

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 52
JOHN C. THOMPSON SCHOOL

DBN (i.e. 01M001): 31R052

Principal: JANE MCCORD

Principal Email: JMCCORD@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: GREG BOWEN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jane McCord	*Principal or Designee	
Jessica Jacobs	*UFT Chapter Leader or Designee	
Maureen McTarsney Fran Fortunato	*PA/PTA President or Designated Co-President	
	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	
Amy Alio Kim Caban Michele Gustafson Jessica York-Perez	Member/ Parent	
Diane Consoli	Member/ Staff	
Annette DeCarlo	Member/ Staff	
Tara Forde	Member/ Staff	
Irene Nichols	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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	
X	School Leadership Team Signature Page
X	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)
X	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
N/A	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Rigorous Instruction- Throughout the 2014-2015 school year, teachers will embed rigorous habits and higher order skills across grade curriculum, resulting in vertical coherence in all subject areas that promote college and career readiness for all students. The implementation of this goal will result in a 3% gain in students scoring a Level 3 and 4 on the NYS ELA & Math Assessments to further our work and focus on closing the achievement gap.

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.

For our 2012-2013 Quality Review, one of the Areas for Improvement was noted as follows: What the school needs to improve is to ensure that the school scaffolds Common Core Learning Standards (CCLS) aligned curriculum within and across grade levels to promote rigorous habits and close achievement gaps.

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. Implement NYC suggested core curriculum: ReadyGen and Go Math
2. Curriculum Revision: continue to develop CCLS aligned curriculum maps that reflect the CCLS Instructional Shifts to ensure that scaffolds and Universal Design for Learning (UDL) components are embedded in the curriculum.
3. Teachers follow Inquiry Process of looking at student work/data to incorporate UDL components to the existing Curriculum maps to meet the needs of their students.
4. Increasing Professional Development to deepen understanding of the Danielson Framework for teachers
5. Achieve 3000, Razz Kids and Think Central: research based programs to track students' achievement and college and career readiness.
6. Snapshot Team visits: focus walks

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

1. All Teachers, Administration, Instructional Team
2. All Teachers, Administration, Instructional Team
3. All Teachers, Administration, Network Personnel
4. All Teachers, Administration, MOSL Talent Coach, Network Personnel Classroom Teachers, Administration
5. All Teachers and Administration
6. All Teachers and Administration

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

1. Unit Performance task, informal assessments, student reflection, checks for understanding
2. Curriculum maps, lesson plans, Danielson Feedback, checks for understanding, Performance Based Assessment results, student reflections and exit slips
3. Curriculum maps, lesson plans, Danielson Feedback, checks for understanding, Performance Based Assessment results, student reflections and exit slips
4. Danielson Classroom visits
5. Results of Online Assessments, Level Set Results
6. Team Presentations - per round

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

1. Ongoing, in units of study, during the 2014-2015 school year
2. A minimum of 3x a year between September 2014 to June 2015.
3. Weekly at Inquiry Team meetings.
4. Ongoing during the 2014-2015 school years.
5. A minimum of 2x a week during the 2014-2015 school year.
6. Minimum 4x during the 2014-2015 school year.

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

1. Teachers program differentiated engaging tasks according to student need this work is ongoing Sep.-June. Grade meetings presented by lead teachers that attended trainings, monthly. Weekly parent meeting presented by staff.
2. Teacher Teams K-5 meet weekly, common planning preparation periods weekly. Revising is ongoing.
3. Weekly at Inquiry team meetings
4. Job embedded professional development (inter-visitations).

5. Part of the instructional day and homework. Monitoring progress throughout the year.
6. Teachers will participate in interclass visitations

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).

- Maintain a Parent Coordinator to serve as a liaison between school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents.
- Parent Workshops – day and evening to accommodate parent schedules
(Topics: Go Math, ReadyGen, ARIS, Common Core Learning Standards, Homework Help, Pajama Night, Math Fun Night, Using Technology as a Tool for Success)
 - providing materials and training to help parents work with their children to improve their achievement level in Mathematics 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
 - providing assistance to parents in understanding Common Core Learning standards and assessments
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- On-going Communication- Online school website (www.PS52.org) for parents to find calendar of events, resources for ELL parents and class's weekly homework assignments. Curriculum Conferences, Parent Engagement Time (Tuesdays 2:20-3:00), Parent Teacher Conferences, IEP Meetings and individual appointments with teachers as needed are offered to parents to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Translation Services –
 - provide materials and critical school documents in the parents' preferred language and provide interpretation services to ensure participation in the child's education
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

Supportive Environment: Throughout the 2014-2015 school year, a school wide discipline initiative will be implemented to support emotional growth and behaviors of all students that will result in a safe learning environment. The implementation of this goal will result in a 5% increase of teachers who feel that order and discipline are maintained at the school as measured by the Learning Environment Survey.

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.

According to the 2013-2014 Learning Environment Survey, 55% of teachers feel that order and discipline are maintained at the school. This is significantly below the city's 81% average.

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. School wide Behavior Plan: Grade K-2 – Traffic Light System
2. School wide Behavior Plan: Grade 3- 5- Class DoJo
3. Mandated Counseling
4. At Risk Counseling
5. Caught Being Good
6. Student of the Month
7. Student Council
8. School wide Respect for All Assembly

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

1. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
2. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
3. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
4. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
5. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
6. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
7. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals
Council Facilitator, Student Members
8. Teachers, Administrators, Parents. Social Worker, Guidance Counselor, Para professionals

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

1. Monitored daily, weekly and monthly to reduce behavior issues
2. Monitored daily, weekly and monthly to reduce behavior issues
3. IEP driven, behavior intervention plans monitored throughout the year to address goals
4. At risk service provided for 6-8 week cycles
5. School wide initiative to recognize good deeds and appropriate behavior
6. Teachers nominate student of the month, certificates presented at monthly PTA meeting.
7. Teacher facilitates the work of the Student Council, weekly meetings
8. Liaison facilitates assembly for students and teachers follow up with classroom activities.

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

1. Daily, weekly and monthly throughout the 2014-2015 school year
2. Daily, weekly and monthly throughout the 2014-2015 school year
3. Annual Review to monitor progress and review goals, progress reports same time as report cards
4. 6- 8 week cycles- monitored weekly
5. Weekly awards are given, Fridays

6. Monthly at PTA meetings
7. Weekly meetings
8. Ongoing throughout the year

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

1. Traffic light behavior plan professional development for all grade K-2 teachers
2. Class DoJo professional development for all grade 3-5 teachers, including clusters
3. Students receive services based on the mandated program stated on their IEP
4. Student receives at –risk counseling on a 6-8 week cycle rotation
5. Parent Coordinator monitors staff compliments for individual and groups of students
6. Children’s accomplishments are celebrated at the monthly PTA meeting, parent coordinator monitors bulletin board
7. Student council members work together to make shared decisions based on community service actions, announcing Caught Being Good weekly, assembly programs, and other school concerns.
8. Making Books Sing program to address goals of the Respect for All city wide initiative.

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).

- Maintain a Parent Coordinator to serve as a liaison between school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents.
- Parent Workshops – day and evening to accommodate parent schedules
(Topics: Homework Help, Pajama Night, Math Fun Night, Using Technology as a Tool for Success, Dealing with Anxiety in Children)
 - providing materials and training to help parents work with their children to improve their achievement level
 - 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
 - providing assistance to parents in understanding their child
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress
- On-going Communication- Online school website (www.PS52.org) for parents to find calendar of events, resources for ELL parents and class’s weekly homework assignments. Curriculum Conferences, Parent Engagement Time (Tuesdays 2:20-3:00), Parent Teacher Conferences, IEP Meetings and individual appointments with teachers as needed are offered to parents to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.
- Translation Services –
 - provide materials and critical school documents in the parents’ preferred language and provide interpretation services to ensure participation in the child’s education
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

Collaborative Teachers: Throughout the 2014-2015 school year, teachers will engage in inquiry based, structured professional collaborations in order to strengthen school wide instructional capacity and promote college and career readiness for all students. The implementation of this goal will result in a 3% gain in students scoring a Level 3 and 4 on the NYS ELA & Math Assessments to further our work and focus on closing the achievement gap.

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.

According to the most recent NYS ELA assessment (Spring 2014), we had an increase of 5% in the number of students who achieved a Level 3 or 4 in ELA and an increase of 5.3% in Math. Although these results were above the city's average increase in each area, we need to continue to raise student achievement. Therefore, an increase of the number of students who achieve Level 3 and 4 in ELA & Math will be one of our school goals by using the inquiry model to impact student achievement.

Instructional Strategies/Activities

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

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

1. Inquiry Teacher Team work
2. Common Preps for Planning
3. Curriculum Revisions: continue to develop CCLS aligned curriculum maps that reflect the CCLS Instructional Shifts and receive meaningful feedback for improvement and to ensure that scaffolds and UDL components are embedded in the curriculum.
4. Job Embedded Professional Learning
5. Snapshot Teams: Focus Walks

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

1. Teachers, Administrators
2. Teachers, Administrators
3. Teachers, Administrators
4. Teachers, Administrators
5. Teachers, Administrators

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

1. To identify needs of all students by looking at student data and revising curriculum to impact student achievement as measured by end unit assessments and Performance Based Assessments
2. Common preps are given to foster common grade wide planning and cohesiveness to provide rigorous instruction
3. Through the inquiry process curriculum revisions are made to meet the needs of students
4. Class inter visitations are conducted to improve teacher practice as evidenced by Danielson data
5. Teachers are asked to observe classroom practices and share presentations to celebrate best practices and improve teacher practice as evidenced by Danielson data.

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

1. Once a week throughout 2014-2015 school year
2. 2-4 periods weekly throughout the 2014-2015 school year
3. Ongoing throughout the 2014-2015 school year
4. Ongoing throughout the 2014-2015 school year
5. 2 times in the Fall and 2 times in the Spring semester

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

1. Teacher teams are comprised of classroom teachers, cluster teachers and out of classroom teachers
2. All teachers are provided with common preps on the grade.
3. Teachers are given professional development time on Mondays and throughout the year ½ days to revise their maps to ensure CCLS rigorous engaging tasks are

embedded into instruction and that all students needs are met

4. Classroom inter-visitations are conducted for a variety of purposes: to improve teacher practice, to observe new methods, to see best practices in action and to observe highly effective engagement.
5. Snapshot teams are created and assigned Quality Review Indicators 1.1, 1.2, 3.4, 2.2 & 4.2 and Danielson Framework components. Teams are asked to visit classrooms with the lens of only looking at their assigned indicator and/or component. These teams are provided time to share and present their findings to the staff.

Strategies to Increase Parental Involvement

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

- Maintain a Parent Coordinator to serve as a liaison between school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents.
- Parent Workshops –providing materials and training to help parents work with their children to improve their achievement level in Mathematics 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
 - providing assistance to parents in understanding Common Core Learning standards and assessments
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- On-going Communication- Online school website (www.PS52.org) for parents to find calendar of events, resources for ELL parents and class's weekly homework assignments. Curriculum Conferences, Parent Engagement Time (Tuesdays 2:20-3:00), Parent Teacher Conferences, IEP Meetings and individual appointments with teachers as needed are offered to parents to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Translation Services –
 - provide materials and critical school documents in the parents' preferred language and provide interpretation services to ensure participation in the child's education
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Effective School Leadership: Throughout the 2014-2015 school year, the principal and assistant principals will support the instructional practice of teachers using the Danielson Framework for Teaching, with a focus on component 3c Engaging Student in Learning, which is our Instructional Focus for the 2014-2015 school year, by giving actionable feedback that will result in improving teacher practice and moving teachers towards highly effective.

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.

According to Advance reports, teachers were not rated highly effective as their overall rating, in spite of having multiple components rated highly effective as part of the MOTP.

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. Professional Development on Danielson's Framework for Teaching, including all components and on Advance Evaluation System.
2. Implementation of individual and groups of Teacher Professional Development Plan.
3. Meaningful feedback is provided in a timely manner to foster change to take place in the teachers' instruction.
4. Record and maintain teachers' informal observations on the Advance web application.
5. Job embedded Support for Advance Implementation
6. Professional Development framed around our instructional focus such as Socratic Seminar, Close Reading, Creating Engaging Tasks, Compliance vs. Engagement.

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

1. Teachers, Administration, MOSL Talent Coach and Network Personnel
2. Teachers and Administration
3. Administration
4. Administration
5. Administration and Teachers
6. Administration, Teachers, Professional Development Team

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

1. Teacher Reflection, increase teacher ratings using Danielson's Framework, improvements in student achievement, Advance Teacher Reports
2. School Wide Professional Development Plan, increase teacher ratings using Danielson's Framework, improvements in student achievement
3. Teacher Reflection, increase teacher ratings using Danielson's Framework, improvements in student achievement
4. Advance Reports, increase teacher ratings using Danielson's Framework, improvements in student achievement
5. Increase teacher ratings using Danielson's Framework and increase in student achievement
6. Teacher Reflection, increase teacher ratings using Danielson's Framework, improvements in student achievement, Advance Teacher Reports

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

1. More detailed professional Development for our staff, to provide details of all 8 components of the Danielson Framework.
2. Professional Development weekly for 80 minutes.
3. Feedback is discussed verbally during prep periods within 15 days of the observation.
4. A minimum of 4x a year per teacher between September 2014 and June 2015.
5. Daily monitoring of Advance website and Updates from our MOSL Talent Coach and other Network personnel
6. Professional Development Weekly for 80 minutes.

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

1. Guidance from MOSL Talent Coach and Network Personnel as well as use of ARIS Learn
2. Professional Development Plan based on needs survey, Professional Development (PD) team suggestions and Student proficiency on the 2014 ELA and Math State exams.

3. Continuous dialogue between supervisors and teachers
4. Data entered within a week of the observation.
5. Ongoing communication within our Administrative Team, MOSL Talent Coach and Network Personnel
6. Professional Development based on School Wide Instructional Focus, Lead teachers sent to exemplar professional development to turn-key to staff.

Strategies to Increase Parental Involvement

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

- Maintain a Parent Coordinator to serve as a liaison between school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents.
- Parent Workshops –providing materials and training to help parents work with their children to improve their achievement level in Mathematics 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
 - providing assistance to parents in understanding Common Core Learning standards and assessments
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- On-going Communication- Online school website (www.PS52.org) for parents to find calendar of events, resources for ELL parents and class's weekly homework assignments. Curriculum Conferences, Parent Engagement Time (Tuesdays 2:20-3:00), Parent Teacher Conferences, IEP Meetings and individual appointments with teachers as needed are offered to parents to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Translation Services –
 - provide materials and critical school documents in the parents' preferred language and provide interpretation services to ensure participation in the child's education
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Strong Family- Community Ties: Throughout the 2014-2015 school year, we will increase parent engagement by 4% of parental satisfaction as measured by the Learning Environment Survey.

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.

For our 2012-2013 Quality Review, one of the Areas for Improvement was noted as follows: Extend the effective practice of communicating with families to include current progress and expectations for learning across all subject areas to ensure that students and families know to reach higher levels of achievement.

Instructional Strategies/Activities

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

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

1. Common Core ELA Workshops
2. Common Core Math Workshops
3. GoMath Strategy Workshops
4. Homework Help: Workshops for Parents, Dial a Teacher, Parent, Student and Teacher individualized homework help, Homework posted weekly on PS52.org.
5. Reducing Anxiety in Children
6. Supporting English Language Learners: Workshops for parents, Adult ESL classes.
7. Online Resources for Parents
8. Classroom Parent Engagement Activities
9. Ongoing classroom Communication: Class DoJo, Class Newsletters, Student Goal reports, parent and teacher conference.
10. Newly Revised Parent Handbook

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

1. Parent Coordinator, Administration, PTA, Teachers
2. Parent Coordinator, Administration, PTA, Teachers
3. Parent Coordinator, Administration, PTA, Teachers
4. Parent Coordinator, Administration, PTA, Teachers
5. Parent Coordinator, Administration, PTA, Teachers, Social Worker
6. Parent Coordinator, Administration, PTA, Teachers, ESL Teachers
7. Parent Coordinator, Administration, PTA, Teachers, Technology Teacher
8. Parent Coordinator, Administration, PTA, Teachers
9. Parent Coordinator, Administration, PTA, Teachers
10. Parent Coordinator, Administrations, PTA, Teachers

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

1. Parent workshop feedback forms, PTA feedback
2. Parent workshop feedback forms, PTA feedback
3. Improvement in classroom tests and performance assessments, PTA feedback
4. Parent workshop feedback forms, improvement in student homework completion
5. Parent feedback, PTA feedback
6. Parent workshop feedback, increased attendance at workshops
7. Parent workshops feedback forms, PTA feedback
8. Increased Teacher-Parent collaboration, shared high expectations, improvement in student achievement, parent feedback from class newsletters.
9. Increased Teacher-Parent collaboration, shared high expectations and student progress, on-going communication
10. Increased Parent involvement, PTA feedback, Teacher feedback

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

1. Weekly Scheduled in cycles of 6 weeks, 1 grade per week during the day and during parent engagement time.
2. Weekly Scheduled in cycles of 6 weeks, 1 grade per week during the day and during parent engagement time
3. Monthly
4. Weekly
5. 2 times a year during parent engagement time.
6. Weekly
7. Monthly
8. Monthly during official school day.
9. Ongoing throughout the 2014-2015 school year.
10. Ongoing throughout the 2014-2015 school year.

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

1. Workshops to effectively communicate with families the expectations of the CCLS in Literacy.
2. Workshops to effectively communicate with families the expectations of the CCLS in Math.
3. The purpose of workshop is to familiarize parents with the strategies explored in GoMath on each grade level.
4. Parents have the opportunity to collaborate with licensed teachers on how to effectively complete homework with their child.
5. The Social Worker provides parents with techniques and strategies to help to reduce student's anxiety about school.
6. ESL teachers provide parents with strategies of learning academic vocabulary. Adult ESL classes to help parents
7. Parents will be trained in the multiple online resources that will provide them with the expectations of the CCLS: Razz Kids, Go Math, Soar to Success, ARIS, Achieve 3000, And Class DoJo, WWW.PS52.ORG an online resource for parents to find the school's calendar of events and class homework assignments.
8. Grade wide parent involvement activities are scheduled monthly. Parents are actively engaged in the learning process with their child.
9. Daily monitoring of behavior through behavior plan. Class news is disseminated to parents to ensure that they are aware of the CCLS that will be addressed in school. Student goals are disseminated to foster partnership between home and school.

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).

- Maintain a Parent Coordinator to serve as a liaison between school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents.
- Parent Workshops –providing materials and training to help parents work with their children to improve their achievement level in Mathematics and use of technology
 - providing materials and training to help parents work with their children to improve their achievement level in Mathematics 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
 - providing assistance to parents in understanding Common Core Learning standards and assessments in ELA and Mathematics
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- On-going Communication- Online school website (www.PS52.org) for parents to find calendar of events, resources for ELL parents and class's weekly homework assignments. Curriculum Conferences, Parent Engagement Time (Tuesdays 2:20-3:00), Parent Teacher Conferences, IEP Meetings and individual appointments with teachers as needed are offered to parents to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Translation Services –
 - provide materials and critical school documents in the parents' preferred language and provide interpretation services to ensure participation in the child's education
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Differentiated Instruction 2. Student Teacher conferencing 3. Wilson- A multisensory approach to initializing the sound/symbol relationship, decoding and encoding fluency is included. 4. Leveled Literacy Intervention (LLI): Skill development 5x per year, 1st and 2nd grade 5. Achieve 3000: online program to monitor student progress, Grades 3-5 6. Razz Kids: On line program to monitor student progress, Grades K-2 	<ol style="list-style-type: none"> 1. Small group 2. One-to-one 3. Whole class, small group 4. Small group- pull out 5. Small group 6. Small group 	<ol style="list-style-type: none"> 1. Official Day 2. Official Day 3. Official Day 4. Official Day 5. Official Day 6. Official Day
Mathematics	<ol style="list-style-type: none"> 1. Differentiated Instruction 2. Student Teacher Conferencing 3. Soar to Success: Online resource as a component of Go Math , assigned to student according to need. 	<ol style="list-style-type: none"> 1. Small group 2. One-to-one 3. Small Group-pull out 	<ol style="list-style-type: none"> 1. Official Day 2. Official Day 3. Official Day
Science	<ol style="list-style-type: none"> 1. Instruction and support are provided through AIS service in ELA through inclusion of non-fiction and science based literature. 2. Achieve 3000: article used based on Science topics 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 	<ol style="list-style-type: none"> 1. Official Day 2. Official Day
Social Studies	<ol style="list-style-type: none"> 1. Instruction and support are provided through AIS service in ELA through inclusion of non-fiction and Social Studies based literature. 2. Achieve 3000: News articles based on historical fiction, non-fiction and current events. 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 	<ol style="list-style-type: none"> 1. Official Day 2. Official Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Services focused on social/emotional needs related to academic and behavioral performance	Individual and group counseling services.	Official Day

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

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

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).

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

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

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 052
School Name John C. Thompson		

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 Jane McCord	Assistant Principal Annette Moncada
Coach type here	Coach type here
ESL Teacher Diana Puma	Guidance Counselor Keith McFall
Teacher/Subject Area Nicole Perez/ ESL Teacher	Parent Iwona Kubrak
Teacher/Subject Area Gayle Pincus/ IEP Teacher	Parent Coordinator Dolores Galyas
Related Service Provider Lisa St. John/ Speech	Other Joanne Cancel/ Asst. Principal
Network Leader(Only if working with the LAP team) type here	Other Tara Forde/ SETSS

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.	2	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	0	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)	514	Total number of ELLs	63	ELLs as share of total student population (%)	12.26%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	46		5	17		7				63

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	46	0	5	17	0	7	0	0	0	63
Number of ELLs who have an alternate placement paraprofessional: <u>3</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													

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	7	3	1	3	1								16
Chinese	1	1	1	1	1	1								6
Russian	1	1	3	2	1	3								11
Bengali														0
Urdu						1								1
Arabic	1	1			2	1								5
Haitian														0
French														0
Korean														0
Punjabi	2													2
Polish	1	2			1									4
Albanian				1	3									4
Other	4	3	1	3	2	1								14
TOTAL	11	15	8	8	13	8	0	63						

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)	0	0	0	2	0	0								2
Intermediate(I)	1	4	1	2	1	2								11
Advanced (A)	15	4	7	9	7	8								50
Total	16	8	8	13	8	10	0	0	0	0	0	0	0	63

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	7	5	1		13
4	3	5	0	1	9
5	8	4			12
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	6		4	1	3				14
4	3		4		2				9
5	6	1	4		1				12
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			3		4		2		9
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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
Other than the NYSESLAT, New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At P.S. 52 we use the Teacher's College Reading Writing Project (TCRWP) from Columbia University. TCRWP offers a number of assessments to support our teachers

in this critical work. Our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, and for their independent reading levels in fiction and non-fiction texts.

Upon analyzing the results of the TCRWP Independent Reading Level Assessments administered in September 2013 we have found the following; In grade two, of our eight English Language Learners, three students (38%) are meeting the grade level benchmark standard. One student (12%) is approaching the standard. Four students (50%) scored below the grade level standard, however it may be noted that two of those students also receive Special Education Services. In grade one we have fifteen ELLs. Two students (14%) are exceeding the grade level benchmark, four students (26%) are meeting the standard, two (14%) are approaching, and seven (46%) students' independent reading level falls below the grade level standard. Of the seven students needing support to meet the standard, one receives Special Education Services, and one is a first time admit to school in the United States. At this point in the school year there is no data available for Kindergarten students' independent reading levels, however according to the results of the Letter Identification and Sounds assessment the majority of students need support in identifying letters and sounds. Thus we have found that all ELLs in the lower grades, especially those below or approaching the benchmark standard for their grade, would benefit from direct instruction to improve their phonemic awareness and reading fluency.

We have used this data to inform instruction, and therefore implement the Wilson Foundations Language program in grades kindergarten to second. Wilson Foundations is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. Teachers incorporate a 30-minute daily Foundations lesson into their language arts classroom instruction. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during whole class reading activities.

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

After analyzing the data from the LAB-R and NYSESLAT, we have realized the following; The Fall 2013 LAB-R results show that eight (62%) of the thirteen newly admitted ELL students scored at the advanced level, while five (38%) students scored at the beginner/intermediate level. Last spring, fourteen (19%) of our seventy four ELL students tested, scored proficient on the NYSESLAT exam. One of these students was in kindergarten, four of the students were in the first grade, four were in the second grade, one was in the third grade, two were in the fourth grade and two were in the fifth grade at the time that the exam was taken. Of last years sixteen students in kindergarten who took the NYSESLAT, one student (6%) scored proficient, fourteen (88%) scored advanced with only one (6%) scoring intermediate. Of our twelve first grade students, four (33%) scored proficient, four (33%) scored advanced, and four (33%) scored intermediate. Eleven students in second grade took the NYSESLAT, four (36%) scored proficient, six (55%) scored advanced and one (9%) scored intermediate. In third grade, fourteen students were administered the NYSESLAT. One student (7%) scored proficient, nine (65%) scored advanced, two (14%) scored intermediate and two (14%) scored beginner. Of the nine fourth grade ELLs two (22%) scored proficient, six (67%) scored advanced and one (11%) scored intermediate. Twelve fifth graders took the NYSESLAT last spring, two (17%) scored proficient, eight (66%) scored advanced, and two (17%) scored intermediate. There is no clear correlation between grade and NYSESLAT proficiency, as all grade levels have students performing at each proficiency level. It can be noted however that the majority of students (forty seven out of sixty; 78%) still entitled to services based on the results scored at the advanced level. It may also be noted that the only students to score at the beginner proficiency level also receive special education services, as do seven of the eleven students (64%) who scored intermediate.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Overall, this data shows that the majority of students tested (47 out of 74 or 64%) scored at the advanced level on the listening/speaking portion of the NYSESLAT. Nineteen (25%) scored proficient, six (8%) scored intermediate and two (3%) scored beginner. Conversely, the majority of students scored proficient on the reading/writing subtests. Thirty eight students (51%) scored proficient, twenty six (35%) scored advanced, eight (11%) scored at the intermediate level and two (3%) scored beginner. It can be mentioned that the students who scored beginner on all modalities are SWD in a self-contained special education class.

In an attempt to use these results to inform instruction, we realize that more of an emphasis needs to be placed upon strengthening our students listening and speaking skills. To further proficiency in listening and speaking students are paired in flexible groups for academic and social tasks. They work on a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively. Students are guided to use precise, context related vocabulary, and to

demonstrate their command of formal English when appropriate. Direct instruction of grammar is provided in order for students to be able to exhibit a command of the conventions of standard English grammar and usage when speaking and writing.

In order to move the thirty eight (49%) of students who did not score proficient on the reading/writing portion of the NYSESLAT to higher proficiency, we plan on working closely with classroom teachers and within the pull out ESL model to focus on academic and classroom context that address the Common Core shift to reading for information. Additionally a greater emphasis will be placed on exposing students to a wide variety of high quality, increasingly challenging literary and informational text. Through an intentionally and coherently structured curriculum, students will be able to acquire a strong foundation of literacy. To further proficiency in writing, students will work towards producing numerous pieces over short and extended time frames. They will devote significant time and effort to the writing process. They will develop the capacity to use writing as a way to offer and support opinions, demonstrate understanding and convey real and imagined experiences and events. To work towards college and career readiness students will use writing as a means to communicate clearly to an external, sometimes unfamiliar audience. They will begin to adapt the form and content of their writing to accomplish a particular task and purpose. In addition, materials will be presented using methodologies found most effective in educating ELLs. An importance will be placed on choosing teaching texts that fulfill certain criteria to make content more accessible to ELLs. We will use books that have numerous illustrations that help clarify the text, story plots that are action based, high- frequency vocabulary and useful words, simple sentence structures and repetitive, predictable phrases. To increase students' academic vocabulary we implore Dr. Marzano's Six Step Process for Vocabulary Instruction. This allows students to take ownership and make personal connections to the vocabulary necessary for achieving to their fullest potential.

Our school uses information about Annual Measureable Achievement Objectives to determine whether students have met the three yearly targets. In regards to AMAO 1, our population did not meet the target as only twenty seven of our fifty eight students who had previously taken the NYSESLAT moved to a higher proficiency. This came to 47% while the target is 65.3%. We met the target for AMAO 2 as fourteen out of seventy four students (19%) scored proficient on the 2013 NYSESLAT, exceeding the 13.7% target. For AMAO 3, the ELL subgroup made AYP. We keep this information in mind when forming groups, scheduling, and creating curriculum.

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?

Freestanding English as a Second Language is the only program choice available at P.S.52. As the Spring 2013 NYSESLAT results are not available on the RNMR at this time, we have analyzed our results for patterns across proficiency levels. The patterns revealed across proficiencies and grade, are that in each grade the majority of students scored advanced. Of the sixty three students who took the Spring 2013 NYSESLAT and are still entitled to services, two (3%) scored beginner, eleven (17%) scored intermediate, and fifty (79%) scored at the advanced level. The two students whose overall NYSESLAT proficiency is beginner, are students with disabilities receiving special education services.

Last spring only two of the thirty five students in grades three through five were administered the New York State Math Assessment in their native language, through the use of an interpreter from the Translation and Interpretation Unit. Overall sixteen students (46%) scored a 1, including one fifth grade student who used a Turkish interpreter to take the exam. Thirteen students (37%) scored a 2, including one third grade student who took the exam with a Tagalog interpreter. Six students (17%) achieved a level 3. No students in fourth grade required a test in their native language, or through the use of an interpreter, therefore all students took the NYS Science Exam in English. This data reveals that the students who used interpreters to take their exam in their native language, scored comparable to those who took it in English.

We did not administer the ELL Periodic Assessment for the 2012-2013 school year therefore no data is available.

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](#).)

All ELL students receive instruction in English language development provided at the Tier I instructional level. This incorporates high quality, evidence based instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. If a student demonstrates a need for more intensive support, they move into Tiers II and III. We obtain initial data through a screening process that involves administering the LAB-R exam to students eligible, based on their HLIS. We continue to monitor students grade level benchmarks via data obtained from TCRWP assessments, as well as state exam results. We use this data to identify which tier of instructional support a student falls into.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Since our students represent a wide variety of cultures and languages, all instruction is provided in English in a Freestanding English as a Second Language program. However, we do take into consideration students' native language competency. Part 2 of the HLIS

includes supplementary questions to aid in instructional planning. These questions address students' prior school attendance in the United States or in another country, participation in other group experiences (daycare, pre-school), and the language that was used for instruction. We use the information obtained to inform instructional decisions and to offer native language supports when appropriate. Academic achievement of ELLs is significantly enhanced when they are able to use their native languages to learn in school. Full proficiency in the native language (including literacy) facilitates second language development. We guide our instruction to take into account the different entry-level abilities in English, that students have. Some learners come to school with oral and written skills; others do not. Some newly admitted ELL students also come to the task of learning English and learning academic content already literate in their native languages. Literacy in the native language correlates positively with the acquisition of literacy in a second language. Native language literacy abilities can assist ELL students in English-medium classrooms to construct meaning from academic materials and experiences in English.

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?

Not Applicable

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

In order to measure our Freestanding English as a second language program's effectiveness, students are routinely assessed throughout the school year. Formal and Informal classroom assessments such as TCRWP running records, unit exams, student portfolios, conference notes, teacher observations, exit slips, performance based assessments and New York State ELA, Math, and Science exams are used to determine the progress of our students. Additionally, the analysis of the NYSESLAT provides information as to student progress toward English language proficiency. We use this data to reflect upon our how effective our Freestanding ESL program is. We use AMAO targets as well. Twenty seven of our fifty eight returning students (47%) moved to a higher proficiency on the NYSESLAT. Fourteen of seventy four students (19%) tested scored proficient on the NYSESLAT. In regards to AMAO III we have met the AYP for ELLs.

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](#).)

Families of incoming students registering for the first time in the New York Public School System receive Home Language Identification Surveys (HLIS). These surveys are completed with the assistance of the pupil accounting secretary and the admissions team. The majority of our incoming students come from native Spanish, and Russian speaking backgrounds. However we also have students whose first languages include Chinese, Arabic, Albanian, Polish and Punjabi . We have formed our admissions team accordingly, utilizing bilingual staff members whenever possible. This team consists of Diana Puma, and Nicole Perez, both TESOL licensed ESL teachers. Dhurata Klobocista provides interpretation for our Albanian and Arabic speaking families. Teresa Reyes and Olga Vega, both certified bilingual paraprofessionals, assist Spanish speaking families. In the event that a family requires interpretation in a language other than those mentioned above, we use the Department of Education's Translation and Interpretation unit's Over-the-Phone Interpretation Services. Informal oral interviews are conducted by the admissions team, in English and in the native language of the families. Native and English language use and understanding, as well as educational history are discussed during these informal interviews.

All HLIS are carefully reviewed by two TESOL licensed teachers, Diana Puma and Nicole Perez, in order to determine eligibility for

testing. These teachers use the New York state guidelines in order to determine whether the answers provided by families on the HLIS warrant LAB-R administration. The LAB-R is administered by Diana Puma or Nicole Perez within ten school days of admission. Eligible students are administered the appropriate exam according to their grade level. If a student scores below the state's determined cut score for their particular level, they are entitled to receive bilingual services. Students who have been deemed to have beginner or intermediate language proficiencies receive three hundred sixty minutes of ESL instruction a week. Advanced students receive one hundred eighty minutes per week. Additionally, students whose HLIS indicates that Spanish is used in the home are eligible for bilingual testing and are administered the Spanish LAB in order to determine their dominant language.

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.

We take many steps to ensure that all of our parents understand the options that they have for their children's ELL program placement. Our first action is to notify parents that their child is entitled to receive bilingual services by sending out appropriately translated entitlement letters. We then invite the parents of each new student to a parent orientation. Parent orientations and phone conferences are held multiple times throughout the year. These meetings are facilitated by our Parent Coordinator Dolores Galyas.

At this orientation, TESOL licensed pedagogues, Diana Puma and Nicole Perez outline the three programs available for their child's education. Parents are also shown a video which thoroughly explains the Free-standing English as a Second Language, Transitional Bilingual, and Dual Language educational programs, along with each of their benefits. This video is shown in many of the languages that are spoken by our parents. Spanish, Albanian, and Arabic translators are also on hand for further clarification when needed. Parents and Guardians can also access the New York Parent Orientation Video at:

<http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>

This video is available in thirteen languages, and can be viewed at the family's convenience.

Translated pamphlets are made available to any parents who are unable to attend an orientation. These pamphlets also discuss each program type, as well as their benefits. All orientations are held within ten days of a student being identified as an ELL. In the event that we have enough families that choose Transitional Bilingual Education or Dual Language to open a class, parents would be notified via writing in appropriately translated letters. In this instance, the Parent Coordinator, Dolores Galyas will hold a meeting to explain the changes in their child's educational program.

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

Families of students who are eligible for LAB-R testing are informed of the child's score once the exam is administered. Depending on how the child scores, they receive either an Entitlement or Non-Entitlement letter, in English and the native language when applicable. Letters are prepared and distributed by the school's ESL teachers, Diana Puma and Nicole Perez. As stated above entitled students' families are invited to attend a Parent Orientation meeting. Once all the necessary information is distributed, parents are asked to complete translated Parent Survey and Program Selection forms which ask parents to make an informed decision for their child's program placement. Some families choose to return the completed Parent Selection forms directly to the facilitator at the time of orientation. In other cases, families may bring home the information to further discuss and evaluate the programs with other family members. In this circumstance, families are asked to return the form with their child to the school's ESL teachers, Diana Puma and Nicole Perez. Parent Choice is then entered into the ELPC screen in ATS. If the form is not returned the default program for ELLs is Transitional Bilingual Education, as per CR-154. Original completed Parent Selection forms are stored in students' cumulative folder, which are securely locked in fire-proof boxes in each classroom; copies are stored in the ESL room.

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.

ELL programs implemented at this school reflect the input received on the Parent Survey Selection forms. As indicated by these documents, seventy six percent of parents of incoming students chose for their children to be placed in a free-standing ESL program as is provided. Additionally, twenty four percent chose or had the default Transitional Bilingual program as their program selection. None of the families of first time admits chose the Dual Language program. Although families of these students were informed of their option to transfer to another school in the area that has bilingual programs, none of the families chose to do so. Since we did not have enough students of any one language, across two grades to form a class, we were not able to set up these

programs in our school. However, we are closely watching parent responses to ensure that these programs are created once we have enough students to do so. These options and information are provided in the native language by bilingual staff members and the Translation and Interpretation Unit when necessary, and also in written form. In September NYSESLAT Parent Reports are distributed to families along with Continued Entitlement, or Non-Entitlement/ Transition letters depending on how students scored. These letters are provided in English and the native language when possible. The ESL teachers, Diana Puma and Nicole Perez distribute letters and keep records of this in the binder with copies of students HLIS and Program Selection Forms.

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.

Once designated as being an ELL, students are required to take the NYSESLAT exam each spring. We use the RLER to ensure that all ELLs are administered the NYSESLAT. This exam assesses students' English proficiency in the reading, writing, listening, and speaking. Results of this exam determine whether or not students will continue to receive bilingual services, and if so, their mandated amount of time. ESL teachers, Diana Puma and Nicole Perez, and Testing Coordinator, Tara Forde, keep a detailed checklist to ensure that all ELL students take all modalities of the exam. The testing window for speaking lasts several weeks usually between early April and mid May allowing each student to be tested individually. The speaking portion of the exam is not scored by the pedagogue who provides ESL services to the child. If there is not another teacher available to administer this section of the test, responses may be recorded on tape and scored later. As this test is given individually the only test modification provided is large print if stated on the student's IEP. The Listening, Reading and Writing subtests are administered in that order, during a two week window in May. Students are grouped according to grade band (K, 1-2, 3-4, 5-6) into small groups. SWDs test modifications are followed according to their IEPs. Parents are notified of when the NYSESLAT will be given and are provided with information on where to find test samplers online. All materials are securely stored and administration of the exam is overseen by the Testing Coordinator, Tara Forde and the school administration.

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. 

ELL programs implemented at this school reflect the input received on the Parent Survey Selection forms. As indicated by these documents, 76% (10) of parents of incoming students in Fall 2013 chose for their children to be placed in a free-standing ESL program as is provided. Additionally, 24% (3) chose the Transitional Bilingual program, and none of families chose the Dual Language program. For students admitted during previous school years the data is as follows; 2012-2013 ESL: 69% (9), TBE: 31% (4); 2011-2012 ESL: 63% (5), TBE: 37% (3); 2010-2011 ESL: 50% (4), TBE: 37% (3), Dual: 13% (1). Although families of students who selected programs not offered at our school were informed of their option to transfer to another school in the area that offers those programs, none of the families chose to do so. Since we did not have enough students of any one language, across two grades to form a class, we were not able to set up these programs in our school. However, we are closely watching parent responses to ensure that these programs are created once we have enough students to do so.

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])?

In accordance with The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs, our school ensures that curriculum and instruction are closely aligned to ESL standards and the Common Core. We continuously and closely monitor ELL student progress so we can adjust instructional planning based on data obtained through formal and informal assessments. One full-time, and one part time TESOL licensed teachers service students in 50 minute blocks. We utilize a blended pull-out/ push-in model. Students are grouped together by grade and English proficiency level. At times students are heterogenously grouped with mixed proficiency levels on the same grade level receiving services at the same time. Other times they are grouped homogeneously with students of the same grade and proficiency level. In this model of instruction, teachers present the same task in different ways and at different levels so that all students can approach it in their own way. In addition, support materials that correspond to the classroom curriculum are utilized. This includes the ReadyGEN and Go Math! ELL components which are grade specific, as well as other books and realia gathered by the teachers. ESL methodologies such as Whole Language, Cooperative Learning, and Total Physical Response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material. Teachers support and learn from each other in an atmosphere that recognizes the interdependency of language proficiency and content instruction. School organization and structure is maximized for ample collaboration and planning time among teachers, and school leadership. ESL teachers attend weekly inquiry meetings with classroom and cluster teachers.

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)?

Students that achieved an advanced designation on the NYSESLAT/ LAB-R receive one hundred eighty minutes of ESL instruction per week in addition to one hundred eighty minutes of ELA; students that achieved a beginner/intermediate designation receive three hundred sixty minutes. This may be in addition to, or overlap with the one hundred and eighty ELA minutes required each day.

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.

Although all instruction is conducted in English, students are provided with native language supports whenever possible. This is accomplished in many ways including but not limited to native language translations for exams, interpretation services, the use of L1 to English glossaries and dictionaries. All ESL and classroom instruction is common core aligned. ESL teachers follow grade level ReadyGEN vertical maps when planning instruction. They provide content area support for ELLs by rephrasing and reframing tasks, using graphic organizers to provide students with a visual framework for understanding, using domain specific sentence frames, and directly teaching academic vocabulary. ESL teachers work towards language objectives to support students access to content objectives.

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

Native Spanish speakers are given the Spanish LAB exam in order to appropriately evaluative, and determine language dominance upon admission. Additionally students are given the option to take New York State Math and Science exams in their native language when available or through the use of a translator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are formally evaluated in listening, speaking, reading and writing via the Lab-R upon enrollment and NYSESLAT each

spring. Additionally ESL teachers provide students and families with an ELL specific progress report three times a year, which focuses on all four modalities of English acquisition. Data is acquired in a variety of ways including formal and informal assessments, student's classwork, writing pieces, conference notes, and Performance Based Assessments.

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).

None of our current students are considered to have had interrupted formal education (SIFE), or to be Long Term ELLs. However, in the event of future admissions, these students will receive additional academic support through site-based, Title III after school programs. These programs will focus on the unique literacy development and academic needs of these students.

In order to best accommodate newcomers, native language "buddies" are assigned to each student when possible in order to lessen the stress of entering a new environment where communication and cultural norms differ from their own. Newcomers also receive small group instruction tailored to their individual needs. In order to help prepare these students for the ELA exam, which they are required to participate in after only one year of attendance in a US school, these students are invited to participate in an afterschool program. This program introduces students to the format of taking standardized tests as well other test taking strategies.

ELLs receiving services for 4 to 6 years will attend our Extended Day program which is 100 extra minutes of small group instruction per week. During this time students receive academic intervention for reading and math. Academic intervention services are provided to all students who are considered "at risk." "At risk" children receive support in small groups during the school day. Children are selected and strategies are developed based on standardized, interim, and classroom assessment, as well as teacher input and scores on Teacher's College Reading Assessment. Students are selected to participate in these programs based on their individual needs.

Former ELLs are also invited to attend the Extended Day program. They are provided with testing accommodations for two years after testing proficient on the NYSESLAT.

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?

Grade appropriate English Language Arts, Math, Social Studies, and Science curriculum are taught using various differentiating, and scaffolding techniques. Examples of these techniques include graphic organizers, TPR, realia, hands-on, and multisensory lessons. The entire school is implementing Pearson's ReadyGEN CCSS aligned program for literacy. Each lesson outlines specific scaffolded instruction for English Language Learners as well as strategic support. Additionally Houghton Mifflin's Common Core aligned Go Math! Program is being utilized. Each lesson outlines differentiated instruction activities and has an RTI plan for each tier. We ensure that all ELL-SWDs receive all mandated services by giving each teacher who works with the student access to their IEP. Additionally all service providers (Speech Therapists, Occupational Therapists, Physical Therapists, ESL Teachers, Guidance Counselors etc.) are given SEC Reports which list students in need of services. Once providers call in a start of service students are removed from the SEC report.

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?

In order to meet the needs of our ELLs identified as having special needs, our staff is comprised of a variety of support specialists. This includes a part-time social worker, and a full-time Psychologist, Occupational, Physical, Hearing and Speech Therapists. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs that are identified as having special needs have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. These services are monitored by the Department of Education and the Administrators of Special Education to ensure, that special education ELL students are placed in the legally-mandated least restrictive environment (SETSS, ICT, Self- Contained). To determine the proper educational setting for ELL-SWDs there is a consultation with parents, teachers, and the school assessment team, including a bilingual clinician. Our school uses flexibility in programming to mainstream SWDs whenever possible. Students in Self-Contained Special education classes participate in physical education classes with general education students. Additionally some students are mainstreamed for certain subjects on a case by case basis. When receiving ESL services, students with special needs are placed in groups with students of similar grades and English proficiencies. These groups contain both children who have IEPs and those who do not.

Courses Taught in Languages Other than English 

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

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

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

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

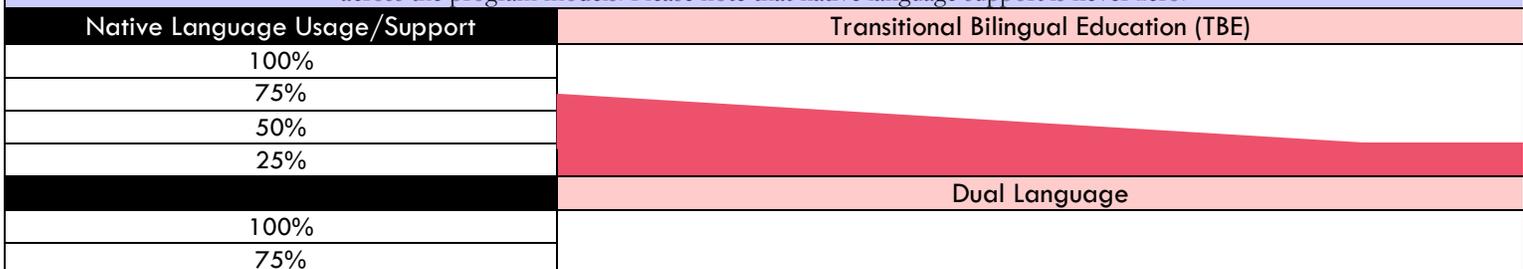
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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.



50%			
25%			
	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.
Targeted intervention programs for ELLs in ELA, Math, and other content areas are provided by an Academic Intervention Services teacher to former ELLs. Students are chosen to receive AIS based on achieving levels 1 or 2 on state tests, or by teacher recommendation. Students in grades 3-5 receive instruction via Achieve 3000, and grades 1-2 use Leveled Literacy Intervention. Students receiving support in math are given instruction through the Go Math! intervention program. All ELLs in grades 1-5 participate in the Extended Day program. All instruction is provided in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In order to measure our Freestanding English as a second language program's effectiveness, students are routinely assessed throughout the school year. Formal and Informal classroom assessments such as TCRWP running records, unit exams, student portfolios, conference notes, teacher observations, exit slips, performance based assessments and New York State ELA, Math, and Science exams are used to determine the progress of our students. Additionally, the analysis of the NYSESLAT provides information as to student progress toward English language proficiency. We use this data to reflect upon our how effective our Freestanding ESL program is. Twenty seven of our fifty eight returning students (47%) moved to a higher proficiency on the NYSESLAT. Fourteen of seventy four students (19%) tested scored proficient on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
After reflecting upon the effectiveness of our ELL program in the past we have identified some strengths and needs for improving instruction. For example, we have found that simply grouping students by grade level is not the most effective way to plan for instruction. Instead more of an emphasis will be placed on grouping students based upon their language proficiencies. New programs to be implemented this school year include Pearson's CCSS aligned ReadyGEN and Houghton Mifflin's Go Math! which is also aligned to the common core.
12. What programs/services for ELLs will be discontinued and why?
We have discontinued use of Pearson's Good Habits Great Readers program as well as Everyday Math. We have discontinued these programs in order to align instruction to the Common Core State Standards.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. ELLs participate in science, social studies, library or physical education classes throughout the school day. Additionally, many students receive related services such as Counseling, Speech, Occupational, and Physical Therapy when necessary. Our school currently offers NIA, a community based after school program to ELL and Non-ELL students. Additionally ELLs are invited to our Title III after-school program which usually runs from January to June.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Materials such as Smartboards, laptops, scanners, document cameras, Foundations phonics program, ReadyGEN and Go Math! ELL scaffolds, manipulatives, picture libraries, hands on science materials and leveled libraries are used to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Although our school only has a Freestanding English as a Second Language program, native language support is provided to some of our students with special needs through the assignment of bilingual paraprofessionals. These paraprofessionals remain with students throughout the school day and provide native language support when necessary, in order to make lessons and assignments accessible to students. Additionally, multilingual libraries, glossaries, and dictionaries are made available to students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
In programming, students are placed in groups with other ELLs on their grade level whenever possible. This allows the ESL teachers to follow grade level curriculum, supporting content being taught in the classroom. As there are significantly less students who scored beginner or intermediate on the NYSESLAT or LAB-R, those students may be grouped with other ELLs in subsequent grades. ELLs with special needs are placed in groups with students of similar age and grade levels when receiving services and resources.
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.
We are unable to identify newly enrolled ELLs prior to the school year. Students receive the LAB-R examination within ten days of enrollment (if enrollment occurs during the school year) or within the first ten days of the new school year. This exam identifies if a student is entitled to ELL services.
18. What language electives are offered to ELLs?
Although parents have the option of choosing a bilingual program option for their child's education, we do not currently offer any

language electives at this time.

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

Not applicable

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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.

During the first year of employment all teachers and administrators receive seven and a half hours of professional development in order to support the learning of ELLs. In addition, special education teachers receive ten hours. Teachers are required to keep a record of these professional development hours as well as submit copies of any certificates of completion to the payroll secretary so that there is a record of the hours in school. These in-house and off-site professional development workshops are provided by certified ESL pedagogues and other trained specialists. During these workshops, teachers are shown ways in which they can use ESL methodologies in their own classroom to make Common Core aligned content more accessible to English Language Learners. Colleagues are also encouraged to discuss, and problem solve ELL related issues during weekly grade level inquiry meetings. In order to stay abreast of the best practices for education, ELL professional development is given throughout the school year. All school personnel, including paraprofessionals, therapists, and school secretaries attend these workshops during non-attendance days for students including the Chancellor's Conference days on September 3rd and 4th 2013, Election Day on November 5, 2013, staff development day on January 17, 2014 and Anniversary Day on June 5th, 2014. A variety of professional development offerings are available through the New York City Department of Education's Office of English Language Learners. Past topics include: Academic Literacy for English Language Learners, Scaffolding Writing for ELLs and Demystifying Figurative Language, Assessing Students' Writing, Modified Guided Reading for English Language Learners, Looking at the Writing Response in the NYSESLAT and the ELA, Integrating Grammar In the Writing Workshop, Building Academic Vocabulary, Team Teaching in the ESL Program, and Effective Strategies and Literacy Instruction for ELLs. ESL teachers often attend these meetings and turn key information provided to administration and staff. To support teachers of ELLs as they engage in the Common Core Learning Standards, our school has provided professional development to familiarize staff with the new curricula. ReadyGEN and Go Math! are providing ongoing professional development via highly trained staff who are well versed in the programs. Each program provides a plan for scaffolded instruction for ELLs and offers strategic support in each lesson. In order to assist ELLs as they transition from elementary school, P.S. 52 has intervisitation with community middle schools. Information is sent home to the families regarding transition and choosing future programs. Middle schools offer open houses for students and families. A May/June trip to the local junior high school is also planned in order to acclimate students to their future setting. Representatives from local middle schools visit P.S. 52 and meet with students to explain programs available to them. Additionally Paul Helfman, the Director of School Enrollment provides a workshop to the Parent Coordinator and parents of fifth grade students explaining school choices, programs available, and tips for transitioning successfully.

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?

The Parent Teacher Association (PTA) of P.S.52 holds monthly meetings to keep parents informed and involved in the current issues concerning their child's education. All parents, including parents of English Language Learners are encouraged to attend these meetings. Family Fun Nights are offered throughout the school year in which families are invited to view student work, and participate in learning projects run by school staff. An example of this is the annual family literacy night. Parent workshops are offered throughout the school year for parents of both ELLs and non-ELLs. When possible we provide Spanish, Arabic, and Albanian translation services via bilingual staff members so parents of ELLs are able to communicate and fully participate in all school events.

Curriculum conferences are held at the beginning of the school year for parents to meet with their child's new teacher, and become familiarized with the curriculum to be used and what is expected of their child. Parent-Teacher Conferences are held twice a year. Parents and family members are invited to discuss student progress and any concerns with the teachers. Spanish, Arabic, and Albanian translators are on hand during these days. Additionally, phone interpretation services are available in 150 languages through the DOE during Parent Teacher Conferences, and during regular business hours. Also, unofficial parent-teacher conferences are held throughout the school year, and parents are invited to observe students in their classroom during two open school weeks.

We do not currently partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

Our school employs a full-time Parent Coordinator whose role is to address family issues and concerns, and to conduct outreach to engage families in their child's education. In order to strengthen family involvement in the children's education the Parent Coordinator regularly communicates with and shares news between the school and home through handouts, postings on a bulletin board, our school's e-Chalk website, and PTA newsletters. The Parent Coordinator serves as a point of contact for families, providing information about available services and resources in our school and in the local community. She organizes, and facilitates family workshops and meetings to help parents support their child's education. Some of these workshops include Go Math!, ReadyGEN, Homework Help, Health, and Strengthening Family Relationships.

While working with the parents during workshops from the past, we have concluded that many parents are eager to improve their own English language literacy. Therefore, our Parent Coordinator informs families of free community workshops and adult education opportunities. We are also offering free adult ESL classes to families of ELLs during the 2013-2014 school year.

Another tool we use to evaluate the needs of our parents is an online parent survey located on our school's website. Questions include whether parents feel informed about what is happening in their child's education, questions or concerns they may have regarding school safety, topics of parent workshops that they would be interested in attending, and their preferred method of communication. This survey and all other material on our school's website can be translated into over thirty-five languages. Each spring parents are also asked to complete The New York City Department of Education Learning Environment Survey.

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: John C. Thompson**School DBN: 31R052**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jane McCord	Principal		12/4/13
Annette Moncada	Assistant Principal		12/4/13
Dolores Galyas	Parent Coordinator		12/4/13
Diana Puma	ESL Teacher		12/4/13
Iwona Kubrak	Parent		12/4/13
Nicole Perez	Teacher/Subject Area		12/4/13
Gayle Pincus	Teacher/Subject Area		12/4/13
	Coach		
	Coach		
Keith McFall	Guidance Counselor		12/4/13
	Network Leader		
Tara Forde	Other <u>SETSS</u>		12/4/13
Joanne Cancel	Other <u>Assistant Principal</u>		12/4/13
	Other <u>AIS</u>		12/4/13
Lisa St. John	Other <u>Speech</u>		12/4/13



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: The John C. Thompson School	DBN: 31R052
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 62
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our sixty-two English Language Learners (ELLs) will be invited to attend one of two Title III Morning programs that will take place over a thirty week period. Sessions will be held on Thursdays and Fridays from 7:00 to 8:00 am, beginning November 6, 2014 through June 18, 2015. These programs will be staffed by two teachers, one a TESOL license holding ESL teacher and the other a classroom teacher who has a Common Branch license. All instruction will be delivered in English. Letters inviting students to these programs are sent home in English and the student’s native language, whenever possible, via the Translation and Interpretations Unit’s document translation services. Additionally parents will be notified/ reminded of their child’s opportunity to attend these programs during PTA meetings, Parent Teacher Conferences, and during Parental Engagement times. We utilize bilingual support staff to communicate with families at these times if possible, and if not we employ the Translation and Interpretation’s phone interpretation services.

On Thursdays, students in grades K-2 will attend; on Fridays we will have ELLs in grades 3-5. We will group students based on data obtained from the NYSITELL, NYSESLAT and the AMAO Tool. Of the forty-six current ELL students who took the NYSESLAT last year, thirty-three (72%) scored advanced. Eighteen of these students (54%) missed scoring proficient on the NYSESLAT by 3 points or less on the speaking modality. Of the remaining fourteen students who scored beginner or intermediate on the NYSESLAT it can be noted that six are also Students with Disabilities (SWD), and currently in a self-contained Special Education or ICT class. Of the seventeen newly admitted ELLs, five students scored advanced (29%), six scored intermediate (35%), and six (35%) scored at the beginner level. Based on these findings, we anticipate having two groups each day.

We anticipate grouping students by language proficiency . One group will consist of our newcomers, students who scored at the beginning or intermediate level on the NYSESLAT or NYSITELL, SWDs, and other at-risk students. The other group will be comprised of students who scored Advanced on the the 2014 NYSESLAT.

We plan on utilizing the Imagine Learning program for a portion of the ELL Morning Academy Session. Imagine Learning is a language and literacy software program which offers engaging, differentiated content, first language support, and is common core aligned. Instruction is catered to

Part B: Direct Instruction Supplemental Program Information

each student's unique literacy needs, delivering instruction at their level to increase phonological awareness, phonics, fluency, vocabulary and comprehension. There is ongoing assessment and data obtained will be used to drive instruction. Home connection reports will also be sent to families in their native language to communicate further with parents about their child's progress.

Students will also participate in a program designed to support their English language proficiency in the four modalities. As our data indicates, many advanced students are missing overall proficiency by only a few points in speaking. Therefore students will participate in activities to strengthen these skills, such as Reader's Theater. Reader's Theater is an integrated approach for involving students in reading, writing, listening, and speaking activities. It involves children in sharing literature, reading aloud, performing with a purpose, working collaboratively and eventually writing their own scripts. Instead of acting out literature as in a play, the performer's goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers bring the text alive by using voice, facial expressions, and some gestures. Reader's Theater helps to develop fluency through repeated exposure to text, increase comprehension, engage students and to integrate reading, writing, speaking, listening in an authentic context. Some materials we plan on using include but are not limited to Reading Street's Reader's Theater Anthologies grades K-5. We will also adapt literature being used in the classroom.

Each group will participate in both activities, however Newcomers, SWD, Beginner/ Intermediate students, and other students designated "at-risk" will at first spend the majority of their time (approximately 60/40) utilizing the Imagine Learning program. Before embarking on Reader's Theater activities, the ESL teacher will work closely with the small group using strategies (i.e. shadowing, role-play, repetitive oral practice etc.) to strengthen oral language fluency in order to help students feel confident in their abilities, and to lower their hesitance to speak in front of others. Scripts will also be adapted for this group so that each student is able to participate in a way that is challenging yet accessible to their individual reading and language proficiency level. Advanced students will have a chance to use the Imagine Learning program for a portion of the time, but will spend the majority participating in Reader's Theater activities.

Depending on enrollment we anticipate both teachers working side by side following an ICT (Integrated Co-Teaching) model and differentiating tasks for each group. If however, we have too many participants to facilitate this in one classroom, the common branch and ESL teacher will rotate, respectively spending 30 minutes with each group.

We plan on using Title III funding to purchase eighteen annual licenses for the Imagine Learning Program and will supplement with licenses we have previously purchased for our ELLs. Additionally we will purchase twenty-six Califone student headphones to be used with this program from Title III funds. We already have onsite, Reading Street Reader's Theater Anthologies grades K-5. Furthermore we will use free online resources and also text being used in the classroom to adapt for Reader's Theater activities.

Part C: Professional Development

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

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

Begin description here:

Throughout the 2013-2014 school year, teacher teams analyzed student samples, with a focus on our English Language Learner (ELL) and Student with Disability (SWD) populations. Utilizing our findings, in addition to teacher evaluations using The Danielson Framework data, and a needs assessment completed by teachers, we reflected and created our professional development focus for the 2014-2015 school year. As a result, all staff at P.S. 52 will employ a whole school initiative to raise student achievement by maximizing student engagement. We will work to ensure that all students are intellectually engaged with challenging yet accessible content through well designed learning tasks and activities that require complex thinking by students. Imbedded within our comprehensive professional development plan we have several ELL specific topics, geared towards teachers and staff who work with ELLs to support their learning and increase their English language proficiency. We plan on conducting professional development study groups by utilizing resources provided via the Office of English Language Learners Video library. Topics, schedules, attendees and providers are as follows:

- Imagine Learning Basic Implementation Training: Implementation Essentials, September 4, 2014, attended by two ESL certified teachers, Library/ Technology teacher and AIS teacher, provided by Amalia Deepaolino, Imagine Learning Educational Support Consultant.
- Text Complexity and English Language Learners: Building Vocabulary/ Increasing Levels of Text Complexity Across Grade Levels, October 27, 2014 and November 3, 2014, to be attended by all teachers, facilitated by the fully certified ESL teacher, Diana Puma.
- Challenges and Opportunities in the ELA CCSS, November 17, 2014, November 24, 2014 and December 1, 2014, to be attended by all teachers in grades kindergarten through third, facilitated by Diana Puma.
- Teaching Vocabulary to English Language Learners, December 15, 2014, to be attended by all teachers, facilitated by Diana Puma.
- Response to Intervention: Implementing an effective RTI model for ELLs, March 3, 2015, March 9, 2015 and March 16, 2015, to be attended by all teachers K-2, facilitated by Nicole Perez and teachers 3-5, facilitated by Diana Puma.
- Common Core Framework for ELLs: Helping Teachers Implement Literacy CCSS for ELL Students, March 24, 2015 and March 31, 2015, to be attended by all teachers K-2, facilitated by Nicole Perez and

Part C: Professional Development

teachers 3-5, facilitated by Diana Puma.

These professional development sessions meet the seven or ten hour professional development requirement for new teachers.

Part D: Parental Engagement Activities

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

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

Begin description here:

In order to involve and engage parents in the academic success of their children we plan various activities, many which are specifically targeted to parents of ELLs. Parents of ELLs are offered free adult ESL classes. These classes are taught by a teacher who holds a TESOL license, using various materials including but not limited to the ESL Pathways program, which has content based English lessons tailored to adult learners. These classes take place on Tuesdays from 1:30-2:15 pm. We offer this program based on the responses given on parent surveys which are sent home with the students in September via our Parent Coordinator Dolores Galyas. Additionally numerous workshops are provided to parents on an ongoing basis, based on these surveys. ELL specific workshops include a two part series How to Support Your ELL Student at Home. The first part was given on September 16th, at 5:00 and again at 6:00 pm, and the second will be given on November 18th at 2:20. The provider holds both a TESOL and Administrative license. Parent surveys and letters notifying parents of these opportunities are sent home in English and the families' native language when possible. We utilize the Translation and Interpretation Unit's services to accomplish this.

We will also engage parents by holding an information session to familiarize them with the home connection reports that will be sent home, once their child begins utilizing the Imagine Learning program. We will have bilingual support staff on hand to facilitate discourse and assist parents in asking any questions they may have about the reports which will be sent home in the family's native language when available.

This year we will be holding a family literacy event for ELLs and their families, with a Story Night/Pajama Party theme. This event will take place on December 9th from 5:00-8:00 pm. Families, teachers and staff will wear pajamas and do several activities centered on story time. Educators will give families ideas and strategies to strengthen children's literacy skills in a routine but fun and engaging way. Refreshments will be served as well. We are also planning a family literacy cultural celebration in the spring (date TBD). We plan on integrating literature (Nora Dooley's Everybody Cooks Rice, Everybody Serves Soup, Everybody Brings Noodles and Everybody Bakes Bread) which focuses on multiculturalism and highlights similarities across cultures in regards to food. Families will be encouraged to share recipes

Part D: Parental Engagement Activities

and traditions from their culture as well. We will provide refreshments and foods from various cultures. We anticipate a culminating activity of making a recipe book.

We plan on paying five teachers for three hours for each family literacy activity. We will be utilizing the portion of funds allotted for parental engagement as per Title III, and supplementing the per session payroll with Fair Student Funding. We will also invite bilingual support staff to be present during these activities to provide interpretation as needed.

Part E: Budget

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

Allocation Amount: \$0

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R052 School Name: P.S. 52 John C. Thompson

Cluster: Jose Ruiz Network: CFN 604 Greg Bowen

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 each parent/guardian is given a home language survey when their child registers for PS 52. This survey includes questions for parents/guardians to indicate the language in which they prefer information to be given, and what language they prefer for oral communication. Also, if parents indicate a different language preference other than English, they are then informed in writing (in their native language) of our schools translation and interpretation services.

Additionally, translated letters are sent home to families prior to the first Parent-Teacher Conference asking if they would like the service of an interpreter during conferences. If the parent indicates their interest, a interpreter is found and provided either by a bilingual staff member or through the Translation and Interpretation unit.

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 the section of the HLIS where parents indicate their preferred method of oral and written communication with the school we have found the following; Nineteen families requested communication with the school in both Spanish and Russian, eight in both Arabic and Chinese, five in Albanian and Polish, and one family requested communication in Urdu. We are fortunate to have many staff members who are bilingual and are willing to help when a parent is in need. We also utilize the services provided by the Translation and Interpretation unit. These findings were reported to the school community through the School Leadership Team and PTA. Additionally, interpreters hired through the Translation and Interpretation Unit have been used during state mathematics and science exams.

Part B: Strategies and Activities

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

Written translation services for documents such as letters, notices, flyers, permission slips, consent forms, parent handbooks, hearings, suspension letters and any other information that needs to be disseminated to an ELL parent or any other written communication will be provided in their native language whenever possible. Translations are completed by school staff or we utilize the services provided by the NYCBOE Translation and Interpretation Unit. In order to get these materials to parents in a timely manner requests for translation are sent as far in advance as possible. Also, any information provided by the school staff on E-Chalk (www.ps52.org) can be translated into twenty-four different languages using the website's own software. Important documents such as The Parent Bill of Rights, Safety Plans and interpretation notice signs are obtained by the Parent Coordinator via the NYCDOE website.

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.

During Parent Teacher Conferences, as well as informal meetings set up by parents or staff members, interpreters are often utilized. When available, these interpreters are part of the school staff, or parent volunteers. Additionally, the DOE provides an interpretation hotline which employs interpreters in over 150 languages. This service is available during business hours.

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 regarding parental notification requirements for translation and interpretation services, the school's policy is to notify parents of the services that the school offers. We meet this requirement by making sure all parents whose primary language is not English are aware that we offer translation and interpretation services. When it is established that the parents have another primary language then they are verbally notified of the services. Also, written notification in their primary language is sent home. Additionally there is a posted notice in many different languages on the PTA bulletin board indicating which interpretation and translation services are available.