and sequence	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral to PPT	Guidance Services Social Worker Services Support from SAPIS counselor	One on One Small group	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

All teachers at PS 52 are currently highly qualified. PS 52 has a hiring committee for all new teachers and induction committee to the school. In addition to all new teachers receive a mentor that is an expert in their license area. Teachers are also encouraged to pursue additional certifications including administration, English as a Second Language, Special Education, Gifted and talented etc.

2b. 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).

Professional Development Funds are set aside in the budget to facilitate staff attendance at workshops, visits to other schools to share practices and for in school training of staff. The professional development calendar for Monday afternoons include: Cycle of Vertical Planning, Cycle of Curriculum Planning, Cycle of Inquiry and Cycle of Professional Study Groups. Staff is also encouraged to seek out their professional development opportunities that will be supported by school administration.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Currently PS 52 has three full day pre-kindergarten programs which are staffed by teachers experienced in pre-kindergarten, early childhood programs and school ESL programs. The curriculum used in the Pre-Kindergarten program is Engage NY reading and math. The program aligns with the school wide math program and the ELA units align with the school wide reading and writing program. Early intervention services are being provided in the classroom as well center based for students that are in need of support. Pre-kindergarten parents are included in all school wide parent activities. Pre-kindergarten parents are also provided services and workshops by the pre-kindergarten family worker and social worker. In the spring, the pre-kindergarten [parents will be assisted in the kindergarten admission process. Pre-kindergarten students will also start visits to kindergarten classrooms.

4b. 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.

PS 52 has a MOSL team which meets in the spring and summer to evaluate assessment measures and to choose the measures of student learning. The team also looks at ELA and math programs and the assessments embedded in the programs. PS 52 also has vertical teams in Math, ELA, Science, Social Studies and the ARTS that look assessments. Staff and administration meet together to plan professional development in the area of assessment. PS 52 has also been chosen to be of an RTI program to develop a universal screening tool for the school. The RTI team includes school principal, AP and two teachers.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$630,877	X	10, 12, 14, 15, 16, 17, 18, 19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal	\$181,689	X	10, 12
Title III, Part A	Federal	\$13,056	X	10
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,837,238	X	10, 12 , 14, 15, 16, 17, 18, 19

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

22K052 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 the school. **PS 52** 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 the school and the families. The 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 the school community. PS 52 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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
- Family activities to encourage parent and student interactions and participation in the school community. Activities include international food festival, sports nights, movie fun nights , math, ELA and science nights.

22K052 School-Parent Compact (SPC)

PS 52 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 with 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Sheepshead Bay Elementary Scho</u>	DBN: <u>22K052</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>92</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 6

of content area teachers: 0

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: Our Title III after-school program will provide supplemental literacy instruction with a focus on improving vocabulary instruction for ELLs and test preparation for the New York State English as a Second Language Achievement Test. Improving vocabulary instruction is one of our instructional focus areas this school year.

We have chosen to provide an after-school program because research shows that students participating in after-school programs show an increase in positive attitudes and behaviors linked to success in school and improves academic achievement especially for struggling ELLs (McLaughlin, 2002; Miller, 2003, Hall, et. al, 2004).

Based on students' current reading levels, writing samples and achievement on the 2014 NYSESLAT we have determined that our ELLs would benefit from participating in an after-school program that would target their literacy needs and help to improve their achievement on the NYSESLAT. This program will be offered to all ELL students (Beginner, Intermediate and Advanced) in grades 1-5 including long-term ELLs and newcomers.

The after-school program will run from January 8, 2015 to April 2, 2015 on Thursdays from 2:30 pm - 4:30 pm. Students will be provided with a snack at no cost to Title III. We chose to have a small class size for our Title III program to offer students the opportunity for a more individualized experience in a non-threatening atmosphere and to improve student achievement.

The program will have 6 teachers. The teachers are fully certified in ESL. This program will include NYSESLAT preparation in order to offer our ELLs the opportunity to prepare for the NYSESLAT. The classes will be taught in English. An administrator (Ms. Mendelsohn) will be available to supervise and assist in administrating the program. This is the only program that is running on Thursdays at the specified time so Mrs. Mendelsohn will need to be compensated through Title III funds.

The materials that will be purchased and used for the Title III program are: "Creating Robust Vocabulary Frequently Asked Questions & Extended Examples" by I. Beck, M. McKeow and L. Kucan, "Getting Ready for the NYSESLAT" from Attanasio & Associates, Inc. and general supplies such as chart paper, pencils, folders and cd players to practice the listening portion of the NYSESLAT. Teachers will produce Teacher Generated Materials to implement in their classroom from the examples in their book study - "Creating Robust Vocabulary" to provide enriched vocabulary instruction that will help ELLs to improve their English listening, speaking, reading and writing skills.

The goal of the direct instruction supplemental program is to increase academic achievement, develop academic language, and improve English literacy skills for our English Language Learners in grades 1-5.

Part B: Direct Instruction Supplemental Program Information

After careful analysis of our data of NYSESLAT scores, NYS ELA scores, and reading records we chose these subgroups to help close the achievement gap and improve English language proficiency. To supplement quality classroom instruction, we will offer intensive listening, speaking, reading and writing instruction using a variety of teacher made materials that will provide opportunities for ELL students to engage in vocabulary, language, listening, speaking, reading and writing activities that will help our ELLs to meet the demands of the rigorous Common Core Learning Standards. At the end of the program, the ESL teachers and administrators will look at the data from the students that attended the Title III program and evaluate its success. Then a decision will be made to determine if the program will be continued the following school year. If it is found to be effective we will implement the same or similar program next year.

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 rationale for the professional development plan is to provide ongoing high-quality and rigorous opportunities for our ESL teachers as well as other staff responsible for delivery of instruction and services to ELLs which will enhance our school-wide professional development plan.

The six Title III teachers will receive professional development training throughout the year. Our school-wide professional development plan includes vertical planning, inquiry teams, grade planning and professional book clubs.

The professional development plan for the Title III program will supplement the PD offered during the school year. The six Title III teachers will meet for 1/2 hour every week on Wednesdays during the program. They will have 30 minutes per week to participate in a professional book club studying *Creating Robust Vocabulary*, this professional book provides practical ideas that will help to increase our teachers' knowledge of vocabulary instruction.

Topics to be covered from the book include: Vocabulary and its effect, Which words to teach, The Basics: When and How to Teach Vocabulary, Vocabulary and ELLs, Evidence-based vocabulary strategies, and Instructional sequence and activities with examples.

During this PD time, teachers will discuss how to enrich vocabulary instruction, create teacher made materials appropriate for their ELL population (grade and proficiency level), look at student work, analyze data and share their experiences in implementing the robust vocabulary strategies in their classroom. Teachers will share their reflections on the strengths of these lessons and review student work to show evidence of student growth.

In addition ESL teachers receive weekly emails from the Office of English Language Learners with professional development opportunities and workshop information that teachers are encouraged to attend based on what they feel will best meet the needs of their students. In addition, Professional Development is being offered from Network 605 on a various topics related to ELL - dates to be announced. Our certified ESL teachers meet weekly to collaborate and share ideas on best practices, student achievement, and make plans to address the needs of our ELLs-based on data, teacher

Part C: Professional Development

feedback, conferences, and kid-watching.

These professional development activities are supplemental to the school's general Professional Development Plan and will be conducted in English.

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: Our rationale for parental involvement is that we want the parents of our ELLs to feel welcomed, valued, and most importantly involved in their child's education.

We offer many opportunities for parental engagement with activities that include parents of ELLs with the assistance of bilingual staff to help translate in the parent's native language.

The parental involvement component that will specifically coincide with our Title III program will be two ELL Family Nights where families are invited into the school to participate in activities that will encourage the development of the English language in a fun, welcoming way. ELL parents and their children will be invited to participate in several enrichment activities while rotating through various stations. This year we hope to offer prizes to the top three ELL parents who attend the most parent involvement activities/events. The lucky winners will be recognized at our Title III ELL Family Night. The top prize will be a brand new Apple I Pad! The two ELL Family Nights events will be facilitated by the six teachers working the Title III program, and the Assistant Principal, Ms. Mendelsohn. The ELL Family Night events will be held on January 7, 2014 from 5:00-7:00 pm and on April 16, 2015 from 5:00-7:00 pm. In addition, the school's Parent Coordinator, Ms. Warner, will be on hand to assist as well as bilingual translators who can help in translating information into the parent's native language.

All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translation services are provided whenever needed at all of our school events.

In addition to our Title III program, parent workshops to help students achieve in all academic areas are offered throughout the year. Learning Strategies Part I was presented by our principal, Mr. Alvarez. Informative curricula meetings in ELA, Math, and Science, Special Education, ARIS, Promotional Criteria, JHS informational night, and Kindergarten Orientation are a few ways that we help parents stay informed of the standards and high expectations that we expect from all our students. Enrichment programs and extracurricular activities such as: music concerts, Science Fair, Art Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, Family Sports Night, Pajama Read Aloud, Cookshop for Families, International Family Night and Career Day spotlight the hard work of our students and are shared with parents both during school and at night to accommodate all families. As a school we hold two evening fundraisers that have brought the school community together. Many families attend and look forward to joining the school community and supporting their child's school. Through our Halloween and Valentine's Day parties we have increased parent involvement and have raised funds to purchase extra materials and programs. By providing translation services during these

Part D: Parental Engagement Activities

activities, it allows parents to feel welcomed and a part of our school community.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 22	Borough Brooklyn	School Number 052
School Name The Sheepshead Bay School		

B. Language Allocation Policy Team Composition [i](#) 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 Rafael Alvarez, I.A.	Assistant Principal Joy Mendelsohn
Coach	Coach
ESL Teacher Kathleen Beissel	Guidance Counselor Jessica Rosse
Teacher/Subject Area Charles Ungar/5th Grade ICT	Parent Alison Mayleas
Teacher/Subject Area Darina Martinovic/ESL	Parent Coordinator Barbara Warner
Related Service Provider Erica Cuttita	Other Odette Lozada/ESL
Network Leader(Only if working with the LAP team)	Other Ellen Quigley/ AP

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.	4	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	0	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	791	Total number of ELLs	109	ELLs as share of total student population (%)	13.78%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	13
SIFE	4	ELLs receiving service 4-6 years	12	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	97	4	7	12	0	6	0	0	0	109

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	97	4	7	12	0	6	0	0	0	109
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
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	1	0	1	0	0	1								3
Chinese	2	2	2	0	0	0								6
Russian	8	4	5	1	3	3								24
Bengali	0	0	0	1	0	0								1
Urdu	3	3	2	0	0	1								9
Arabic	12	11	9	3	11	6								52
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	4	3	3	0	1	3								14
TOTAL	30	23	22	5	15	14	0	109						

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)	29	9	5	6	9	1								59
Intermediate(I)	4	11	1	5	4	0								25
Advanced (A)	12	7	3	3	4	0								29
Total	45	27	9	14	17	1	0	113						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	!Und
4	6	1	0	0	
5	4	3	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)				2	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	
4	6	0	3	2	0	0	0	0	
5	4	0	3	2	1	1	1	0	
6									
7									
8									
NYSAA Bilingual (SWD)							2		

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	4	0	6	0	0	0	
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 After reviewing and analyzing the assessment data from last school year, the assessment tool that our school uses to assess the early literacy skills of our ELLs is Fountas and Pinnell.
 - In kindergarten, the assessment is given in September, January, and May. The areas that are assessed in Kindergarten in

September are letter recognition, sight words, and the early literacy profile checklist. In January and May, the entire assessment is given.

- The entire benchmark assessment from Fountas and Pinnell is given to all students in grades K-5 in September and May.
- For grades 1-3 the assessment consists of letter recognition, early literacy behaviors, reading high frequency words, initial sounds, blending words, segmenting words, rhyming words, word writing, writing picture names, phonograms, consonant blends, vowel clusters, suffixes, compound words, one- and two-syllable words, syllables in longer words, and word features tests.
- In grades 3-5 students are assessed using Scantron. In grade 3 for ELS and Math and for grades 4-5 Math only.
- Our data shows that many of our Beginner ELLs that are coming into school in Kindergarten are coming in with little or no literacy skills in their native language. For this reason, we decided to change our program model this year. Instead of having a self-contained kindergarten class, we heterogeneously grouped our kindergartners in 4 different classes so they could benefit from being around native English speakers. When the ESL teacher pulls-out these groups, the children are homogeneously grouped according to proficiency level and how they scored on the early literacy behavior profile.

This information helps inform our school's instructional plan in several ways.

- The data is carefully analyzed by the data team and the professional development team as well as the leadership team.
- This information is shared with the ESL staff and the classroom teachers.
- Then the leadership team looks at the areas where the students are performing below standard (in this case reading comprehension and writing) and provide additional supports.
- This data informs the teachers (both classroom and ESL) what skills the student has when s/he comes into their class.
- Teachers use this information to group students according to their strengths and weaknesses.
- Teachers also use this data to drive instruction so that they know what skills are needed to be taught.
- This assessment is crucial to our classroom teachers and ESL teachers because students are given a reading level based on accuracy, fluency, and comprehension and from there, the teacher can determine what the students' independent level and instructional level are so that instruction is accurate and aligned to their appropriate level.
- As with the Fountas and Pinnell assessments, this data is used to drive instruction in both the ESL classroom and the child's regular classroom. The child's ability to read passages and answer comprehension questions will help the teachers focus on the skills and strategies needed to meet grade level standards.
- Our Title III program is offered to all our ELLs and former ELLs. The data collected enables us to provide intensive instruction and remediation by grouping our struggling ELLs that are not reading and writing on grade level and continuing to support our former ELLs in the transitional process.

Data from last year shows that approximately 88% of ELLs improved at least two levels as measured by Fountas and Pinnell.

	2012-2013	
	#	%
Kindergarten	11/18	61%
First Grade	26/30	87%
Second Grade	6/6	100%
Third Grade	12/13	92%
Fourth Grade	17/17	100%
Fifth Grade	16/16	100%
TOTALS	88/100	88%

This data showed us that about 1/3 of our kindergarten ELLs are not making enough progress in reading. Because of this, we decided to change our program. We do not offer kindergarten self-contained ESL any more. We feel that they will benefit from being dispersed in a general education class with more native speakers to help them with their language acquisition, vocabulary development, fluency, and receptive and productive literacy skills as well as their reading and writing.

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

The data patterns summarized below is based on the Spring 2013 NYSESLAT and the Fall 2013 LAB-R. This data is broken down by proficiency level and the current grade the student is in:

Spring 2013 NYSESLAT and Fall 2013 LAB-R:

- 59/109=54.1% of our students scored beginner
- 23/109=21.1% of our students scored intermediate
- 27/109=24.7% of our students scored advanced.

- $26/106 = 24.5\%$ of our students scored proficient on the NYSESLAT in the Spring of 2013

This year, we have 109 ELLs. Last year we had 106 ELLs that took the NYSESLAT so that is the reason the above data shows a different total number of students who tested proficient. The table above represents students that took the NYSESLAT last year and the LAB-R this year. When we looked at the LAB-R results from the current school year, 73 students were assessed. 23 students were not entitled because they scored proficient, 4 students scored advanced, and the other 46 students scored beginner.

For the 2013-2014 ELLs, the breakdown is as follows:

	beginner	intermediate	advanced
kindergarten	27/30=90%	0	3/30=10%
first grade	9/23=39%	6/23=26%	8/23=35%
second grade	7/22=32%	8/22=36%	7/22=32%
third grade	3/5=60%	0	2/5=40%
fourth grade	7/15=47%	6/15=40%	2/15=13%
fifth grade	6/14=43%	3/14=21%	5/14=36%

- This data shows us that in the younger grades greater emphasis needs to be on acquiring BICS and developing academic vocabulary.
- Many of these students do not have the academic language of their peers so the ESL teachers and classroom teachers develop lessons to facilitate this process.
- Newcomers need to be immersed in language in all grade levels in order to acquire the vocabulary needed to progress in their language acquisition.
- Our instructional team looked at this data and determined that more work needs to be done to help our younger students move from Beginner/Intermediate to Advanced and then Proficient.
- We also noticed that we have a very small population of 3rd grade ELLs this year. Out of the 5, 3 were new admits, thus we only have ELLs left in 3rd grade from last year. The dramatic decrease in ELLs on this grade level can be attributed to small class size in second grade, the push-in ESL model, and the dedication of the classroom teacher who differentiated every lesson and utilized the UDL principles to help their students achieve.
- One of our schools' goals in the CEP is to identify and address the needs of our ELLs through differentiated instruction and offer many opportunities to participate in speaking, listening, reading and writing.

We feel that through ESL instructional strategies as well as rigorous high-level performance tasks aligned to the CCLS, students will begin to acquire the language needed to close the achievement gap.

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 [AMAQ tool](#))

As of 10-31-13, the RNMR is not available in ATS, so we cannot give exact data at this time. However, patterns over the last few years indicates that our ELLs are performing at higher levels of proficiency in listening, and speaking than in reading and writing. This will affect our instructional decisions as a school on each grade.

- For the students who have not met performance standards in listening and speaking, classroom teachers and ESL teachers create a variety of lessons to support the acquisition of English vocabulary and structures, including but not limited to visual and oral scaffolding and realia strategies using multiple listening sources.
- For those students who have not met the standards in reading and writing teachers will use the workshop model to group students according to their reading level (as measured by Fountas and Pinnell) and according to the skill they are working on.
- Also, teachers will provide multiple writing opportunities throughout the day through shared writing, interactive writing and independent writing while conferencing with students individually and in small groups according to specific skills and strategies that need to be mastered.

Differentiated instruction with scaffolding while incorporating a variety of texts in all genre areas and multiple writing opportunities will help these students become proficient in the area of reading and writing.

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?

4a. ELLs have diverse learning needs based on many factors, including age of arrival, years of formal education, literacy in the first language and English, home literacy, immigration status, disability status and cultural expectations of school. These factors are taken into

consideration when examining performance of ELLs on standardized tests and assessments. We have compiled assessment data from our LAB-R, NYSESLAT and ELL Interim Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities.

- According to our data from the LAB-R, the majority of the students who score Beginner/Intermediate are in our lower grades. Most of these children are newcomers to the country, have never had any schooling, and are too young to be literate in their native language.
- Our data also shows that students, who stay at the beginner/intermediate level for several years, tend to have other educational needs that are independent of their language acquisition. These children are then identified and receive Academic Intervention Services as well as mandated ESL instruction.
- In addition, students in the older grades (grade 3 and up) that are beginners on the LAB-R, are newcomers to our school system who may or may not be literate in their native language. Interviews and informal assessments are then conducted to see if these children are SIFE, to see if they are more than 2 school years behind their peers.
- Students, who score advanced in the lower grades, tend to be students who were born in this country or have been here for several years. Many have attended a pre-school, have older siblings, and have parents that are literate in their native language.
- We have found that students who are advanced in the upper grades need extra help in reading and writing. Many times these students are proficient in speaking and listening but lack the skills needed to pass the writing sub-test of the NYSESLAT. Our focus is on developing an intensive writing program that teaches the necessary literacy skills needed to achieve proficiency. At the same time, we are working on developing fluent readers through the use of the CAFÉ menu approach (Comprehension, Accuracy, Fluency, and Extend Vocabulary) to help students achieve proficiency on the reading sub-test of the NYSESLAT.
- SIFE students receive AIS services and they are also entitled to the Title III after school program.
- Native Language exams are given for New York State Math and Science tests when it is helpful to the student.
- Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency.
- Classroom teachers allow students to answer questions in their native language on content area exams.
- In regards to how our ELLs are doing on Native Language tests as opposed to tests taken in English, due to the fact that we have only a very small amount of students who take the New York State tests in their Native Language, there is not enough data to determine trends at this time.

4b. Our school leadership is learning a lot about ELLs from the Periodic Assessments. After our students take the ELL Periodic Assessment, teachers use this data to drive planning and instruction. Teachers, both classroom and ESL, analyze this data during inquiry meetings on their grade level and discuss how to best meet the needs of their students. Students are assigned a target group and/or intervention strategies based on their performances on these assessments. In the item analysis report, teachers see what questions the students had the most difficulty on as a class or individually and they adjust their instruction to reinforce a particular area of weakness. Teachers are using data to drive their instruction and focus on the areas that need the most attention, specifically reading comprehension.

4c. Our school is learning a lot of valuable information about ELLs from the Periodic Assessments. The ESL teachers have been trained in analyzing the data and then sharing it with classroom teachers. This prediction of how the student will do on the NYSESLAT drives instruction and helps find areas to focus on in order to improve student learning. The data is used to group students and set goals based on the areas where they need to improve. Analysis of the periodic assessment has shown that ELLs are not making enough progress in writing. We are currently looking at supplemental programs to use with our ELLs who are not meeting the performance standards in writing.

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](#).)

The data provided from assessments in the classroom informs us of the current performance of ELLs as well as their progress in reading and literacy skills. When the data indicates that our current ELLs are scoring at a significantly lower level on the assessments than our non-ELLs, a committee consisting of the principal, assistant principal/special education supervisor, the school psychologist, the school social worker, occupational therapist, physical therapist, speech providers, ESL teachers, SAPIS counselor, guidance counselor, AIS/SETSS/IEP teacher, and classroom teachers meets to discuss ways to intervene. The results from assessments are also used to assess the need for Tier Two and Tier Three interventions.

- Tier 1 –Intervention in the classroom- small group, peer tutoring, guided reading groups targeted computer programs. Teachers use classroom assessment to determine academic areas in need of intervention.
- Tier 2- Intervention in addition to the classroom intervention- extended day program for students in grades 3-5, additional instruction twice a week for fifty minutes each day in groups of four to six students. Students are services in small groups of four to six students with assigned extended day teachers. In grades K-2, additional instruction is provided by AIS teachers and ESL teachers during the day. State test scores, local assessments and classroom assessments are used to determine student needs of tier 2 interventions. Programs include Wilson, Foundations, Targeted Guided Reading and Great Leaps Math program are used.
- Tier 3- Intervention after limited success of Tier 1 and Tier 2 interventions. Students receive targeted instruction in a small group of (1 to 3) students.

- In order for students to move from Tier 1 to Tier2 and above, teachers must present the students to the School Implementation Team.
 - PS 52 has Arabic, Russian and Spanish speaking staff including teachers and paraprofessionals that assist in determining the need of services for students.
 - All students including ELLs must complete Tier 1 through Tier 3 services before moving to the special education services.
 - ELL Students that are referred for special education services are evaluated in their native language.
 - We are currently in the process of reviewing ELAND procedures and have monthly meetings to discuss students' language acquisition and/or learning disability to determine the best approach to help them.
6. How do you make sure that a child's second language development is considered in instructional decisions?
There are several factors we take into consideration to make sure that a child's second language development is considered in instructional decisions:
- We provide differentiated instruction in general education classes
 - Provide multiple opportunities for communicating in all four modalities (reading, writing, listening, and speaking)
 - We provide adequate wait time to all students to allow for the necessary time to process the information in their native language and then respond in English
 - ESL teachers provide multiple scaffolds to help develop a child's second language acquisition while still providing access to grade appropriate content
 - All of these strategies are used throughout the day, and during afterschool programs; not just in general or special education classes, but also during ESL classes, content and cluster classes, with related service providers, and when dealing with any and all staff
 - Professional development opportunities throughout the year enable the ESL teachers to share strategies on second language acquisition with the staff in order to help teachers meet the needs of their ELLs.
 - Visual scaffolds are used in ESL and general education classrooms in order to make the content more accessible to ELLs
 - ELLs are often grouped by their native language for certain activities so they can help each other and respond in their native language
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?
- Our school does not have a dual language program; so therefore, this question does not apply to us.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
There are a few ways that we evaluate the success of our programs for ELLs.
- We look at the data from many sources: NYSESLAT, results of the NYS ELA, Math, and Science assessments, conference notes, checklists, student work with rubrics, Fountas and Pinnell assessments, baseline and benchmark Unit assessments, and Scantron and performance tasks.
 - Although the state report card is not out yet, we can look at the RLAT, and we can see how many students have made progress.
 - When the state report card is released, we analyze the data to determine if we are meeting Annual Yearly Progress for ELL students. In the meantime, we use the data from the RLAT to determine student progress.
 - We analyze the data to reveal which students are not meeting or not making progress. Factors that we consider include but are not limited to: student's home language, length of time in country, gaps in educational services (movement from DOE school to home country and back) SIFE status, attendance and socio-economic status. Based on our data, we provide support to student in school as well as the families.
 - The trend in our school has been that our ELLs have made AYP on the NYSESLAT for the past several years and we are on target to continuing making AYP based on the state's targets. This is measured by the AMAO 1 (ELLs making progress) and AMAO 2 (ELLs scoring proficient).
 - We also look at Mid-year progress reports that our school designed and sends home to parents in January.
 - Data spreadsheets are collected monthly and contain current reading levels and conference notes that show us how much progress our ELLs are making.
 - This broad range of assessment tools offer a wealth of information to help us determine how our ELLs are doing.
 - We compare this data with data from general education students to see if there are any achievement gaps.
 - We then make a plan and discuss students' strengths and weaknesses during common preps, grade meetings, and inquiry time.

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](#).)
Here are the steps we follow for the initial identification of ELLs.
 - When any new student comes to our school to register as a first time entrant into the NYC DOE, the school secretary calls in a trained pedagogue (K. Beissel, ESL teacher and ELL coordinator, D. Martinovic, ESL teacher (Russian bi-lingual), O. Lozada, ESL teacher (Spanish bi-lingual), J. Mendelsohn, Assistant Principal, or R. Alvarez, Principal, I.A.) who administers the Home Language Survey.
 - All three teachers hold a valid NYS teaching certificate in TESOL and the Assistant Principal and Principal hold valid teaching licenses in common branches as well as supervision.
 - This survey is filled out by one of these trained pedagogues.
 - The survey is given to the parents in their choice of 15 languages found on the DOE's website under Offices & Programs-English Language Learners-Family Resources-Parent Information-The Home Language Identification Survey (HLIS).
 - During this time, the trained pedagogue conducts an informal interview with the parent and child, in English and in the native language.
 - If we do not have a translator available, we call the translation unit at (718) 752-7373 for over-the-phone translation services.
 - The survey along with the interview will determine a child's home language.
 - If it is determined that a child has a home language other than English: when answering 1 question on the HLIS (questions 1-4), 2 questions on the HLIS (questions 5-8), and the informal interview also reveals that another language is spoken at home.
 - The HLIS form will then be completed with the appropriate OTELE ALPHA CODE, signed, and the child will be placed in a program. (In our school, the student will be placed into Freestanding ESL until the Lab-R is completed.)
 - If it is determined that a child speaks another language at home, the child is administered the LAB-R by one of the 3 licensed ESL teachers within the first 10 days of enrollment.
 - Student's whose home language is considered Spanish and score below the proficiency level on the LAB-R, are also administered the Spanish LAB.
 - If the student's score fall below the proficient cut score (based on hand-scoring of the LAB-R) then the parents receive an entitlement letter in both English and their native language which briefly explains that their child is considered an English Language Learner and the 3 program choices offered in the NYCDOE for ELLs. This also invites them to one of 3 parent orientations that we offer.
 - If a student scores proficient on the LAB-R then the parents are sent home a Non-entitlement letter.
 - Copies of these letters are placed in the student's permanent CUM folder. (These forms are also found on the DOE OELL website.)
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 structures are in place at our school to ensure that parents understand all three program choices.
 - After a student is identified as an ELL-within the first 10 days of enrollment, an Entitlement letter, the Parent Survey and Program Selection form, as well as the Guide for Parents of English Language Learners brochure is sent home to the parents. (from the OELL's website)
 - These are sent home in English and in one of 13 other languages.
 - The Entitlement letter explains that the student was administered the LAB-R and what their score is. It also briefly describes the 3 program choices (Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language) and it invites the parents to an orientation session.
 - The brochure asks and answers frequently asked questions, describes the 3 program choices, and gives important information and ways parents can help and participate in their child's education.
 - The Parent Survey and Program Selection form is the official form the ESL team collects to ensure parent's choice is honored for ELL programs and placement.
 - Parents are strongly encouraged to attend an orientation session.
 - Attendance is taken of who attends and is cross-referenced with a list of new ELLs to ensure all parents attend one of the

orientations.

- Attendance records are collected and stored in the ESL data binder.
- Sessions are offered in the morning as well as in the afternoon in order to accommodate as many parents as possible.
- At these sessions, parents have the opportunity to ask questions to the ESL staff and the Parent Coordinator (B. Warner).
- We have translators available throughout the orientation process.
- The DOE's Parent Orientation Video is set up on ELMO projection screens and laptops in the student and teacher's cafeterias.
- Parents are grouped by language.
- The video is shown in all the necessary languages.
- After watching the video, parents have an opportunity to ask questions before they complete the Program Selection Form.
- The agenda includes: Welcome, Introductions of staff, Common Core Learning Standards, The ELL Identification Process, Scoring the LAB-R, Overview of the 3 Program Choices, The Parent Video, Question & Answer, and Assistance with completing the Parent Program and Placement Form, and Next Steps.
- After we collect the completed forms, we compile the data to see what program choices the parents have selected.
- At this time, we are also actively collecting the forms from any ELL transfer student from their previous school, as well as looking at the parent choice of our continuing ELLs.
- A copy of all Parent Survey and Program Selection Forms are made. The original gets filed in the student's permanent CUM record and K. Beissel keeps a copy in a record keeping binder.
- The ESL team meets with the administration to make sure our program is in alignment with our parent's choice.
- All ELL students are placed in Freestanding ESL until a determination can be made as to which programs we will be offering for the current school year.
- An ELL Admissions Program Data Spreadsheet is utilized and the data is collected and compiled by the ELL coordinator, K. Beissel.
- Any parents that missed the orientation are called and offered a make-up session.
- These calls are made in their native language.
- ESL staff also goes to dismissal and tries to locate parents to personally invite them in for another orientation session.
- If they are available, the parents come in at dismissal time and a one-on-one orientation is held in the Parent Coordinator's room with one of the ESL teachers.
- For the remainder of the 10 days, parents are called in for one-on-one meetings and the same information and video that was shared at the orientation is shared with them.
- If a parent chooses a program that is not currently offered at the school, the ESL staff will notify the parent that their choice is not available and provide them with two options:
 - o The parent can choose to keep their child enrolled at our school in a program that is available.
 - o Or the parent can decide to transfer their child to a school where their program is currently available. If parents choose this option, the ESL teacher will contact the Office of English Language Learners ELLPROGRAMTRANSFERS@schools.nyc.gov which will coordinate the transfer with the Office of Student Enrollment.
- A record will be kept of the parent's response.
- Within 20 days of enrollment, K. Beissel along with the Pupil Accounting Secretary (S. Delaney) will enter the parent's choice on the ELPC screen in ATS.

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 [\[see tool kit\]](#).)

Once a student is identified as an ELL, based on hand-scoring of the LAB-R, entitlement letters are sent out in both English and in the native language (when available) by the ESL staff.

- The ESL staff distributes the letters with a tear-off sheet attached that the students are required to return to school the following day.
- The Parent Survey and Program Selection forms are attached to this letter and are collected at one of the orientation meetings.
- If a parent misses the meeting, the ESL team calls the home, or speaks to the parent at dismissal to invite them to another session, or a one-on-one meeting.
- The Parent Survey and Program Selection forms are collected at the orientation sessions by K. Beissel.
- Copies are put in a record keeping binder that is located in the ELL coordinator's room labeled (ESL Compliance 2013-2014) and the originals are placed in the permanent CUM record.
- In the event that a parent does not return the form and after all attempts have been exhausted, the student's choice would be marked in ATS as "No Parent Survey & Program Selection Form" but would be counted as the default-Transitional Bilingual Education-for the purposes of placement and program opening.

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.

The criteria we use to place ELL students into bilingual or ESL instructional programs are outlined below.

- Once all the program selection forms are collected, the ESL staff and administration-the principal and the assistant principal-looks at the Parent Surveys and program selections for all entitled ELLs.
- This includes the ELLs that are continuing in ESL because they did not score proficient on the NYSESLAT and also for ELLs that may have transferred in over the summer.
- In the event that a student transfers to our school and the Parent Survey and Program Selection form is not in the CUM-the ELL coordinator (K. Beissel) will contact the previous school and speak to the ELL coordinator/ESL teacher and have a copy of the form faxed over to our school.
- If the previous school does not have a PSF on file, the student is placed in the program that the child was in the preceding year-if available-and the parents are sent a continuing entitlement letter.
- As with all educational decisions, parents are the integral part of the decision making process.
- They are made aware of their choices at one of several parent orientation meetings, with phone calls, and/or with one-on-one meetings.
- Parents' choice, coupled with program availability, determines program placement for ELLs within the first ten days of enrollment.
- For tracking purposes, if after multiple attempts are made to contact parents that did not return a Parent Survey and Program Selection Form, the parent's choice is recorded in ATS as "No Parent Survey and Program Selection Form" but is counted as a selection for a bilingual program for the purposes of placement and program opening. These students would automatically be placed in an ESL class. Then the principal meets with the ESL teachers and decides which programs should be offered based on parent's selections.
- As per the ASPIRA Consent Decree, bilingual classes are formed when there are fifteen or more parents who choose bilingual as their choice on two contiguous grades for grades K-8, according to the Parent Survey and Program Selection Form.
- If there are not enough students to form a bilingual class, the parent can opt to transfer to another school in the district where a bilingual class is being offered, or the parent can choose to stay in the ESL program in this school.
- The ESL staff and administration contacts these parents and offers to help them, if they choose to transfer their child.
- These parent choices and all other information is explained to the parents through an interpreter when needed.
- At this time, a Placement Letter (Appendix F) will be sent home in both English and in the child's home language to every entitled student explaining their child's placement for that school year with a tear-off slip to be returned to school to acknowledge that they have received this information.
- The original letter is then placed in the student's CUM record and copies of the letter as well as the tear-off that the parent returns is kept in the ESL data binder in the ELL coordinator's room.
- Parents of students that are still entitled are sent a continuing entitlement letter in both English and their native language with a tear off.
- The originals are placed in the CUM record. All copies are placed in the ESL data binder.

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.

These are the steps we take to administer all sections of the NYSESLAT to all ELLs each year

- First we cross reference our list of entitled students against the RLER in ATS. We do this to ensure that all ELLs are being serviced and that all ELLs will be tested in all four modalities.
- Then we group the students by grade. No more than 12 students take the test together. Multiple groups per grade are often made.
- Students remain with the same groups of students for all three modalities, since the speaking portion is administered one-on-one.
- We use the suggested times allotted in the School Administrator's Manual to appropriately schedule the tests, ensuring that all students have adequate time to complete the test and that there is enough time in the schedule for the ESL teachers to pick up and drop off students to and from their classes between tests.
- We administer the Speaking portion of the test one-on-one. It is administered by an ESL teacher that does not service the student.
- We administer the Listening, Reading, and then Writing subtests-in that order.
- Make-ups are done on the first day the student returns in the afternoon. The AIS teacher is available throughout the testing window to complete make-ups.
- Students do not take more than one subtest per day.
- K. Beissel along with the administration: the ESL supervisor (J. Mendelsohn) and testing coordinator (E. Quigley) make the schedule.
- No teacher scores her own students for the Speaking or Writing subtests.

- For the speaking subtest, if the student is in Kindergarten or if the student has anxiety, the speaking subtest is administered by that student's ESL teacher-but it is scored by another ESL teacher at the same time-without input from the ESL teacher.
 - At the end of each day, the grids and booklets are collected and secured and a checklist is handed in to ensure that all students were tested that day that were on the schedule.
 - If a student was absent, their name along with the modality that they were absent for is added to the list of make-ups.
 - Each day when testing is complete, the absent students are given their make-up test by one of the ESL teachers or the AIS teacher.
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. [①](#)
- A review of the Parent Survey and Program Selection forms for the past 3 years has shown the trend that most parents choose Freestanding ESL as their choice for their child. In accordance with the ASPIRA Consent Decree, every child is entitled to a free and appropriate education in their native language, if the parent so chooses. Because of this, we are meticulous with our record keeping ensuring that all parents get to choose the program that they feel is right for their student.
- For the 2013-2014 school year, we have collected 106 Program Selection forms. 104 parents chose ESL (98%), 2 parents chose DL, and we are still awaiting 3 forms from transfer students. One PSF that is not accounted for is from a student who transferred to our school last year and the previous school did not have a copy of the child's PSF. So this child is counted under the "No PSF" column as well.
 - For the 2012-2013 school year, we collected 121 Program Selection forms. 115 parents chose ESL (95%), 4 chose DL, and 2 chose TBE. 2 students transferred into our school and after several attempts were made to contact the previous school, the other school could not find the PSF, and so these 2 students were placed in the program they were in previously.
 - For the 2011-2012 school year, we collected 135 Program Selection forms. 124 parents chose ESL (92%), 5 chose DL, and 4 chose TBE. 2 transfer students, who came to us without their PSF, were put in the same program they were in the previous year, and counted as "No PSF" in the chart.
 - Our program model is Freestanding ESL.
 - As you can see by the numbers and percentages, the trend in the program choices for our school has been consistent.
 - Most parents (over 90% each year) have chosen Freestanding ESL as their first choice for their program selection.
 - Because of our high number of parents who choose Freestanding ESL, and since there is not enough interest in Transitional Bilingual or Dual Language, Freestanding ESL is the only program that we offer.
 - As new ELLs are identified and enrolled, we make sure the parents know about the three program options, show the video so they can make an informed decision, and answer any questions they may have.
 - We keep track of these selection preferences and reevaluate our program choices each year in June and again in September when we are looking at reorganization as well as throughout the year.
 - In this way, we are confident that we are meeting the needs of our parents and students by offering the program that the majority of the parents want.

2013-2014	Freestanding ESL			Dual Language			Transitional Bilingual			No PSF	TOTAL
	Ar	Ru	Other	Ar	Ru	Other	Ar	Ru	Other		
Kindergarten	12	9	9	0	0	0	0	0	0	0	30
First Grade	10	5	6	0	0	0	0	0	0	1 (Ar)	21
Second Grade	9	6	6	0	0	1	0	0	0	1 (Ge)	22
Third Grade 3	0	1	0	0	0	0	0	0	0	1 (Ru)	5
Fourth Grade	12	2	1	0	0	0	0	0	0	0	15
Fifth Grade	5	3	4	0	0	1	0	0	0	1 (Ar)	13
TOTALS	51	25	27	0	0	2	0	0	0	4	106

2012-2013	Freestanding ESL			Dual Language			Transitional Bilingual			NoPSF default TBE
	Arabic	Russian	Other	Arabic	Russian	Other	Arabic	Russian	Other	
Kindergarten	11	9	3	0	0	0	0	0	0	23
1st	17	9	7	0	0	1	0	0	0	34
2nd	5	3	0	0	0	0	0	0	0	8
3 rd	12	3	1	0	0	0	0	0	0	16

4th	8	4	7	0	1	1	0	0	0	21	1(Ar)
5th	10	5	1	0	1	0	0	0	2	19	
TOTALS	63	33	19	0	2	2	0	0	2	123	

2011-2012	Freestanding ESL			Dual Language			Transitional Bilingual			Totals
	Arabic	Russian	Other	Arabic	Russian	Other	Arabic	Russian	Other	
Kindergarten	14	15	5	0	1	0	0	0	0	35
First Grade	7	3	1	0	0	0	2	0	0	13
Second Grade	10	6	3	0	1	0	0	0	0	20
Third Grade	18	4	3	0	2	0	1*	0	0	28
Fourth Grade	7	7	5	0	1	0	0	0	2	22
Fifth Grade	15	0	1	0	0	0	0	0	1*	17
Totals	71	35	18	0	5	0	3	0	3	135

(**2transfers w/o PSF in CUM)

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])?

This year, in order to meet the needs of all our English Language Learners, the ESL staff met with administration to discuss the vision for our ELLs to succeed in school.

- Our school strives to have successful programs for our ELLs. In our school, everyone believes that all children can learn, including our ELLs and ELLs with special needs. We set high expectations for our ELLs, by providing them with grade level materials while scaffolding instruction to make the curriculum accessible to all students.
- Administrators, ESL teachers, and classroom teachers all continuously monitor student progress. We do this by analyzing the following data during grade conferences and inquiry time: ELL periodic assessment, NYSESLAT, F&P, NYS scores, performance assessments, conference notes, and teacher observations.
- The ESL staff knows our ELLs very well. We know the relationships between and among our students. Many of our students have siblings in the school, have graduated from the school, or are coming to the school in the future. By knowing our families personally, we develop a bond with these families which makes communicating and working together easier.
- ESL teachers have common preps with the teachers of the classes they serve, so there is ample time to discuss and plan together. Administrators routinely attend grade conferences, inquiry time, and common prep periods so they are kept aware of the progress of our ELLs in both the ESL classes as well as in their regular classes.
- Teachers support and learn from each other by sharing best practices, turn keying new information learned at conferences, workshops, and professional development opportunities, and providing suggestions and feedback to teachers on instructional strategies to best meet the needs of ELLs. We do this to support language proficiency without sacrificing content instruction.
- All our staff is supportive and responsible to enrich the language development of our students. From administration, teachers, paraprofessionals, school aides, to supporting staff and out of classroom personnel, the entire school models correct communication skills throughout the school day.
- Administration allocates funds for ELLs as a way to ensure teachers are working together to close the achievement gap between ELLs and non-ELLs. Professional development is encouraged and participants are required to turn key new information to their colleagues. Professional communities established through inquiry allow teachers to look at data and analyze it so we can move our ELLs forward.
- Every lesson is aligned to the CCLS. This is true in all classes: general education, special education, and ESL classes. The ESL team aligns instruction with grade level standards and materials while incorporating the NYS ESL standards and performance indicators. We are also in the process of evaluating the New Language Arts Progressions (ESL/New Language) and incorporating them into our curriculum.
- One final way our school strives to provide high quality programming for our ELLs is to have a strong parent/family component. We achieve this by providing multiple opportunities for parents to participate in their child's education. More of this will be discussed in the parent involvement section of this document.
- After all these components were taken into consideration, the administration in conjunction with the ESL department decided on the providing the following instructional models for our ELLs:

1. a. Instruction is delivered through one of three organizational ESL models: Self-contained, push-in, or pull-out.

- This year, our school offers a self-contained first grade class, where 12/25 students are ELLs and the teacher is enrolled in an ESL teacher certification program and has completed 21 credits through Touro College. She is on track to complete the TESOL program in the spring of 2014. The reason we offered the self-contained class on the first grade is because we realized that there is a mix of beginner (7) and intermediate (5) students who can benefit from being in a class with native English speakers as well as allow them to have access to ESL best practices and methodologies all day long-much more than the required minimum of 360 minutes per week.
- For the rest of the grades, students are heterogeneously grouped in their classes-with a mix of ELLs, FELLs, and Non-ELLs.

1. b. All beginners are put in homogeneous ESL groups-according to grade level-or grade bands (kindergarten, grade 1-2, grade 3-4, and grade 5). These groups are pulled-out by one of 3 licensed ESL teachers to work on language acquisition for a minimum of 360 minutes per week.

- The intermediate students are grouped in the same way-and are pulled-out. The work that the ESL teachers do with these students supplements the grade level curriculum. ESL best practices and strategies are used throughout the instruction to help students have equal access to their schoolwork so they can work towards the standards for a minimum of 360 periods per week.

- For the students who are advanced-the ESL teachers push-in to their classes and co-teach to assist ELLs with writing. (We chose this modality based on NYSESLAT, State ELA, and teacher data which shows that the writing modality is the hardest modality for students to become proficient in.)
- The grade levels of these advanced classes are: First grade, second grade, and fifth grade.
- In kindergarten there are only 4 advanced students. These students are in a group with beginners/intermediates. They get a minimum of 180 minutes a week, but often get pulled more with the other group to help with reading readiness skills, phonemic awareness, and vocabulary acquisition.
- In third and fourth grades, the advanced students are grouped together by their proficiency level and get pulled out to an ESL classroom where the teacher works on writing in the content areas.
- Our Freestanding ESL Program is a rigorous, systematic program of English language instruction using second language acquisition methodologies such as: The Natural Approach, providing access to content area instruction through the use of various instructional supports, e.g., scaffolding (modeling, bridging, contextualization, schema building, graphic organizers, questioning, text re-presentation, metacognition and working in cooperative groups) the Balanced Literacy model, and thematic units of study.
- This program provides our English Language Learners with instruction in English, emphasizing English-language acquisition.
- New York State regulations determine how many units of ESL instruction each student receives according to his or her English proficiency level on the New York State English as a Second Language Achievement Test.
- All ELLs participate and are afforded equal access to all school programs including the general education and special education population.
- All ELLs are expected to engage in their daily lessons and participate in activities that are fully aligned to the Common Core Learning Standards.
- Our entire ESL program features high quality instructional practices that assist in the academic development and achievement of ELLs.
- Our classes have both an ESL instructional component that is based on the New York State ESL Standards and aligns to the Common Core Learning Standards.
- All ELLs participate in a comprehensive approach to Balanced Literacy and Math. The Balanced Literacy components include: Think-Aloud, Read Aloud, Accountable Talk, Shared Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing.
- In Math teachers utilize the GO Math program using manipulatives and a workshop model.
- All ELLs are placed in print rich classrooms with leveled libraries.
- Teachers provide instruction to engage ELL students in rigorous academic activities that promote conceptual and linguistic development in all disciplinary areas such as science, social studies, the arts, physical education and technology to achieve college and career readiness skills.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our staff is organized to ensure that all students receive at least the minimum mandated number of instructional minutes as required by CR Part 154.

- In order to do this, before school starts, the ESL staff and the administration looks at the NYSESLAT data and groups the students by grade level and proficiency level.
- We then add in all the new admits and transfer students within the first 10 days of enrollment.
- We ensure all students are identified by running the RLAT in ATS. This report gives us the scores on the NYSESLAT so we can verify that all students are put on the entitled list to be serviced.
- The ESL schedule is based on eight 45 minute periods per day. That allows each ESL teacher to teach 32 periods per week because we count the 2 extended day periods into our schedule as well.
- D. Martinovic services 5 groups:
 - o 3rd and 4th grade beginner group=8 periods
 - o 3rd and 4th grade beginner/intermediate group=8 periods
 - o 3rd and 4th grade advanced group=4 periods (push-in)
 - o 5th grade beginner/intermediate group=8 periods
 - o 5th grade advanced group=4 periods (push-in)
- O. Lozada services 4 groups:
 - o 2nd grade advanced group=4 periods (push-in)
 - o 2nd grade beginner/intermediate group =8 periods

- o 1st and 2nd beginner group=8 periods
- o 1st grade advanced group=4 periods (push-in)
- o 8 periods for Former ELLs for transitional services for a minimum of 2 years.
- M. Argyros services a self-contained heterogeneous group of first grade beginner, intermediate, advanced, and former ELLs.
- K. Beissel services Kindergarten:
 - o 3 groups of beginners= 8 periods each=24 periods
 - o 1 group of advanced=4 periods
 - o As the ELL coordinator, the other 4 periods are dedicated to compliance issues every week to leave time for testing new admits, updating ELL data, mentoring, professional development, and completing all other necessary mandated activities.
 - In our program, 360 minutes per week for beginner and intermediate ELLs is allotted for ESL instruction and 180 minutes for our advanced students. However throughout the day, native language support is incorporated into lessons.
 - The ESL and the ELA instruction of ELLs under CR Part 154 is being met while also offering native language supports approximately 25% of the time by the use of buddies and triads, translations, pictures, gestures, bilingual glossaries, and picture dictionaries.
 - Our school aligns the ESL program with CR Part 154 regulations to ensure that ELLs acquire and develop their English language skills while meeting the high standards that are expected of them on their grade level.

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 areas are taught in English with native language support in all our program models: pull-out, push-in, and self-contained in order to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

- ELL students receive content area instruction in alignment with the units of study and curriculum of their current grade level.
- All teachers are trained to use data assessment to drive and plan differentiated instruction in ELA and the content areas to meet the needs of their students.
- Native language support is used throughout content area instruction by providing translated versions of assessments, visuals, realia, bilingual dictionaries, and word for word glossaries.
- Best practices and ESL strategies are used to make all content accessible to all our students.
- Scaffolding techniques are incorporated into each lesson to help ELLs meet the rigorous standards that are required of them.

As students develop their vocabulary, language, and academic content, scaffolding begins to change as students take more ownership of their learning.

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

ELLs are evaluated in their native language throughout the year in several ways.

- Classroom teachers allow students to respond to questions in their native language-both in class discussions and on formal tests.
- Classroom libraries contain literature in students' native languages.
- Students can give answers orally and the information is translated back into English and they can also write their answers in their native language and it will be translated.
- Also, native language exams are given for New York State Math and Science tests when it is helpful to the student.
- Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency.
- Word-for-word glossaries are utilized in grades 3-5 to help students make the input comprehensible.
- A review of the data from two content areas, English Language Arts and Mathematics show that a majority of our ELLs that have taken standardized tests have not scored as well as native speakers.
- We feel that the results are better in Math than in the ELA because, the ELA requires higher reading skills.
- Uncommon vocabulary, non-literal usage (idioms), complex sentence structures, uncommon genres, and multi-clausal processing are all barriers that can create a gap between performance of ELLs and non-ELL students.
- It is that reason why we offer multiple opportunities for students to be assessed on their knowledge of the content being taught throughout the year.

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

ELLs are appropriately evaluated using all four modalities throughout the school year.

- When developing unit plans and curriculum maps, classroom teachers and ESL teachers work together looking at the CCLS.

- All units have Language Standards as well as Speaking and Listening Standards incorporated into them.
 - Rubrics are created that are linked to the CCLS.
 - Students are assessed in speaking and listening as well as reading and writing continually throughout the school year.
 - Often, teachers will record a student's oral answers and then provide feedback to the student so they can hear and monitor their speech performance-this allows the student to think about their answers and hear them in a whole new way.
 - Teachers conference with students and keep notes on their verbal responses as well as written
 - Checklists are created in conjunction with the ESL teachers and classroom teachers.
 - These checklists focus on all four modalities of literacy.
 - Teachers allow ELLs to utilize their testing modifications for all major assessments in class throughout the year. By doing this, they are comfortable with the testing conditions well ahead of any high stakes test.
- In addition, former ELLs are also given testing accommodations for up to two years after they score proficient on the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

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

There are numerous ways we differentiate for our ELLs on a daily basis. Many factors are taken into consideration when teachers plan for their ELLs. Their proficiency level, the amount of time they have been in the country, whether they have had any interrupted education, and their literary level in their native language all come into play.

A. Students with Interrupted Formal Education: (according to CR Part 154, SIFE is defined as students who: come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or are immigrant students and enter a school in the US after grade 2 have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and, may be preliterate in their first language) or in the scenario where a student returns to his native country and attends school with no English language instruction and then comes back to our school, attention must be given to address the learning gaps in his/her instruction. Our instructional plan for the situation where we have SIFE students is made in conjunction with the parents, ESL staff, the administration, the classroom teacher(s), AIS teacher, and guidance counselor.

- SIFE students need intensive special support and assistance.
- Whenever available, SIFE students are placed in the ICT class to have the benefit of having two teachers and often a paraprofessional as well to provide extra support.
- After taking everything into account, one option is to place the student in a lower grade. This is done on a case by case basis and with informed parental consent.
- When placing the student in a lower grade is not an option, instruction will be accommodated by providing an extra period of ESL daily, as needed, in addition to the mandated unit as per CR Part 154 regulations, providing academic intervention services from our AIS teacher, providing counseling services by the guidance counselor, attending the extended day program for small group instruction based on assessed needs, attending after-school reading/math programs to improve literacy and math skills, attending our ESL Title III after-school program and providing access to computer assisted language learning programs.

B. At PS 52 we are constantly differentiating instruction for all our ELL subgroups.

- Newcomers are students who have recently immigrated and have very limited English language skills.
- They are at the Pre-Production stage of Second Language Acquisition.
- Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, realia, and providing active contextualized engagement activities.
- A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and basic English language skills.
- At this stage, teachers may utilize the student's native language to ensure the students' understanding of content area subjects while the student is acquiring English.
- We are fortunate to have available bilingual picture dictionaries on CDs in many of the languages spoken at our school.
- In addition, newcomers have access to computer assisted language for our ELLs and former ELLs.
- We also provide a collection of bilingual/native language reading books in the self-contained ESL classrooms and in the school library that newcomers can check out to read during the reading block or to take home.
- The amount of time a student stays in this or any stage varies from student to student. Therefore, a summary of how we address the needs of newcomers (in our schools for less than three years) at the various stages of second language acquisition is included here.
- As students progress in their acquisition of English, they move to the Early Production Stage.

- o At this stage, beginner students are beginning to put simple sentences together but still have limited comprehension of English.
- o The focus of instruction for beginners is vocabulary building.
- o This is done through:
 - modeling reading and writing through read aloud and think aloud
 - pairing beginners with a more dominate English speaker who can provide good modeling
 - providing cooperative group activities that beginners can participate in by performing tasks such as listing, labeling, categorizing, responding and answering questions
 - supporting shared reading and writing with visuals
 - demonstrations
 - participating in shared experiences
 - planning instruction around themes to maximize opportunities for ELLs to acquire language and concepts
 - differentiating instruction by incorporating a variety of scaffolding techniques to meet the needs of students
 - introducing and developing vocabulary visually by using picture dictionaries and other visual aids
 - encouraging ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning
- o During Speech Emergence, Intermediate students are able to respond in simple sentences and have greater receptive skills in comparison to their expressive abilities.
- o Instruction for Intermediate students will focus on activities that are designed to:
 - develop higher level of language use in the content areas
 - expanding vocabulary
 - clarifying teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea)
 - scaffolding academic language
 - modeling a think aloud
 - verbalizing a confusing point
 - partnering ELLs with more dominate English speakers that can provide good modeling
 - The writing process is broken down into stages:
 - o This process always starts with brainstorming activities that are visually displayed via graphic organizers.
 - o Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.
 - o Teachers confer with students to identify strengths and weaknesses. These conferences provide new teaching points for new mini-lessons based on students' needs.
- o Small group strategy lessons are conducted for students who exhibit similar strengths and weaknesses.
- o Teachers encourage students to develop their writing skills in their native language so they can transfer these skills when they are writing in English.
- o After students have revised and edited their writing pieces they celebrate their work through a publishing celebration.
- During Intermediate Fluency, the fourth stage in second language acquisition, advanced students demonstrate greater control of the English language and produce complex sentences expected of a native speaker.
 - o Although these students are much more fluent they still need support in reading and writing.
 - o The focus of instruction for Advanced students includes:
 - using scaffolding activities during pre-reading and post reading activities
 - teaching reading and writing through purposeful activities rich in context and built on shared experiences through thematic units of study
 - providing learning activities that can be accomplished by forming small groups in a structure that encourages mutual cooperation
 - o The ESL teacher works closely with classroom teachers to achieve the following goals:
 - provide academic content-area instruction in English
 - using ESL methodology and instructional strategies
 - using native language support to make content comprehensible
 - assisting students to achieve the state-designated level of English proficiency for their grade
- C. Students who require services for 4-6 years are formally identified every September when we analyze our data.
 - The assistant principal and ESL teacher along with input from previous and current classroom teachers meet to discuss each student that falls into this sub-group.

- Various data such as NYSESLAT scores, ELA state assessments, Acuity ITAs and periodic assessments, conference notes, kid watching and rubrics are all considered and examined to determine why a student has not scored proficient on the NYSESLAT and therefore are still entitled to ESL services.
- Students are then grouped into several different categories and a plan is developed to meet the needs of each student.
- Most of the students in our school who require 4-6 years of ESL instruction fall into four categories:
 - o LEP students with disabilities whose IEP recommends ESL or bilingual instruction
 - o LEP students held over in grade
 - o LEP students who have not met the performance standard in reading
 - o LEP students who have not met the performance standard in writing.
- When an ESL student has been enrolled in an English Language School System for more than two years, they no longer have promotional criteria based on their ELL status and therefore can be held over if they do not meet grade level standards.
- For students who are identified as needing extension of services (4-6 years) because they did not meet the performance standard because they are held over s/he begins receiving Academic Intervention Services (AIS) by one of the specially trained AIS teachers in addition to the instruction they receive from a certified ESL teacher.
- These teachers work collaboratively to meet the needs of the held over LEP student based on data from NYSESLAT exams, item analysis from state assessments, Periodic Assessments, Fountas and Pinnell assessments, and AIS assessments.
- These students are discussed at monthly School Implementation Team meetings to ensure progress is being made in Reading, Writing, Listening, and Speaking.
- Classroom teachers and ESL teachers work with students individually and in small groups using a variety of researched based programs while incorporating ESL methodologies.
- Programs that are used could include but are not limited to: Wilson Reading System, Foundations, Just Words, Options, Great Leaps Reading, Fountas and Pinnell Leveled Literacy Intervention, Houghton Mifflin Leveled Readers, Think Alongs, ReadyGen, Great Leaps Math, Reading Streets, Time for Kids, REACH by National Geographic, Benchmark, and Primary Phonics.
- Computer programs are also used to help students work towards grade level expectations. These programs include AWARD reading, Aerobics, and Lexia.
- These students receive this additional instruction and support during the school day and during extended day from their certified classroom teacher, ESL teacher, and AIS teacher.
- For the students who fall into the sub-group of not meeting the standard in reading both the classroom teachers and ESL teachers work collaboratively to improve reading comprehension, fluency, accuracy, and decoding skills by using the workshop model as a foundation of all reading instruction.
- Students are grouped according to their reading level (as measured by Fountas and Pinnell) and according to the skill they are working on.
- These groups are flexible and constantly changing based upon conferencing, kid watching, and assessing (both formally with running records and comprehension questions and informally) to make sure the student is working toward the goal set by the teacher together with the student.
- During push-in and pull-out classes, ESL and classroom teachers provide differentiated instruction with scaffolding during whole class, small group, and individual conferences to meet the students' needs.
- All teachers incorporate a variety of texts in all genres on all reading levels to help the students grasp the skills and strategies needed to become a proficient reader.
- All lessons are aligned to the CCLS to ensure that students have access to grade level texts.
- The CAFÉ program (Comprehension, Accuracy, Fluency, and Expand Vocabulary) is used throughout the building in several classrooms on multiple grades so students are all using and hearing the same language.
- Short-term and long-term goals are set for each student with the ESL teacher and classroom teacher.
- All students participate in reading instruction a minimum of eight hours a week.
- For those students who do not meet the performance standard in writing, ESL teachers and classroom teachers provide various rigorous and multiple writing opportunities throughout the day using the workshop model for a foundation of all writing instruction through shared writing, interactive writing, guided writing, and independent writing.
- Curriculum maps have been designed by grade level teams with input from the ESL staff that incorporate the CCLS.
- Teachers confer with students one-on-one and then group students according to specific strategies that need to be practiced and mastered.
- Mentor texts are used to introduce the new genre of the unit.
- Each new writing unit begins with an on-demand writing task and culminates with a writing piece that shows the entire process.
- A schedule is developed starting with the publishing date and teachers work backward when planning to ensure each step of the writing process is taught.

- Struggling writers are taught to stretch out words, chunk sounds and write what they hear using the Foundations program during word study and throughout the day from the ESL teacher and classroom teacher.
 - Personalized word walls with visual supports are used to help individualize instruction and assist students with their daily writing.
 - Content and unit specific vocabulary is displayed in alphaboxes to aid in developing academic vocabulary.
 - Students participate in writing instruction a minimum of four periods a week.
- D. Instruction for Long-Term ELLs (enrolled for more than six years) is focused on:
- Immersing students in a print-filled environment
 - Providing context-enriching activities
 - Engaging students in small group activities
 - Providing multiple opportunities for students to learn through modeling
 - Modifying materials, activities, and assignments based on level of proficiency
 - Modifying lessons to develop skills in all the modalities
 - Address different learning styles and provide AIS during Extended Day
 - Classroom teachers and ESL teachers work with students individually and in small groups using a variety of researched based programs while incorporating ESL methodologies.
- Programs that are used could include but are not limited to: Wilson Reading System, Foundations, Just Words, Options, Great Leaps Reading, Fountas and Pinnell Leveled Literacy Intervention, Houghton Mifflin Leveled Readers, Think Alongs, ReadyGen, Great Leaps Math, Reading Streets, Time for Kids, REACH by National Geographic, Benchmark, Aerobics, and Primary Phonics.
 - Computer programs are also used to help students work towards grade level expectations. These programs include AWARD reading, and Lexia.
 - These students receive this additional instruction and support during the school day and during extended day from their certified classroom teacher, ESL teacher, and AIS teacher.
- E. Although former ELLs are not required to receive mandated ESL instruction, we schedule time in our program to include this transitional group. Former ELLs are pulled out for AIS instruction-as needed. They are placed in general education classes that are heterogeneously mixed. When the ESL teacher pushes-in or pulls a group out, former ELLs that are having difficulty are identified and they receive additional services by an ESL teacher.

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?
- There are numerous instructional strategies and grade-level materials that teachers of ELLs and SWD use that both provide access to academic content areas and accelerate English language development depending on the student's level of language acquisition.
- All special education teachers are trained in and implement ESL methodologies throughout the day. ESL strategies that teachers use include-but are not limited to- Total Physical Response (TPR), modeled talk, interactive writing, dramatic play, guided reading, read aloud, recorded books and videos, and the use of realia (real world objects that can be manipulated.)
 - Instruction from both the Special education teacher, general education teacher and the ESL teacher in the least restrictive environment incorporates various learning styles to meet the needs of all students.
 - Strategies used for auditory learners include: interviewing and giving oral reports, visual learners can use computer graphics, maps, charts, posters, cartoons, diagrams, graphic organizers, and pictures.
 - For tactile learners who learn best by touching teachers will allow students to create dioramas, make models, draw, and create with clay.
 - Kinesthetic learners will use their whole body and move to help them learn. They act out vocabulary words, stories they are familiar with, and their own writing.
 - All teachers work together along with additional service providers to help these students acquire the English language.
 - Both students who are in self-contained classrooms and students who are in inclusion classes are serviced in the least restrictive environment because they are part of mainstream ESL pull out classes.
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?
- Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.
- We have placed our ELLs with special needs in special education self-contained classes and in Integrated Co-Teaching classrooms as per their IEP.
 - Our special needs ELLs receive ESL instruction from our licensed ESL pull-out teacher in addition to support services as per

their IEP.

- This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups.
- Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology via our Award Reading computer software programs and using a variety of scaffolding techniques.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The targeted intervention programs for ELLs in ELA, math, and other content areas are available to students during extended day. These AIS groups offer a very low student-teacher ratio. Students are grouped based on their ELA level, their NYSESLAT proficiency level, their F & P reading level and several other risk factors. All ELLs who fall into one of the risk factor categories are required to attend. This includes beginners, ELLs with special needs, SIFE, and long-term ELLs. Programs include Wilson, Foundations, Targeted Guided Reading and Great Leaps Math program. All intervention programs are taught in English with native language support.

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

Our current program is effective based on the data from the Spring 2013 NYSESLAT; NYS test scores, and the NYC Progress Report.

- 24.5% of ELLs scored proficient (25/106)
- Overall 66% of ELLs made progress on the NYSESLAT
- 54.9% of ELLs were at the 75th growth percentile or higher in ELA
- 59.3% of ELLs were at the 75th growth percentile or higher for Math

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

We are looking into several new programs to implement with targeted students during our title III program. We are also in the process of updating our computers and increasing our bandwidth so we can purchase site licenses for Rosetta Stone to use with our newcomers-starting with the 5th grade. One program that we are in the trial phase of is by CapstonePub.com called Pebblego. It is an interactive computer nonfiction reading program that incorporates a lot of visuals, highlights text as it reads, scaffolds content, and is highly entertaining and rigorous that is fully aligned to the CCLS. We are hoping this resource will be an asset to supplement instruction in the classroom.

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

We are not considering discontinuing any ELL programs or services at this time.

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

We ensure that all ELLs are afforded equal access to all after school programs by having them at times that do not conflict with other programs. For example, our Title III program is run on Mondays, a day that we do not have extended day and there are no other extracurricular activities being offered. ELLs are invited to participate in after school dance programs by CASA and Community Works. ELLs are entitled to extended day programs, AIS, and differentiated instruction throughout the day in both ESL and regular classrooms. As enrichment, all ELLs are invited to participate in the annual student-staff kick ball game and the annual school talent show as well as all school programs that are run at night: Pajama Read Aloud, Halloween Dance and Halloween Night, Family Game Night, Family Craft Night, 2 Field Days for grades K-2 and 3-5, Family Movie night and of course, the Title III Program and ELL Family Night. A new program that we instituted this year is our International Food Night. This is an opportunity where we celebrate our different cultures and tastes. ELL families are encouraged to make traditional food to showcase and share with our school community. In order to get students college and career ready we are going to offer after school AP classes in math and test sophistication in the Spring. We ensure that these programs are not scheduled on any holidays or on the weekends, when many of our students have other commitments.

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

There are many instructional materials that are used to support our ELLs.

- All classrooms are equipped with computer centers.
- ELMO projectors are in every classroom.
- There are class sets of laptops on each floor.
- All grade 3-5 classrooms have SMART boards, and grades K-2 classrooms and ESL rooms will have them installed within the next month.
- The computer lab is in the process of being updated for the entire school to have access to.
- Dictionaries and glossaries in student's native language are used in content area instruction as well as during assessments.
- Realia, pictures, manipulatives, magazines, newspapers, and books, are utilized in every classroom in the building to help scaffold instruction when needed for ELLs.
- The Award reading program is utilized in all ESL classes, and many general education and special education classrooms.

- Our school has a site license for Brainpop which provides animated videos to bring content to life.
- Teachers also use preapproved videos from the internet to show real world examples of topics they are studying (i.e.- hurricanes, volcanoes, biology topics, etc.)
- ReadingA-Z.com and Starfall.com are also used in kindergarten and first grade classes to improve phonemic awareness, print concepts, reading comprehension and fluency.

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

Native language support is incorporated into ESL instruction throughout the day. We accomplish this several ways. One strategy we utilize is partnering ELLs with a native language speaker. We provide word-to-word glossaries and bilingual dictionaries in students' native languages. We have books in classroom libraries in their native language. We provide translators-either peer or staff members when needed. During class discussions, group instruction, small group instruction, or one-on-one, students can use a variety of ways of communicating-pictures, representations, drawings, technology programs that offer translations and an interpreter to help them in both languages.

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

All required services and resources correspond to ELL's ages and grade levels as per CR-Part 154 and are scaffolded using ELS methodologies and best practices. The ESL teachers use the same Common Core Learning Standards that classroom teachers use to plan lessons and guide instruction. At times, we scaffold the content to make it more accessible to our newcomers by providing high interest, low readability articles and books. The ESL teacher collaborates with the classroom teacher and shares resources. These resources look like the resources that you would find in the general education class. (For example, you will not see cartoon ABC worksheets in a 5th grade class in our school.)

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.

PS 52 is dedicated to promoting a safe, comfortable and welcoming atmosphere for newly enrolled ELL students. Our plan to assist newly enrolled ELL students before the beginning of the school year includes the following:

- Early Registration for newly-enrolled students prior to the opening of school in September.
- Students who register in the last week of August get to meet with an ESL teacher (K. Beissel), parent coordinator (B. Warner), and/or assistant principal (J. Mendelsohn) and get a brief tour of the school. Students can see the main parts of the building, cluster classrooms, arrival and dismissal entrances and exits, and any other place so they can see how the school is run.
- After the HLS is administered, the child is given the LAB-R before school starts.
- Parents have the opportunity to see one of the ESL classrooms and ask questions about our program. At that time, they are invited to the more formal, parent orientation meeting.
- For students who registered earlier in the summer or the previous spring, within the first ten days of school starting, the LAB-R Test is administered to students whose home language is other than English.
- During the registration and LAB-R process, ESL teachers, the pupil accounting secretary, the parent coordinator, administrators and translators work as a team to assist parents, address their concerns, understand and complete forms, test, and assign placements for ELL students.
- Classroom teachers have been trained to provide additional help to newly enrolled ELL students with their transition into a new environment. Newly enrolled ELLs are paired with a buddy student who speaks their language to help develop a support system for them. Our school has a large immigrant population so there are often many English speaking students in most classes who also speak the same native language as new ELL students. These students have proven very valuable in helping to assist the new ELLs.
- Students are partnered up with two other students to form triads so that during a discussion, the new student can participate in their native language and also benefit from listening to a genuine conversation in English.
- Starter packets are given to our older new admits that teaches them important information about their new school, their home, and the neighborhood.

18. What language electives are offered to ELLs?

We do not offer language electives to our ELLs.

19. For schools with dual language programs:

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

Our school does not offer a Dual Language program because according to our Parent Survey and Program Selection Forms, ESL is the program model that a majority of the parents chose.

C. Professional Development and Support for School Staff

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

1.

The professional development plan for all ELL personnel (ESL teachers, general education, and special education teachers, cluster teachers, paraprofessionals, related service providers, guidance counselor, SAPIS worker, secretaries, and anyone else that have ELLs in their classes) is coordinated by our administration in conjunction with the staff. Teachers are encouraged to seek out Professional Development opportunities which they feel will help them become more effective teachers. The administrative staff collaborates to combine ideas and find opportunities for teachers to participate in effective professional development and planning for teachers. Teachers are rated on the Danielson rubric and when they are found to be highly effective in an area, these teachers are being utilized to present PD to other staff members in order to promote student progress and strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the Common Core Learning Standards.

Professional development is presented by the principal, assistant principals, Network staff, Professional Development consultants and ESL teachers throughout the year at grade conferences, faculty conferences, and full day workshops. The tentative schedule for professional development for all personnel who work with ELLs is described below. The professional development is presented to the entire staff, including but not limited to: paraprofessionals, common branch teachers, cluster teachers, special education teachers, ESL teachers, Guidance counselor, psychologists, occupational and physical therapists, speech therapists and the parent coordinator. Also, every Wednesday the ESL teachers meet to discuss best practices, strategies, and align curriculum with the CCLS and the ESL Standards and Performance Indicators and share this information with the other teachers. Sign-in sheets and agendas are kept on file in the principal's office in a binder marked "Professional Development." The majority of these opportunities are offered on the 6 half-days that we scheduled, weekly inquiry meeting, as well as during monthly grade conferences that take place during the second week of the month. Also, we utilize a block schedule where every grade has a minimum of 4 common preps per week. It is during this time that teachers look at data to strengthen unit planning, reinforce instruction, and plan scaffolding and differentiation techniques. During the 6 half-days, these PD days are differentiated according to teachers' strengths and weaknesses.

The Professional Development schedule so far for this year is as follows:

Date	Time	Topic	Participants	Presented by
October 23, 2013	Half-day	Using the Danielson Rubric to improve instruction	All staff in groups	R. Alvarez J. Mendelsohn E. Quigley "HE" teachers
December 11, 2013	Half-day	ELAND and RtI for ELLs	All staff in groups	ESL teachers
January 15, 2014	Half-day	Best Practices to Meet the Needs of Our ELL students	K-2 teachers	ESL teachers
March 19, 2014	Half-day	Best Practices to Meet the Needs of Our ELL students	3-5 teachers	ESL teachers
April 9, 2014	Half-day	Differentiation and Scaffolded instruction for ELLs	All staff in groups	ESL teachers
May 14, 2014	Half-day	Looking at data and planning for next year	All staff in groups	R. Alvarez J. Mendelsohn E. Quigley
K Grade Conference	Second week of November	Language Acquisition	teachers and paraprofessionals	ESL teachers
1st Grade Conference	Second week of November	Language Acquisition	teachers and paraprofessionals	ESL teachers
2nd Grade Conference	Second week of November	Language Acquisition	teachers and paraprofessionals	ESL teachers
3rd Grade Conference	Second week of November	Language Acquisition	teachers and paraprofessionals	ESL teachers
4th Grade Conference	Second week of November	Language Acquisition	teachers and paraprofessionals	ESL teachers
5th Grade Conference	Second week of November	Language Acquisition	teachers and paraprofessionals	ESL teachers
Out of Class tchrs/clusters	Second week of November	Language Acquisition	teachers and paraprofessionals	ESL teachers
K Grade Conference	Second week of February	Understanding the NYSESLAT and Incorporating		

1st Grade Conference	Strategies to prepare students for the NYSESLAT	Second week of February	Understanding the NYSESLAT and Incorporating Strategies to prepare students for the NYSESLAT	teachers and paraprofessionals	ESL teachers
2nd Grade Conference	Strategies to prepare students for the NYSESLAT	Second week of February	Understanding the NYSESLAT and Incorporating Strategies to prepare students for the NYSESLAT	teachers and paraprofessionals	ESL teachers
3rd Grade Conference	Strategies to prepare students for the NYSESLAT	Second week of February	Understanding the NYSESLAT and Incorporating Strategies to prepare students for the NYSESLAT	teachers and paraprofessionals	ESL teachers
4th Grade Conference	Strategies to prepare students for the NYSESLAT	Second week of February	Understanding the NYSESLAT and Incorporating Strategies to prepare students for the NYSESLAT	teachers and paraprofessionals	ESL teachers
5th Grade Conference	Strategies to prepare students for the NYSESLAT	Second week of February	Understanding the NYSESLAT and Incorporating Strategies to prepare students for the NYSESLAT	teachers and paraprofessionals	ESL teachers
5th Grade	Transitioning to Middle School-What to Expect	May-June		teachers-students	Guidance Counselor SAPIS Worker

Some conferences that the ESL, AIS, and general education teachers have registered for this school year are:

- Language Acquisition-10-4-13 5th period Kindergarten Grade Conference
- Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success-Oct. 3, 2013 (1 of a 4 part series)
- Kindergarten Overview-9-27-13
- LAP Assistance-10-24-13
- Nuts and Bolts for ELL Coordinators-9-24-13
- Brain Research (2 part series)
- ELL Literacy Conference 11-5-13
- Common Core Learning Standards-New York-4 sessions (2012-2013 school year)
- NYC Collaborates: School Study Tour – Educating English Language Learners November 16, 2013
- When to Refer ELL Students for Disability Evaluations: What to Do Before Referral November 21, 2013

In order to meet the needs of our ELLs we have provided the following professional development activities to our entire staff:

1. Professional development from network leaders on the Common Core Learning Standards
2. Professional development on rigor and depth of knowledge to ramp up instruction for all students utilizing the Universal Design for Learning principles
3. Professional development on incorporating the Danielson's framework to better use questioning and assessment for our ELLs
4. NYSESLAT information workshops presented at individual grade conferences to help teachers align classroom instruction with the four modalities
5. Turnkey professional development on analyzing ELL Periodic Assessment results with classroom teachers
6. Turnkey ESL Workshops provided by the Network to incorporate the CCLS
7. Professional development on high quality instructional practices across the curriculum for ELLs
8. Professional development on interventions for struggling ELLs
9. Professional development on how to contextualize academic language for ELLs by using visuals, manipulatives, film and other types of realia.
10. Professional development on high quality instructional practices for ELLs provided by the Network and the Office of English Language Learners
11. Professional development on best practices from our Achievement Coach through the 605 Network.
12. In addition ESL Teachers will receive professional development throughout the year offered by the NYCDOE Office of English Language Learners.

2.

The professional development that is offered to teachers of ELLs to support these teachers as they engage in the Common Core Learning Standards is tailored to meet the individual needs of classroom teachers. It is made available one-on-one, small groups or entire teams during preps, grade conferences, half-days, and full day PD days. Citywide PD and Network PD are also offered to help teachers align their instruction with the CCLS while ensuring our ELLs have equal access to the content.

3.

- In addition to ongoing professional development for teachers and staff to assist students and their parents as ELLs transition from one grade level to another, ESL teachers and the administration share information many different ways.

- Conferences and meetings allow information to be shared.
 - These include but are not limited to: reorganization meetings, grade conferences, articulation meetings, vertical planning meetings, September and June planning meetings, SIT meetings, and June clerical ½ days teachers share and discuss data, information, and student work that is essential for planning and helping our ELLs move to the next grade level and help the teachers prepare for the upcoming school year.
 - Packets are provided to teachers to assist with the transition for all newcomers-regardless of when they enter our school-to help them familiarize themselves with their new school, teachers, building, and other essential biographical information.
 - Also, when ELLs become proficient, and no longer require ESL services, the ESL teacher helps them transition to the general education program by explaining why they are not going to be serviced anymore and congratulate them on their completion of the ESL program.
 - These students are given a Certificate of Merit by their ESL teacher.
 - The guidance Counselor and SAPIS counselor meet with 5th grade students, parents, and teachers and discuss the changes that are in store for them in middle school. (Cultural differences, school programs, switching classes, multiple teachers, specific differences at the specific schools that the students will be attending, etc.)
4. The minimum required 7.5 hours (or 10 for special education teachers of ELLs) of ELL training for all staff (including non-ELL teachers) as per Jose P. continues to be offered each year by our certified ESL teachers.
- The plan for our Professional Development for our staff for the 2013-2014 school year is outlined in the table below.
 - We continue to provide professional development in ESL strategies, best practices, improving rigorous instruction, information on preparing for the NYSESLAT, how to meet the needs of ELLs through differentiated instruction, scaffolding techniques, and aligning lessons with the Common Core Learning Standards.
 - Attendance records (with agendas and sign-in sheets) are kept on record in the principal's office verifying and ensuring that all staff members meet the 7.5 hours for general education teachers and 10 hours for special education teachers of mandated training that everyone is required to complete as per Jose P. in his/her career. We provide 7.5 hours of PD on ESL strategies to all new teachers and then offer refresher sessions yearly for other staff.
 - In addition general education and special education teachers have the opportunity to attend citywide Professional Development provided by the Office of English Language Learners.

D. Parental Involvement

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

1.

At P.S. 52 we recognize the importance of parental involvement in the education of all of our students including the participation of our ELL parents. We offer many opportunities for all parents to learn about the curricula and education that their child receives.

- Parents are invited and welcomed into the school.
- The Parent Coordinator sends out a monthly newsletter and daily emails keeping parents informed about what is going on in the school and/or in the community.
- Each grade also sends out a newsletter with the units of study, strategies to help their children, and upcoming events.
- We keep parents informed of the children's academic progress (reading level and math level) through the academic updates sent home in October and April. We send home a mid-year Progress Report in January which was created by the school to provide parents more feedback in between the two report card distributions.
- In our report cards, parents receive the RISA report indicating the students' attendance data.
- We have a strong Parent Association and we have 8 parents that sit on the School Leadership Team.
- Many workshops specifically target ELL parents, such as ELL Parent Orientation meetings where parents are introduced to the different ELL programs, Title III meetings (orientation for ELL parents on Title III after-school programs and special ELL Family Events), and Title I parent meetings.
- All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translations services are provided whenever needed.
- In addition, parents are invited and encouraged to participate in Family Game night where parents participate and learn the value of playing games with their children, Family Sports Night where parents participate and learn about different sports and activities they can play with their child teaching them the importance of physical activity, living a healthy lifestyle and good sportsmanship.
- Informational meetings to help students achieve in all academic areas are offered throughout the year. Informative testing meetings in both ELA, Math, and Science, SESIS meetings, Schoolnet meetings, STARS information, the School Implementation Team process and information, Promotional Criteria meetings, Middle School informational night, and Kindergarten Orientation meetings are a few ways that we help parents stay informed of the standards and high expectations that we expect from all our students.
- Enrichment programs and extracurricular activities such as: music concerts, Science Fair, Arts Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, Pajama read aloud where Pre-K through grade 2 students read with their parents and friends on blankets spotlight the hard work of our students and shared with parents both during school and at night to accommodate all families.
- As a school we hold 2 evening fundraisers that have brought the school community together.
- Many families attend and look forward to joining the school community and supporting their child's school.
- Through our Halloween parties and Talent Show we have increased parent involvement and have raised funding to purchase extra materials and programs.
- We offer our non-English speaking parents an adult education class so that they can learn conversational English and speak to their family and school community members. This program is offered through the Department of Education's Adult and Continuing Education Program. Every year, the class is filled to capacity.

2.

Our school works with a variety of Community Based Organizations that provide programs or services for parents of English Language Learners.

- We teach the children the importance of being part of a community and helping others through our fundraisers for American Diabetes Association, American Heart Association, and St. Jude's children's hospital.
- Students collect pennies for Penny Harvest and collect canned goods for City Harvest.
- We have an affiliation with the Food Bank of New York. 20 classes are involved in Cookshop where the teachers teach the students about fruits, vegetables and healthy eating. This program also has a parent component (Cookshop for Families) where the Parent Coordinator holds a monthly class starting in January and parents learn the same curricula that their students are learning are provided with healthy recipes and are given the ingredients to go home and cook with their children.
- Our Parent Coordinator works closely with our local Brooklyn Public Library Branch to assist ELL parents in completing library card application forms and obtaining library cards.

- The Sheepshead Bay Brooklyn Public Library also offers free ESOL materials, classes and conversation groups which our parents are happy to take advantage of.
- The Salt Marsh Nature Center in Marine Park serves a vital role in our neighborhood. The parent coordinator assists classroom teachers in arranging field trips to the Salt Marsh Nature Center and many ELL parents accompany their child on these visits.
- The Urban Park Rangers use the plants and animals of the salt marsh as object lessons in a variety of subjects, including ecology, botany, and ornithology.
- Also, our school offers several other workshops and meetings throughout the year that are presented by outside agencies.
- Weekly conversational English classes for ELL parents are offered through the Department of Education's Adult Education Services so ELL parents can improve their verbal and writing skills.
- The local precinct presents a Crime Prevention Workshop as well as attends our community safety meetings.
- The Department of Health presents a workshop entitled Healthy Homes which focuses on child safety. Many of our primary classes participate in Cookshop Classroom which also has a parent component where parents come to our school and learn how to cook healthy meals for their families and then the participating parents receive all the food necessary to make the meals in their own homes.
- Finally, Learning Leaders present a parent workshop on Storytelling and Bookmaking where parents learn how to incorporate these literacy activities at home with their children.
- We have a partnership with our local homeless shelter where we donate books, clothes, educational materials, and supplies to the families that are in transitional housing.
- We offer an afterschool program that is run by the Kingsbay Y five days a week. This program is housed onsite and provides educational assistance, extracurricular activities, and cultural activities for our students.

3.

We use data from parent surveys to evaluate the needs of parents of English Language Learners.

- We use data collected from the Home Language Survey, which we can also access through ATS's RAPL, so we can assess the oral and written language needs of our parents.
- The parent coordinator also makes every effort to reach out to parents of ELLs to discuss their concerns and questions with the help of translators.
- Parent Association meetings and School Leadership Team meetings offer a venue for parents to have their voices heard. Administration, Parent Coordinator, and school representatives at these meetings bring issues and concerns back to the ESL teachers and a plan is made to address the subject.
- Staff who serve as translators are paid to attend these meetings to translate in Arabic and Russian.
- Reflection forms are distributed to parents after workshops and used as exit slips to ensure that we are meeting their needs and addressing their concerns.
- From this data, many opportunities are provided to our ELL parents to become more involved in our school and their child's education.

4.

These parental involvement activities meet the needs of the ELL parents in several ways.

- They give parents an opportunity to interact with other parents from the community and the school.
- Parents can feel comfortable and not threatened because information is presented in English and is translated into their native language when needed.
- Parents learn valuable information at the meetings as well as have the opportunity to see their children interact with other classmates and school staff.
- These family nights, meetings, and information nights help our ELL parents become a part of their child's education which, in turn, will help the ELL family realize that they are an essential, integral part of our school community.

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.

All information and data in this document was collected from ATS, personal records from the ELL Coordinator, administration, data specialist, and NYS assessment databases. It is accurate as of October 31, 2013.

Part VI: LAP Assurances

School Name: The Sheepsheadbay School

School DBN: 22K052

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rafael Alvarez, I.A.	Principal		10/31/13
Joy Mendelsohn	Assistant Principal		10/31/13
Barbara Warner	Parent Coordinator		10/31/13
Kathleen Beissel	ESL Teacher		10/31/13
Alison Maylaes	Parent		10/31/13
Charles Ungar/5 th ICT	Teacher/Subject Area		10/31/13
Darina Martinovic	Teacher/Subject Area		10/31/13
	Coach		
	Coach		
Jessica Rosse	Guidance Counselor		10/31/13
	Network Leader		
Ellen Quigley	Other <u>Assistant Principal</u>		10/31/13
Odette Lozada	Other <u>Teacher/ESL</u>		10/31/13
Erica Cuttita	Other <u>IEP Teacher</u>		10/31/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **052** School Name: **The Sheepshead Bay School**

Cluster: **6** Network: **605**

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.

We conduct our assessment of written translation and oral interpretation needs through our annual needs assessment survey, informal interviews of parents and staff, Parents' Preferred Language Survey, and data from the Home Language Survey that is filled out by every parent when they register a student in the New York City Department of Education. This document states any languages spoken in the student's home and provides an accurate census of the languages spoken by both the parents and students. The Home Language Survey also shows whether or not a child and his/her family speaks English to a proficiency level high enough to understand school communications without translations. These documents provide us with the necessary information needed to communicate with the parents in the parent's preferred language for both oral and written communication. This information is collected and entered into ATS by the Pupil Accounting Secretary. A report is run in ATS (RAPL) which shows the language of preference for oral and written communication. Teachers are given a list of the preferred language of the parents of the students in their class.

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.

The major findings of our school's written translation and oral interpretation needs were that parents, teachers, and school personnel indicated that there was a need for bilingual interpreters and translators and written translations of all important school communication to assist in communicating with non-English speaking parents. Below is a breakdown of the data collected from RAPL. The data suggests that more parents are comfortable to have information that is presented orally in their native language. One reason for this, is because some of our parents are not literate in their native language. We inform the teachers of this information by giving them a class list. Next to each student a language is written which indicates what language the parents prefer to have verbal and written communication with the school.

	Languages	Spoken communication preference	Written communication preference
1.	Arabic	39	28

2.	Russian	83	65
3.	Spanish	16	14
4.	Uzbek	2	
5.	Chinese	17	16
6.	Georgian	1	1
7.	Bengalil	1	1
8.	French	1	
9.	Ukranie	2	2
10.	Urdu	3	2
11.	Polish	1	1
12.	Turkish	2	2
13.	Turkmen	2	1

The majority of non-English proficient students and parents at PS 52 are Arabic and Russian speakers, but we also have a need for language translation and interpretation services for speakers of Spanish, Uzbek, Chinese, Georgian, Bengalil, French, Ukranie, Urdu, Polish, Turkish, Turkmen.

Parents have mentioned that they often are unable to bring their own interpreters to school meetings. These findings were reported to the staff and parent coordinator so that accommodations can be made to prepare for written translations and oral interpretations in a timely manner. Also, the findings are reported at the school's leadership team meetings.

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.

Since many official documents are already translated and available on the DOE website (pormotion-in-doubt, hold-over, report cards, etc)We primarily use translators from the Office of Translation and Interpretation to provide written translation of letters, documents, forms and information for non-English speaking families. As needed, we also use in-house bilingual teachers and bilingual paraprofessionals. Each year our parent coordinator conducts a survey with classroom teachers to determine the amount and which languages are needed for translation. Nearly all school communications - letters to parents, report cards, and announcements of school activities are translated. To insure a timely provision of translated documents to parents in need of language assistance services we will have on hand translated materials in the following areas:

- Home Language Survey and Program Selection Forms;
- ELLs Parent Brochure;
- Parents' Preferred Language Form;
- Parent Notification Letters regarding ELLs, Former ELLs, and Non-entitled LEP students (entitlement letters, continued entitlement letters, non-entitlement letters, placement letters, non-entitlement/transitional letters, and Title III letters);
- The New York City Department of Education Citywide Standards of Discipline and Intervention Measures;
- Guide to NYC Public Schools-A Grade-Specific Handbook for Supporting Your Child's Education;
- The New York City Department of Education Respect for All brochures;
- School-Parent Compact;
- School-Parental Involvement letter;
- PS 52 Welcome to school letter;
- PS 52 Homework Policy letter;
- PS 52 Discipline Policy letter;
- PS 52 School Store letter;
- Parent-Teacher Conference notice
- Chancellor's Welcome letter
- standards and performance;
- placement letters for any special education, English Language Learner or non-standard academic program
- transfers and discharges.
- academic updates, report cards, and progress reports
- fundraisers, school events (ie: Red Ribbon Week, Respect for All, Breast Cancer Awareness Day)

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request a translation or interpretation of such document will be made available and we will seek other resources: such as obtaining Translation services from the DOE Translation and Interpretation (T&I) Unit or contracting with approved DOE vendors with allocated translation/interpretation funds.

Our in-house translators will help meet the following translation needs:

- Translate written communications to the family from the teacher to provide information on school activities, meetings and events
- Translate written statements of school policy, requirements and expectations
- Translate information regarding city and state exams and formal assessment procedures

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

We plan to provide oral interpretation services in Arabic, Russian, Spanish, Ukrainian and Georgian. We have available several bilingual teachers, paraprofessionals and parent volunteers who will help to meet the identified interpretation needs when communicating with non-English speaking parents such as:

- a. Making telephone calls to parents to obtain or provide specific information
- b. Interpret at informal meetings between the family and the teacher
- c. Interpret at formal meetings between the family and the teacher or administrator
- d. Interpret at formal meetings between the family and the teacher to explain specific procedures or student difficulties
- e. Interpret at formal meetings with members of the SBST to explain results and recommendations to the family
- f. Interpret at orientation meetings for parents of newly-arrived English Language Learners

If we are unable to provide our own in-house oral interpretation services, we will obtain over-the-phone interpretation services provided by the DOE to assist in communicating with a non-English speaking parent

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>.

Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A school sign is posted (in all available languages) near the primary entrance to the school indicating the room where a copy of the notice for parents regarding language assistance services can be obtained. We have posted from the Translation and Interpretation Unit a written translation of the signage and forms required under Section VII of the Chancellor's Regulations A-663 in the primary language of the parent. The language identification guide is available in the office for parents to reference what language they require translation services for. The staff in the office, administration, and the school safety officer all have the phone number for the Translation and Interpretation Unit.