

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: PS 052 QUEENS

DBN (i.e. 01M001): 29Q052

Principal: LINDA POUGH

Principal Email: LPOUGH@SCHOOLS.NYC.GOV

Superintendent: LENON MURRAY

Network Leader: CHARLES AMUNDSEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Linda Pough	*Principal or Designee	
Deborah Clark	*UFT Chapter Leader or Designee	
Inez Hawkins	*PA/PTA President or Designated Co-President	
Edith Frye	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	
Joann Helenese-Barnett	Member/ Teacher	
Veronica Best	Member/ Teacher	
Sparkleann Spencer-Edwards	Member/ Teacher	
Gail Jordan-Gold	Member/ Teacher	
Tomeeka Hamilton-Thompson	Member/ Parent	
Veronica White	Member/ Parent	
Julia Strachan	Member/ Parent	
Susan Plummer	Member/ Parent	
Shavonne Michael	Member/ Parent	
Rachael M Gibbs	Member/ Parent	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

Annual Goal #1

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

By June 2015, 70% of students in grades K- 2 will demonstrate an increase toward achieving state and Common Core ELA standards as demonstrated by moving up three Fountas & Pinnell (F&P) reading levels from the September 2014 baseline to the end of year assessment.

Comprehensive Needs Assessment

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

Student performance trends can be easily identified from the results of the Fountas & Pinnell assessments. Fountas & Pinnell results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. The Fall 2014 baseline F & P levels indicate that most of our Kindergarten students are non-readers and more than 70% of students in grades 1 and 2 are below grade level.

Instructional Strategies/Activities

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

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

- 1. Monitor student proficiency, track student progress, and target instruction.**
- 2. Teachers identify student needs by using the data from the Fountas & Pinnell results and then differentiate instruction through flexible small groups and remedial strategies.**
- 3. Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.**
- 4. Professional development will be provided to improve instruction for the early childhood grades.**

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

- 1. Teachers of grades K – 2.**
- 2. Classroom teachers during literacy block**
- 3. Teachers attend grade level team meetings**
- 4. Early childhood teachers will be provided professional development on strategies to support students learning**

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

- 1. Teachers will utilize their class assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.**
- 2. Teachers group students based upon the Fountas and Pinnell results and provide instruction based upon need. Student performance trends can be easily identified from the results of the Fountas & Pinnell assessments.**
- 3. Principal will schedule meetings for teachers to regularly meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of activities. Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice. Teachers will evaluate the effectiveness of their formative assessment during team meetings.**
- 4. Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, network coaching staff and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2014-2015 school year.**

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

- 1. Teachers will assess students' F&P levels in September 2014, December 2014, March 2015 and May 2015.**
- 2. September 2014 – June 2015: Ongoing scaffolding and support of students in flexible groups**
- 3. September 2014 – June 2015: Teacher Team Meetings to discuss and explore actions**
- 4. September 2014 – June 2015: timeline/professional development sessions related to reading instruction**

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

1. Assessments will be conducted during literacy block.
2. Teachers will work with individual groups focusing on skill deficits.
3. Team meetings will be held on Tuesday afternoons.
4. Professional development will be held on Monday afternoons.

Strategies to Increase Parental Involvement

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

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement.

- Create a parent resource center.
- Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.
- Curriculum Workshops and Fairs in Math, Science, ELA, Social Studies and Technology.
- Provide families with rubrics and list of required mastery skills for various subjects
- Special Performances and Presentations by Students and Teachers.

Some of these events will take place during our monthly P.T.A. meetings

Budget and Resource Alignment

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

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

Goal and Action Plan #2

Annual Goal #2

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

By June 2015, students in grades 3-5, will demonstrate a 3% combined increase in the number of students achieving Level 3 and 4 as determined by New York State English Language Arts Assessment.

Comprehensive Needs Assessment

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

Student performance trends can be easily identified from the results of the 2014 New York State English Language Arts Assessment. These results will allow us to monitor student proficiency, track student progress, target instruction and predict performance. The item skills analysis of New York State ELA results will assist in identifying areas of strengths and weaknesses which will allow us to improve instruction. Teachers will identify student needs by using the data from the New York State English Language Arts results and then differentiate instruction by content strand. On the 2014 NYS ELA assessment, only 21.4% of students scored proficiency levels 3 or 4. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation, we will monitor student progress more specifically in grades 3, 4 and 5 and we have provided additional ELA professional development to support teachers in grades 2 ,3 ,4 and 5. Additionally, the data shows that our level 3 students are not showing growth to become a level 4. We will continue these supports and analyses throughout the 2014-2015 school year

Instructional Strategies/Activities

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

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

- 1. Monitor student proficiency, track student progress, and target instruction.**
- 2. Grade level teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction.**
- 3. Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2014-2015.**

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

- 1. Teachers of grades 3-5.**
- 2. Classroom teachers during literacy block.**
- 3. Under a model of classroom-embedded professional development, personnel (teachers, lead teachers, administrators and consultants) will work with teachers in classrooms to demonstrate and coach teachers in the use of rigor and deeper understanding of ELA concepts utilizing the Balanced Literacy Model.**

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

- 1. Teachers will utilize multiple data sources (conference notes, MOSL Performance Series, Achieve3000, grade-level assessments, Running Record Levels, notebooks and performance tasks) to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.**
- 2. Principal will schedule meetings for teachers to regularly meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of activities. Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.**
- 3. Teachers will use flexible grouping to ensure that all populations are receiving targeted instruction based upon need. Student performance trends can be identified from multiple data sources conference notes, MOSL Performance Series, Achieve3000, grade-level assessments, Running Record Levels, notebooks and performance tasks) Principal will schedule meetings for vertical alignment to discuss curriculum. Teachers will utilize their class assessment data to plan instruction as well as inform their students of their progress and guide them in setting individual goals with timelines for improvement.**

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

1. **September 2014 – June 2015: Ongoing scaffolding and support of teachers in implementation of effective ELA instruction**
2. **September 2014 – June 2015: Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor’s Instructional Expectations for the 2014-2015 school-year.**
3. **September 2014 – June 2015 CCLS will be implemented in all subject areas.**

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

1. **Implement Common Core Learning Standards, Unit of Study and performance tasks.**
2. **Team meetings will be held on Tuesday afternoons.**
3. **Assessments will be conducted during the literacy block.**

Strategies to Increase Parental Involvement

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

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement.

- **Create a parent resource center.**
- **Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.**
- **Curriculum Workshops and Fairs in Math, Science, ELA, Social Studies and Technology.**
- **Provide families with rubrics and list of required mastery skills for various subjects**
- **Special Performances and Presentations by Students and Teachers.**

Some of these events will take place during our monthly P.T.A. meetings

Budget and Resource Alignment

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

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

We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan.

Goal and Action Plan #3

Annual Goal #3

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

By June 2015, students in grades 3-5 will demonstrate a 3% combined increase in the number of students in Grades 3, 4 and 5 achieving Level 3 and 4, on the New York State Math Assessment.

Comprehensive Needs Assessment

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

Student performance trends can be easily identified from the results of the New York State Math Assessment. These results will allow us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State Math results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers will identify student needs by using the data from the math results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation we will be monitoring student progress more specifically in early childhood grades and we will provide additional math professional development to support teachers. The performance trends show that our students in grades 3 and 4 had an average scale score that was a high level two, and the students in the fifth grade had an average scale score of a mid-level three student. During the 2014-2015 school year, we will identify the students who have scored in the high two/low three category. They will be progress monitored more carefully and teachers will ensure they receive the small group instruction that is necessary to push them from a level 2 student to a level 3 student. Additionally, we will identify, monitor, and coach students who may have the potential to move from a level 3 to a level 4.

Instructional Strategies/Activities

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

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

- 1. Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced math instruction for all students.**
- 2. Monitor student proficiency, track progress and target instruction.**
- 3. Professional development will be provided to improve instruction for the early childhood grades.**

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

- 1. Under a model of classroom-embedded professional development, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2014-2015 school year.**
- 2. Classroom teachers during grade conferences and horizontal meetings across grade levels.**
- 3. Professional development will be conducted by team leaders, network staff and administrative staff.**

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

- 1. Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in student learning.**
- 2. Teachers will utilize their classroom assessment data to plan instruction and inform students and parents of progress.**
- 3. Principal and Assistant Principal will conduct observations and schedule meetings with teachers to evaluate the effectiveness of the professional development.**

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

- 1. From September 2014 – June – 2015 - Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.**
- 2. From September 2014 – June 2015 – Periodic Assessments, monthly assessments and problem of the day notebooks will be monitored.**
- 3. From September 2014 – June 2015 - Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps as an instructional guide throughout the school year.**

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

1. Teachers will evaluate the effectiveness of the strategies/activities through teacher team meetings and grade meetings.
2. Fall: Teachers monitor student achievement and make modifications to unit plans as needed.
3. Fall – Winter – Exploration, choice, development of Unit of Study for Mathematics

Strategies to Increase Parental Involvement

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

- **Public School 52 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.
- Curriculum Workshops and Fairs
 - Math
 - Science
 - ELA
 - Social Studies
 - Technology
- Following conferences offer workshop on improving grades and study skills.

Budget and Resource Alignment

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

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

We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan.

Goal and Action Plan #4

Annual Goal #4

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

By June 2015, students in grades K-2 will demonstrate a 75% progress in Common Core Standards measured by Pearson Assessments.

Comprehensive Needs Assessment

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

Student performance trends can be easily identified from the results of the Pearson Unit Exams and Mind Research. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. Pearson Unit Exams results assist in identifying areas of strengths and weaknesses which allows us to improve instruction in early childhood. Teachers identify student needs by using the data from Pearson and Mind Research then differentiate instruction by content strand. Our early childhood students have consistently showed weakness' in number sense and operations. To rectify that situation we have been monitoring student progress with the assistance of a research based mathematics tool created by Mind Research Institute. It is a visually based teaching and learning mathematics program. We have provided additional math professional development to support teachers. Additionally, we will identify, monitor, and coach students who may achieve and exceed mastery in mathematics standards.

Instructional Strategies/Activities

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

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

1. **Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced math instruction for all students.**
2. **Monitor student proficiency, track student progress and target instruction.**

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

1. **Classroom teachers during mathematics teacher team meetings and grade conferences**
2. **Under a model of classroom-embedded professional development, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations of the NYC DOE initiated for the 2014-2015 school year.**

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

1. **Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in student learning.**
2. **Teachers will utilize their class assessment data to plan instruction and inform students and parents of progress. Principal and Assistant Principal will schedule meetings with teachers to evaluate program effectiveness.**

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

1. **From September 2014 – June 2015 - Teacher teams analyze data and revise curriculum maps to include the Common Core Standards and lesson plans will be revised accordingly to improve student achievement.**
2. **From September 2014 – June 2015 - Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the curriculum maps as an instructional guide throughout the school year.**

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

1. **Teachers will evaluate the effectiveness of the strategies/activities through teacher team meetings and grade meetings on Monday and Tuesday afternoons.**
2. **Supervisors will meet with teachers following observations and provide written feedback.**

Strategies to Increase Parental Involvement

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

- **Public School 52 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**

Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- **Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.**
- **Curriculum Workshops and Fairs**
 - Math**
 - Science**
 - Technology**
- **Following conferences offer workshop on improving grades and study skills.**
- **Provide families with rubrics and list of required mastery skills for each subject taught for each grade**
- **Jiji with Your Child (Mind Research) – Parents will be invited to participate during Jiji period to experience and learn about the program.**

Budget and Resource Alignment

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

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

We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan.

Goal and Action Plan #5

Annual Goal #5

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

By June 2015, 100% of the teachers in Grades K-5 will be participants in professional learning teams. The two instructional foci are "Student to Student Discussions and Using Assessing and Advancing Questions".

Comprehensive Needs Assessment

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

In Math	In ELA, Social Studies, and Science
Require fluency, application, and conceptual understanding	Require students to reading writing, and discussion in evidence from text.

Comprehensive needs assessment

Student performance trends can be easily identified from the results of the Performance Tasks. These results will allow us to monitor student proficiency, track student progress, target instruction and to predict performance. Periodic Performance Task results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using the data from the all subject areas and then differentiate instruction. The performance trends will show assessment outcomes in Grades 1-5. During the 2014-2015 school year, the Periodic Performance Task will identify the students who have scored Level one and Level two. These students will receive additional remediation through Academic Intervention Services (AIS) and small group instruction. Students who scored Level 3 and Level 4 will be monitored as well, and teachers will continue to receive small group instruction. In Addition, students at Level 4 will be monitored, coached, and supported with enrichment activities. As a result, all students will:

- Receive rigorous and customize instruction
- Respond to Common Core-aligned units of study across content areas
- Participate in intellectual and challenging activities that develop critical thinking skills
- Engage in high quality discussions exemplified by responding to and extending each other thinking
- Craft questions to help each other deepen and elaborate upon their thinking
- Utilize textual evidence in discussions to support their accountable talk

Instructional Strategies/Activities

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

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

1. Monitor student proficiency, track student progress, and target instruction. Teachers identify student needs by using the data from the Fountas & Pinnell results and then differentiate instruction through flexible small groups and remedial strategies.
2. Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy for all students
3. Professional development will be provided to improve instruction for the early childhood grades.
4. Various assessments will be used to identify student subgroups and guide planning for differentiation of instruction. Hands-on activities (games, projects, etc.) will be used to meet the needs of these subgroups. Teachers will employ the use of Smart Technology.

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

1. Teachers of grades K – 5.
2. Teachers attend grade level team meetings.
3. Teachers will be provided professional development on strategies to support students learning under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core instructional team members, consultants, and school administrators will work with teachers in

classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2014-2015 school year.

4. Classroom teachers during literacy block.

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

1. Conduct "Looking at Student Work Sessions" with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.
2. Unit plans will be uploaded to an online site utilized by staff members of Public School 52.
3. Teacher observations done by administrators will demonstrate evidence that teachers are utilizing the information from professional development in their classrooms.
4. Periodic assessments, monthly assessments, and problem of the day notebooks will be monitored.

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

1. From September 2014 – June 2015 - Implementation will be ongoing.
2. From September 2014 – June 2015 - Teacher Teams will discuss and explore actions/ timeline/ professional development needs related to the Chancellor's Instructional Expectations.
3. From September 2014 – June 2015– Exploration, choice, development of Unit of Study for Mathematics
4. From September 2014 – June 2015 Assessment results will be used to group students.

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

1. F & P will be implemented four times per year.
2. Team meetings occur on Monday and Tuesday afternoons.
3. Professional development is provided on Monday afternoons.
4. Classroom teachers will use the results of assessment to address student needs through RTI in the classroom.

Strategies to Increase Parental Involvement

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

- **Public School 52 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
Parent workshops and information sessions, newsletters to parents, invitations to special academic events. Listed below are strategies to increase parental involvement:

- Create a parent resource center. Provide materials on issues of concern to parents, such as curriculum, child development, safety and special education.
- Curriculum Workshops and Fairs

Parents and students get involved in school academics by participating in a school book club that promotes fun and a love of reading.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Small Group Instruction • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • Partner Reading • Achieve 3000 (Grades 3-5) • Great Leaps (K-5) • Young Scholars After-School Program (Wednesdays and Thursdays/2:50 pm-4:50 pm) January 4, 2015 – April 30, 2015 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-One Instruction • Peer Tutoring • Computer Program (Achieve 3000/differentiated instruction) 	<ul style="list-style-type: none"> • Daily/ during the school day • Two hours after-school
Mathematics	<ul style="list-style-type: none"> • Small Group Instruction • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • Math Games (Small group instruction with the classroom teacher/Envision Math) • Jiji (Grades K-5) • Great Leaps (K-5) • Young Scholars After-School Program (Wednesdays/Thursdays-2:50 p.m. - 4:50 p.m.) January 4, 2015-April 30, 2015 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-One Instruction • Peer Tutoring • Computer Program (Jiji/differentiated instruction) 	<ul style="list-style-type: none"> • Daily/ during the school day • Two hours after-school
Science	<ul style="list-style-type: none"> • Small Group Instruction • Peer-Assisted Learning (Pairing a stronger student with a weaker student) • One-to-One Instruction with science teacher. • Science After- school Program (TBA) 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-One Instruction • Peer Tutoring 	<ul style="list-style-type: none"> • Daily/ during the school day • Two hours after-school
Social Studies	<ul style="list-style-type: none"> • Small Group Instruction • Peer-Assisted Learning (Pairing a stronger student with a weaker 	<ul style="list-style-type: none"> • Small Group Instruction • One-to-One Instruction • Peer Tutoring 	<ul style="list-style-type: none"> • Daily/ during the school day

- student)
- One-to-One Instruction with classroom teacher

- Guidance Counselor**
- At Risk Counseling (individually and/or group for 6 weeks)
 - Peer Mediation (one day per week)
 - Peer Counseling (two days per week)
 - Parent Workshops (during the school day (Tuesdays) and/or in the evening during monthly PTA meetings)

The School Psychologist provides consultative and support services to school staff and parents to assist them in managing at-risk students.

Services will be provided as needed.

- Targeted students will receive the following services as needed:
- ERSSA Counseling (individually and small group for 6 weeks)

- One-to One Counseling
- Small Group

- As needed

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

○ Families and School staff work-out together to increase fitness in our school.

Special Performances and Presentations by Students and Teachers.

✓ These events will take place during our monthly P.A. meetings

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

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

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

Title I Status

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

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Mentoring services will be offered to new teachers as well as senior staff members. Our lead teachers conduct professional development workshops and push into classrooms as needed. Coaching will be offered to all teachers periodically throughout the school year. Consultant services are contracted throughout the school year from various vendors to assist with technology initiatives and instructional improvement. Additionally, support is provided by CEI – Network -531, the principal, data specialist, lead teachers, teacher effectiveness team and instructional team.

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).
Mentoring services will be offered to new teachers as well as senior staff members. Our lead teachers conduct professional development workshops and push into classrooms as needed. Coaching will be offered to all teachers periodically throughout the school year. Consultant services are contracted throughout the school year from various vendors to assist with technology initiatives and instructional improvement. Additionally, support is provided by CEI – Network -531, the principal, data specialist, lead teachers, teacher effectiveness team and instructional team.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We are a conceptually consolidated Title I School. The Principal, Assistant Principal, Consultants, Lead Teachers, Core Instructional Team Members, Data Specialist, Classroom Teachers and Teacher Leaders will facilitate and participate in sessions throughout the school year to support the initiatives in this plan

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We will assist preschool children to transition to early childhood programs by ensuring the curriculum and collaboration is transparent. Vertical and horizontal staff meetings pertaining to curriculum and instruction will continue. Staff members and parents will continue to participate in parent involvement activities and professional development workshops.

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.
The administration meets with a committee of teachers (MOSL) to discuss assessment options. The school provides professional development regarding how to use results and data to improve instruction. Teachers meet during teacher team meetings m to discuss student work, plan for assessment and use the results to address students' needs in the classroom.

TA Schools Only

Use of Program Resources

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

Our school, P.S. 52Q, 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; Parent Workshops and Parent Meetings.

DBN: 29Q052

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 (SCEP) 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	\$223,170.75	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$40,788.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,447,713.00	X	See action plan

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.

**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 29	Borough Queens	School Number 052
School Name PS 52		

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 Linda Pough	Assistant Principal Deborah Roney
Coach	Coach
ESL Teacher Jill Cagan	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Donna Santana
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	508	Total number of ELLs	20	ELLs as share of total student population (%)	3.88%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									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
Dual Language										0
ESL	17	1	2	3		3				20

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	17	1	2	3	0	3	0	0	0	20
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		2	1	1	1	1								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	2		1	1	2								7
French			1	1	1	1								4
Korean														0
Punjabi					1	1								2
Polish														0
Albanian														0
Other	1													1
TOTAL	2	4	2	3	4	5	0	20						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1		1	1	1								6
Intermediate(I)		2	2		2	1								7
Advanced (A)		1		2	1	3								7
Total	2	4	2	3	4	5	0	0	0	0	0	0	0	20

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	1	2	1		4
4	3				3
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2	1		1	5
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
 To assess the early literacy skills of our ELLs, we are currently using Fountas and Pinnell. As a student reads from a benchmark book, the teacher is able to make notations on self-correction, meaning and structure. This information allows teachers to place the student at the developmentally appropriate instructional level and identify a student's independent reading level. The data from the running

records shows that our ELLs in grade one are currently reading at the beginning first grade level. Students in grade two and up are presently reading below grade level with the exception of one fourth grader who is on grade level. Most of these students are actually reading about 3 or more levels below where they should be. This means that the ESL teacher will be working closely with the classroom teacher to address the deficiencies in reading skills. Most of our students are very good at decoding text but struggle with comprehension. Guided reading and shared reading will be used in the ESL class in order to build vocabulary and increase comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades show that our students are generally weaker in reading and have shown great improvement in writing when compared to previous years. Of the 21 students who took the NYSESLAT in 2013, only 3 scored proficient in reading, but 11 students scored proficient in writing. Our students are currently as follows: a K- 2 beginners, 1st - 1 beginner, 2 intermediate, 1 advanced, 2nd- 2 intermediate, 3rd- 1 beginner, 2 advanced, 4th, 1 beginner, 2 intermediate, 1 advanced, 5th- 1 beginner, 1 intermediate, 3 advanced. Although our general ed students are making steady progress on the NYSESLAT and showing growth in language acquisition, our Special Ed ELL's seem to be staying at the same level from year to year with the exception of one special ed student who achieved proficiency on the NYSESLAT. Our focus on writing instruction seems to be helping our students and we will continue these efforts going forward. We will also provide intensive reading instruction with a focus on increasing comprehension so that we can move students ahead towards becoming stronger readers. We will also continue to work on improving listening and speaking skills for all levels of students.
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](#))

Paste response to question here:

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our ELL's are performing below the standards on the more rigorous New York state exams which represents a change from previous years. Our students who were beginners last year took the Math exam in their native language and still only performed at Level 1. They did score very well on the 4th grade Science exam, with one student scoring a 3 and the other a 4. Of all the ELL students who took the NYS Math, only 2 students scored a level 2 and the rest were only at level 1. On the ELA, one students achieved a level 3, two students achieved a level 2 and the rest were at level 1. While this represents a drop in our usual scores, it is in line with how most students across the state fared. We will continue to provide after school tutoring, AIS and extended day services so that all of our ELLs can continue to meet or exceed the standards in these areas.

We will continue to carefully examine the results from the Periodic Assessments in order to drive instruction and plan lessons that will best meet the needs of our ELLs. The results on the ELL Periodic Assessments are generally in line with the results on the NYSESLAT, with our students scoring higher on the Listening and somewhat lower on the Reading and Writing sections. We will focus on areas that need improvement and continue to provide rigorous learning and performance tasks in order to support higher achievement. All assessment data will be shared with the classroom teachers so that they can differentiate instruction for the ELLs in their classroom.

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](#).)
Ours school uses data to guide instruction for ELLs within the RtI framework by providing instruction based on the changing needs of our students. Students who are at-risk for academic difficulties are provided extra support to promote language and literacy development. Students are identified based on their results on the ELA, NYSESLAT and various periodic assessments are given core literacy instruction that builds on and expands their existing oral language in order to support literacy learning and context knowledge.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers are involved in the students second language development, not just the ESL teacher. The classroom teacher and the ESL teacher work closely together to plan instruction that best meets the individual needs of each student. We consider the child's age, grade, level of schooling in their native country and their level of English proficiency in instructional decisions. Each child is unique and acquires language at their own pace and we try to meet their needs when making decisions regarding program placement, providing extra support and planning individualized instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

Evaluating the success of our ELL program is multi-faceted. Although most of our ELLs are able to keep up with their monolingual peers and are functioning quite well in their classrooms, we will be closely monitoring our newcomers. We will provide as much support as possible so that these students can acquire content area knowledge and learn English at the same time. Success for these students will be measured by how they are performing in the classroom on a daily basis and not just on test results. We will look at student portfolios and notebooks, feedback from classroom and content area teachers, individual student conferences, and formal and informal assessments. The results on the NYSESLAT clearly show that our students are making consistent gains towards achieving language proficiency. Although reading and writing continue to be areas of weakness, we will address the needs of all our students so that they can reach proficiency level as quickly as possible. Our ESL teacher will continue to support the efforts of the mainstream teacher. All teachers will scaffold academic language to support student's participation in the content areas. We will also continue to differentiate instruction in order to align with student's prior knowledge, learning and language needs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration, each parent is required to fill out a Home Language Identification Survey (HLIS) which indicates the language(s) spoken in the home. The ESL teacher interviews the parent to determine the parent's preferred language and administers the HLIS using bilingual staff members to translate when needed. If there are no staff members who speak the parent's native language, the translation unit is contacted. An informal interview is conducted with both the parent and the student in order to determine the student's dominant language. The formal initial assessment to determine language dominance is done by reviewing the answers on the HLIS (using the 1/2 formula) and taking into consideration the result of the interview. If the ESL teacher is not available, the assessment will be conducted by our fifth grade teacher who has an ESL certification or our bilingual staff members who have been trained in administering the HLIS.
Once the HLIS is completed, a copy is made by the secretary and placed in the ESL teacher's mailbox for further review. The ESL teacher looks at each form and the results of the interview to determine language dominance. Once a child has been identified as speaking another language, the proper OTELE code is recorded on the HLIS and is entered into ATS by the pupil accounting secretary. Within 10 days of admission, the student is then given the LAB-R and if needed, the Spanish LAB. Based on the results of the LAB-R, we then determine if the student is an English Language Learner. At the end of the year the NYSESLAT is given in order to determine program placement for the following year. These results are communicated to the parents once they are available.
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.
Letters are sent home to the parents of all ELLs informing them of their child's test results and inviting them to attend a parent orientation session. These letters are sent home in English and the native language. Letters are also sent home with our continuing ELLs informing their parents that they will still be receiving ESL services, as well as our ELLs who have tested out. The initial orientation session is scheduled within the first ten days of school and additional sessions are held throughout the year, as necessary. Parents who are unable to attend the meeting are offered additional dates to attend and individual meetings are held, if needed. All meetings are held within 10 days of the student's admission.

The orientation is led by the ESL teacher, assisted by the parent coordinator. Our Spanish speaking guidance counselor and Haitian staff members are present to translate, when necessary. A sign-in sheet is used to confirm attendance and parents are given an agenda which summarizes the topics to be covered. After viewing the orientation video in both English and the native language, the parents are given an opportunity to ask questions and discuss any pertinent issues. The purpose of the video is to explain all program options for ELLs. If the video does not explain the choices in the native language, the Translation Unit will be called so that the parent fully understands their options. Once the three programs have been explained, the parents are asked to fill out the Parent Survey and Program Selection form. At this time, it is explained to the parent that due to the small ELL population in our school, we only offer a freestanding ESL program. If parents have indicated that they would like either a Transitional Bilingual program or Dual Language program, they are given the option to transfer to a school that has the requested program. They are also informed that should circumstances change, a bilingual class would be created if we have a minimum of 15 students speaking the same language in two contiguous grades whose parents request bilingual placement.

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

Parent Survey forms are collected at the end of the orientation meeting and are kept on file. The original is put in a folder and kept in the office and a copy is placed in the child's cumulative record folder. Parents who do not attend the orientation sessions are contacted by the ESL teacher and another survey form is sent home in English and the native language. The ESL teacher keeps a log recording the dates the forms are sent home and when they are returned. Parents are given the opportunity to return the forms and meet with the ESL teacher before school, at dismissal, during the day, at Parent-Teacher conferences and during individually scheduled meetings. Every effort is made to ensure that a survey form is returned for each child. Although the default program for ELLs is Transitional Bilingual Education as per CR Part 154, we do not have any bilingual programs at PS 52. If the parent does not return the form, they are informed that their child will be placed in our ESL program by default. If they would like their child to be in a bilingual program, they must fill out the survey form indicating their choice. Parents are informed that the student's placement in a program is for the whole school year.

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.

Students are placed in programs according to parent choice. Once a child is identified and tested, we contact the parent to come in for an orientation. After explaining the program choices and watching the orientation video, the parent chooses the program they would like their child to participate in. Our non-English speaking parents usually bring a family member or friend to help translate for them, but if they don't we rely on our bilingual staff members to help when needed.

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

The ELL students at PS 52 take the NYSESLAT test every Spring during the testing period set by New York State. If students are absent on the day that a certain section is given, they are given every opportunity to make up that section when they return to school. If a student is absent for several days, we will contact the home and make sure that they return to school in time to complete the exam. We always ensure that our students take all four sections of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is still ESL. In the last two years, only one parent requested a TBE program. A bilingual program was not available in that child's native language so there was no option to transfer. Since all other parents indicated ESL as their first choice, our program is aligned with parent requests. Should the trend in population and parent requests change, we will re-evaluate our program to see if a bilingual class is needed in the future.

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])?

Once a student is identified as an ELL they are placed in groups according to grade level. There are currently two groups of students who are grouped heterogeneously. Group One contains all students in grades k-2 and Group Two contains all students in grades 3-5. Although we are trying to move towards a push-in model, the way our ELLs are spread across the grade levels makes it impossible at this time. Based on the small number of ELLs in our building we are using a pull-out model of instruction.

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)?

All students are receiving their mandated instructional time each week from the ESL teacher. Our beginning and intermediate level students receive 360 minutes of explicit ESL instruction and our advanced level students receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. The proficiency level of each ELL is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. Native language support is provided through the use of bilingual glossaries and dictionaries, bilingual flashcards, trade books in the native language, peer tutoring and placement in a class with a teacher or student who speaks the child's native language(if possible). Several of our bilingual staff members provide additional support and individual assistance to students who are newcomers.

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.

Our ESL program provides both literacy and content area instruction. Data from interim assessments, running records, performance tasks, baseline assessments, individual students conferences and monthly assessments in math and ELA are used to drive instruction. Literacy instruction is provided each day through the use of read alouds, shared reading, guided reading, shared writing and individual writing. Grade level content instruction in Social Studies, Science and Math is also provided in the ESL classroom. The ESL teacher uses math manipulatives, posters, maps, pictures, graphic organizers, trade books, big books, realia, picture dictionaries and multi media support in order to make the content more comprehensible.

Academic rigor and consistency are the keys to our student's success. The ESL teacher works closely with the classroom teachers in order to align the ESL instruction with content area instruction in each grade. She attends teacher team meetings and protocol sessions in order to be aware of what's happening in the classroom. All curriculum maps are shared on GoogleDocs so that the ESL teacher can mirror what is being taught in the regular classroom and make the content more accessible for our ELLs. Scaffolding

strategies such as modeling, bridging, and contextualization are woven throughout each lesson. Instruction is designed to address the needs of learners at each proficiency level so that language and cognitive skills are developed through content topics and themes. All content area instruction is aligned with the Common Core Standards in ELA and Math and the New York State Standards in Science and Social Studies. The ESL teacher and content area teachers use formal and informal assessments to determine movement toward content standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students in all grades are evaluated throughout the year in all four modalities of English acquisition in several different ways. All of our ELLs are evaluated through performance tasks, baseline assessments, running records, individual student conferences and their class participation. Grades 3-5 are also administered the New York City Periodic Assessment for ELL's throughout the year
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We currently have only one SIFE student who is in third grade. This student will be receiving intensive instruction in English that focuses on acquiring basic language and literacy skills. Since this student is illiterate in his native language and still cannot identify all the letters of the alphabet we will be using the Starfall website online to help him learn the letters. We hope to be able to provide him with one on one tutoring with the Reading Rescue program which focuses on phonics, decoding, comprehension and vocabulary. This will be in addition to his mandated ESL time.

Students who have been in the US for less than three years will receive instruction that focuses on all aspects of language acquisition. Students will be actively listening, speaking, reading and writing on a daily basis. Content area instruction will be integrated with linguistic instruction in order to maximize learning opportunities. The goal for these students is to move towards language proficiency. These students will also receive intervention programs such as AIS, extended day, peer tutoring and small group instruction. Since ELLs must take the ELA exam after only one year, those students will also attend our after school ELA tutoring sessions. They will also receive additional ELA prep in the ESL classroom.

Students who have been receiving ESL instruction for 4-6 years are receiving instruction that focuses on reading, writing and critical thinking skills. The ESL teacher will focus on addressing weaknesses in reading comprehension, fluency, writing mechanics and writing content. The goal for these students is to continue to improve their reading and writing skills. We have no long term ELLs.

Our former ELLs will continue to receive extra time on all assessments and will continue to receive extended day and AIS services. They will also be invited to attend our after school ELA and Math test prep sessions. The ESL teacher will continue to monitor their progress and will confer with the classroom teacher to identify any areas of concern.

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?
Our ELL-SWDs have access to word walls, picture dictionaries, flash cards, a photo library, the internet and other tools that are available to provide extra support when needed. The ESL teacher has a copy of their IEPs so that their assignments can be modified when necessary to best meet their academic needs. The ESL teacher uses multiple scaffolding strategies with these students in order to reinforce what they have learned.
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 provides every opportunity to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. 2 of our ELL-SWDs are in a CTT class and 3 are currently in a self-contained class. These students receive their ESL services in a group with regular ed children and are taught according to their individual needs. Curriculum is modified as needed, and individual assistance and peer tutoring is provided so that they can fully participate in the ESL class.

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

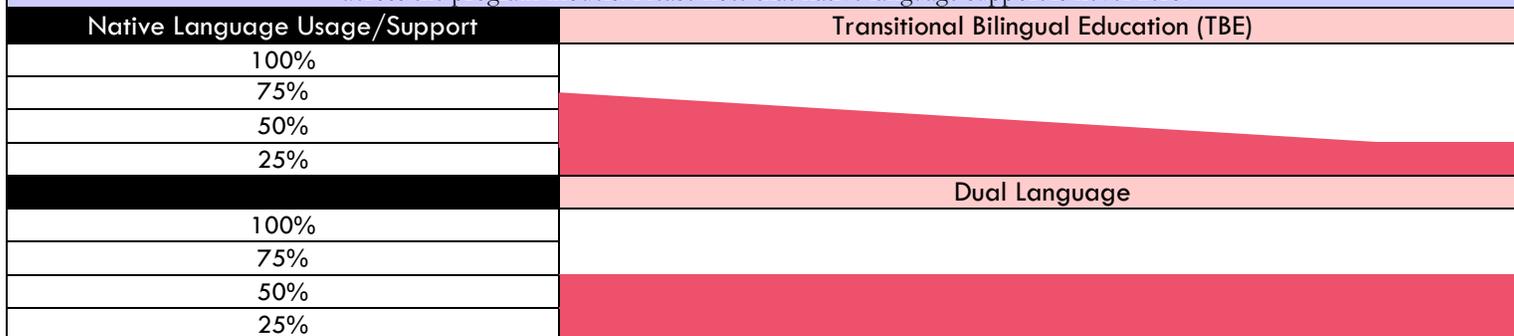
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.
- All ELLs in grades 1-5 participate in our extended day program for small group instruction in math and ELA. ELA instruction will focus on reading and writing skills such as comparing and contrasting, fact and opinion, main idea and supporting details, conclusions and inferences, sequencing and using vocabulary in context. Math instruction will focus on areas of students weakness, such as number sense and operations, measurement, geometry, algebra, and statistics and probability. Instruction in the extended day is geared toward the student's individual needs. Time is set aside to work one on one and conference with each student so that the teacher can really provide the academic support that each child requires. All ELL students also benefit from our daily AIS period which provides additional support in math and ELA. All of our ELL students are also invited to participate in our after school test prep sessions for Math and ELA that begin in January.
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 meeting the needs of our ELLs in both content and language development on many levels. Our students continue to make steady progress on the NYSESLAT exam and this year we had many students scoring at the advanced level. We are trying to mirror what is happening in the regular classroom in the ESL class so that our students can continue to gain both language and content area knowledge so that they can keep up with their peers. We will continue to provide academic rigor for our ELLs so that they can meet the challenges of the Common Core.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year we will be focusing on aligning our ESL curriculum to match the Common Core standards in literacy. We are working very closely with the classroom teachers so that we can give our students the extra help that they need to meet the challenges of the increased rigor that the new standards require.
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELLs in our building are afforded equal access to all school programs. They participate in all class trips, assemblies, special events after school programs and extra curricular activities. They all receive AIS instruction and participate in our extended day program. They are also invited to participate in our after school Young Scholars program that provides test prep for the New York State Math and ELA exams.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ELLs are immersed in technology in both their regular classroom and the ESL classrooms. Through the use of Smart Boards, Study Island, Brain Pop and computer based research activities our students receive the extra support they need to meet the standards. Our students in grades 3-5 also use Achieve 3000 in school and have access to it at home. Achieve 3000 is a web based, non-fiction reading program that differentiates reading instruction. Each student receives a daily e-mail assignment that is written on his/her own grade level. Teachers and students are provided with immediate feedback with regards to student progress. In addition to technology, we use leveled books, picture dictionaries, maps, charts, graphic organizers, Big Books, picture cards, manipulatives, realia, books on tape and computer software to assist our ELLs in learning language and content.
- Native language support is delivered through the use of bilingual dictionaries and glossaries, trade books in the native language, peer tutoring and extra help from our bilingual staff members. For the upcoming year, we will need to order more bilingual books so that we can provide additional support to those students that need it. Bilingual software programs in the content areas are also being considered.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support our ELLs based on age, grade and proficiency level. Students are grouped together to best meet their needs and differentiation is used so that each child can achieve the state-designated level of English proficiency for their grade. Resources are carefully chosen based on the needs of each individual, taking into account their age and grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Due to the small ELL population in our school, we currently have no activities to assist newly enrolled ELL students before the beginning of the school year. However, should our ELL population continue to increase, we will consider adding a summer language immersion program. Students who enroll throughout the school year are placed in a classroom with another child that speaks their language whenever possible. They are partnered with a buddy in the classroom to help them adjust to the routines and procedures.

18. What language electives are offered to ELLs?

Since we do not offer any language electives at PS 52, there are none for ELLs.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Staff development for all teachers of ELLs will be provided in order to target the needs of second language learners. Our ESL teacher will attend regional staff development workshops and workshops offered by the Office of English Language Learners and will then turnkey important information to our staff when necessary. We will also provide workshops during professional development on second language acquisition, instructional strategies and adaptations for ELLs and providing support for newcomers. All staff members will receive training about the LAP and will be informed of any changes or modifications during the school year.

In order to satisfy the minimum 7.5 hours of training as per Jose P., we will continue to provide ESL staff development opportunities to all our staff members. Many of our staff members have already completed their training. New staff members and those that are missing hours will be monitored and given every opportunity to fulfill the necessary requirements. The ESL teacher will make every effort to facilitate that training by meeting with the monolingual teachers during common prep periods and grade conferences whenever possible.

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?

Parents are involved in our school in many different ways. We have parent volunteers that assist in the office and in individual classrooms. Our Parents Association holds monthly meetings that address topics that are important to our school community. Our Parent Coordinator also schedules classes that will benefit parents in many ways. We have workshops on Nutrition, Lead Poisoning Prevention, CPR, ARIS, Literacy, and Energy Saving. We even have a book club that meets monthly. Our ELL parents are invited to the initial orientation with the ESL teacher in September and are encouraged to attend all meetings and workshops that are held in the building. Flyers for these meetings are translated into the native language when necessary.

This year we are continuing to partner with Cornell University to provide workshops in health & nutrition and energy saving. Our parent coordinator organizes trips for our parents to various places on interest like our upcoming trip to visit a hydroponic garden. She is also looking into planning a workshop that will provide resources for parents of children with special needs. Although our workshops and meeting are designed for all parents, we make every effort to include the parents of our ELLs and provide assistance and translation whenever possible.

In order to evaluate the needs of our parents, our Parent Coordinator sends out a questionnaire that asks parents for feedback on important issues and areas of concern. She also speaks directly with parents during student registration, morning drop-off and afternoon pick-up times. Workshops and classes are scheduled according to the needs of our parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q052

School Name: PS 52

Cluster: _____

Network: CFN531

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.

In order to assess our school's written translation and oral interpretation needs, we surveyed our teachers, consulted with the Pupil Accounting Secretary and did a thorough examination of our Home Language Information Surveys. We also spoke with several parents, our Parent Coordinator and our bilingual staff members in order to determine what types of services were necessary so that all of our parents can receive information in a language they can understand.

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.

Based on our research, we have determined that we will require both written translation and oral interpretation in the three main languages represented in our school. These languages are Spanish, Haitian Creole and French. Our ESL parents were informed of these findings during our parent orientation meeting and at individual meetings with the ESL teacher.

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.

We will need to translate PTA meeting notices, parent newsletters, open school week invitations, parent/teacher conference notes, half-day notices and written notices from teachers. All documents that need to be translated will be prepared well in advance so that we can ensure their timely delivery to the parents. We will translate our our documents in-house using our bilingual staff members, as well as parent volunteers when needed. This will allow our parents greater access to information about important events in our school.

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 will provide oral translation as needed for student admissions, ELL parent orientations, parent workshops, PTA meetings and parent-teacher conferences. These services will be provided by school staff and parent volunteers. If necessary, we will also contact the Translation and Interpretation Office. By providing these services, we hope to increase parent participation in our school.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide written notification of parent's rights regarding translation and interpretation services in the appropriate languages. We will include how to obtain these services in our school and what services are available. Signs will be posted near the entrance indicating the availability of interpretation services. Parents will also be directed to the DOE website to receive further information about their rights.