

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: C.S. 152 - THE EVERGREEN SCHOOL
DBN (i.e. 01M001): 08X152
Principal: FRANCES LYNCH
Principal Email: FLYNCH@SCHOOLS.NYC.GOV
Superintendent: KAREN AMES
Network Leader: STEVEN CHERNIGOFF

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Frances Lynch	*Principal or Designee	
Joanne Oliver	*UFT Chapter Leader or Designee	
Nay Guity	*PA/PTA President or Designated Co-President	
Carole Dickens	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	
Christine Miceli	Member/ Assistant Principal	
Desiree Yarrell	Member/ Teacher	
Jennifer Solis-Rivera	Member/ Teacher	
Quentin Morgan	Member/ Teacher	
Maria Castellanos	Member/ Parent Association President	
Amanda Martinez	Member/ Treasurer	
Eldridrika Chaplin Cumming	Member/ Parent	
Frances Clothier	Member/ Parent	
Alma Tapia	Member/Parent	
Soledad Mendoza	Member/ Parent	
Sandra Escamilla	Member/ Parent	
Caroline Mena	Member/ Parent	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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.

Pearson's Ready Gen ELA curriculum will be supplemented with a CCLS aligned Scholastic Guided Reading Program. By June 2015, forty five per cent of students in grades 1 and 2 will read at or above grade levels as evidenced by STAR Reading Assessments.

Comprehensive Needs Assessment

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

Data collected from the 2013-14 ELA state exams showed a slow rise in scores. In order to better prepare teachers and students to meet the demands of the CCLS and ensure a more rigorous curriculum in grades K-2 we have selected WriteSteps and Scholastic, which are Common Core aligned, to supplement the ReadyGen curriculum.

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

All Teachers will participate in Professional Development that will shift teaching practices.

1. Activity - Professional development centered on writing and guided reading
2. Activity – Continued professional development on the implementation of the Common Core Learning Standards and Instructional Shifts
3. Activity - Teachers will meet during professional learning periods with the literacy coach in order to adapt the ReadyGen, WriteSteps and Scholastic curriculum in order to meet the needs of their students
4. Activity – Data teams will meet to evaluate student work, assessments and develop and share highly effective lessons and best practices

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

1. Administration and Network 607 Achievement Coach
2. Literacy Coach and Network 607 Achievement Coach
3. All teacher teams and literacy coach
4. Inquiry Teams, Literacy Coach, and Data Specialist

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

1. By June 2015, 100% of teachers will improve their practices
2. Formal and informal observations performed by administration and literacy coach respectively will evaluate the continued development and understanding of CCLS and instructional shifts
3. Monthly data will serve to evaluate the effectiveness of these three programs
4. Professional learning team members will share highly effective teaching practices with teacher teams

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

1. A portion of the professional learning block will be designated to professional development related to literacy
2. A portion of the professional learning block will be designated for continued CCLS training and the Instructional Shifts
3. Common planning during professional learning blocks
4. Monthly 1 hour meetings

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

1. WriteSteps - \$14,000
2. Scholastic - \$18,500
3. Per session rate X 5 members

Strategies to Increase Parental Involvement

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

Parent Coordinator and the PA organize monthly workshops for parents that address topics such as Common Core Learning Standards, health concerns and new curriculum. SLT and safety meetings are held monthly.

Budget and Resource Alignment

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

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

Data team monies will come out of fair student funding

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.

Teachers will improve their practice by supplementing the Expeditionary Learning Curriculum with Write Steps. By June 2015, twenty five per cent of students who scored at Levels I and II, according to the STAR Reading Assessment, will improve one level.

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.

Data collected from the 2013 – 2014 ELA state exams showed a slow rise in scores. In order to better prepare teachers and students to meet the demands of the CCLS and ensure preparation for the upcoming state tests CS 152 selected WriteSteps, a Common Core aligned writing curriculum

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

All Teachers will participate in Professional Development that will shift teaching practices.

1. Activity - Professional development centered on the six traits of writing
2. Activity - Continued professional development on the implementation of the Common Core Learning Standards and Instructional Shifts
3. Activity - Teachers will meet during professional learning blocks with the literacy coach in order to adapt WriteSteps into our existing curriculum
4. Activity – Grade level teams will meet to evaluate student work, assessments, develop and share highly effective lessons and best practices

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

1. Administration and Network 607 Achievement Coach
2. Literacy Coach and Network 607 Achievement Coach
3. All teacher teams and literacy coach
4. Grade Level Teams, Literacy Coach, and Data Specialist

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

1. By June 2015 100% of teachers will improve their practices
2. Formal and informal observations performed by administration and literacy coach respectively will evaluate the continued development and understanding of CCLS and instructional shifts
3. The data team will serve to evaluate and monitor progress of the supplemented ELA curriculum
4. Teachers will share highly effective learning practices

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

1. A portion of the professional learning blocks will be designated for professional development in writing skills from September - June
2. A portion of the professional learning blocks will be designated for continued CCLS training and the Instructional Shifts
3. Common planning during professional learning blocks
4. Monthly 1 hour meetings with Data Team members

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

1. Cost of \$14,000
2. No cost associated with this activity
3. No cost associated with this activity
4. Per session rate X 5 members

Strategies to Increase Parental Involvement

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

Parent Coordinator and the PA organize monthly workshops for parents that address topics such as Common Core Learning Standards, health concerns and new curriculum. SLT and safety meetings are held monthly.

Budget and Resource Alignment

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

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

Data team monies will come out of fair student funding

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.

Supplement the *Go Math!* Curriculum in grades K-5.

By June 2015 100% of teachers will improve their practice by supplementing the *Go Math!* Curriculum with math fluency skills. Monthly test results will be used to monitor student growth.

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.

Data collected from the 2013-14 Math state exams show a drop in scores. In order to better prepare teachers and students to meet the demands of the CCLS and ensure preparation for the upcoming state tests C.S.152 selected *Go Math!*, a common core aligned curriculum recommended by the New York City Department of Education and supplement with fluency skills using Accelerated Math and Accelerated Math 2.0.

Instructional Strategies/Activities

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

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

All Teachers will participate in Professional Development that will shift teaching practices.

1. Activity - Professional development centered on the Math Fluency for Teaching
2. Activity - Continued professional development on the implementation of the Common Core Learning Standards and Instructional Shifts
3. Activity - Teachers will meet during the professional learning blocks with the Math Coach in order to adapt the *Go Math!* Curriculum with fluency skills through Accelerated Math to meet the needs of their students.
4. Activity – Grade Level teams will meet to evaluate student work/assessments, develop and share highly effective lessons and best practices

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

1. Administration and Network 607 Achievement Coach
2. Math Coach and Network 607 Achievement Coach
3. All teacher teams and Math Coach
4. Grade Level Teams, MathCoach, and Data Specialist

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

1. By June 2015 100% of teachers will improve their practices
2. Formal and informal observations performed by administration and math coach respectively will evaluate the continued development and understanding of CCLS and instructional shifts
3. The data team will serve to evaluate and monitor progress of the supplemented Math Program
4. Teachers will share highly effective teaching practices with teacher teams.

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

1. A portion of the professional learning blocks will be designated for professional development for fluency practices from December – June
2. A portion of the professional learning blocks will be designated for continued CCLS training and the Instructional Shifts
3. Common planning during professional learning blocks
4. Monthly 1 hour meetings with Data Team members

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

1. No cost associated with this activity
2. No cost associated with this activity
3. No cost associated with this activity
4. Per session rate X 5 members

Strategies to Increase Parental Involvement

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

Parent Coordinator and the PA organize monthly workshops for parents that address topics such as Common Core Learning Standards, health concerns and new curriculum. SLT and safety meetings are held monthly.

Budget and Resource Alignment

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

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

Data team monies will come out of fair student funding

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p><u>Wilson:</u> A program designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound, word and syllable cards are used throughout the Wilson reading process.</p> <p><u>Merrill Linguistics:</u> Children practice reading in their <u>Stepping Up</u> books before reading stories in the Merrill readers. This preparation makes the reading of words easier for children, so they can focus their attention on the meaning of the stories.</p> <p><u>English in a Flash:</u> Supports NCLB goals, through individualized differentiated assessments and differentiated units of work</p> <p><u>Accelerated Reader:</u> Supports NCLB goals, through individualized differentiated assessments and leveled book program</p>	Small group	During the school day
Mathematics	<p><u>Accelerated Math:</u> A program supports NCLB goals, through individualized differentiated instruction. Math practice assessments provide immediate checks on student mastery and growth</p>	Small group	During the school day
Science	<p><u>Harcourt Brace – NYC Science Curriculum:</u> Students gain a major</p>	Small group	During the school day

	<p>understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials</p> <p>Our science program offers the following features: Hands on learning, small group instruction, lab set-up for grade four students.</p>		
<p>Social Studies</p>	<p>Harcourt Brace – NYC Social Studies Curriculum: Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials</p>	<p>Small group</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • At-risk counseling • Monitor student attendance • Referral to agencies for services and follow- up • Communication with parents and teachers <p>Professional Development for teachers on topics such as the assessment process, strategies to improve academic success and./or behavior</p>	<p>Small group</p>	<p>During the school day</p>

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

- A. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers at C.S. 152 meet the state eligibility requirements and are assigned according to their certification. In addition to administration, C.S. 152 has staff members (coaches) who are designated to support teachers in the areas of: English Language Arts, Math, Science, Social Studies, Common Core Learning Standards, and Data as well as, specific programs such as Accelerated Math and Accelerated Reading. These coaches are always available to meet with teachers and staff.
Teachers and staff at C.S. 152 receive high quality professional development from both internal and external providers. C.S. 152 coaches receive professional development on a variety of topics from Network 607, this information is turn-keyed and available to all C.S.152 teachers and staff.

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).
Based on information collected during classroom observations, test scores and conversations with grade level teachers, administrators, the math coach, and the literacy coach will design professional learning plans for school wide professional development

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

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

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.).
To facilitate the students' transition from Pre-K to the elementary school program, C.S. 152 Early Childhood Learning Center hosts an open house. During this time teachers and staff meet with the parents to discuss topics related to the transition from Pre-K to K, such as Common Core Learning Standards, curriculum, schedule adjustments and documentation required for registration (physicals, immunization, 504s).
Parents are then invited to visit the Kindergarten classrooms. We begin by having Pre-K parents help us paint the bottom of their child's foot to create a footprint. These footprints are arranged throughout the hallway directing the path towards the children's new Kindergarten classes. It's called our "Stepping-Up" day.
Pre-K students visit a Kindergarten classroom where they are paired up with their Kindergarten buddy. During the visit the Kindergarten 'buddy' will give them a tour of the classroom and show them some of the work they will produce in the coming year.
We close the 'Stepping Up' ceremony by reading the <u>Kissing Hand</u> and <u>The First Day of School</u> to prepare them for their next journey. After the reading, students and parents work a short art project together.

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.

Professional learning blocks will be utilized to bring grade teams together with administrators, coaches and data teams to make decisions to guide our professional development sessions

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)

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:

C.S. 152 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Accelerated Reading/Math, SES programs, morning programs, after-school programs, One Hundred Book Challenge, Read Well and Academic Intervention Services.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in September 2013.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Meet the Teacher, Parent/Teacher Conferences, and in-person/telephone conferences held throughout the year when necessary.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers and administrators will set-up appointments during preps, in the morning, and after school.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through our parent coordinator and classroom teachers.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
- Notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions

- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Follow the school's Hands-off Policy
- Ask for help when we don't understand
- Do our homework every day and ask for help when we need it
- Study for tests and assignments
- Read, at least, 30 minutes every day outside of school
- Get adequate rest every night

•
DBN: 08X152

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$782,892.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$152,396.00	X	See action plan
Title III, Part A	Federal	\$29,644.00	X	See action plan
Title III, Immigrant	Federal	\$6,407.00	X	See action plan
Tax Levy (FSF)	Local	\$4,647,566.00	X	See action plan

¹**Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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



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: C.S. 152 The Evergreen School	DBN: 08X152
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The morning program entitled "Literacy and Art" will allow the opportunity to combine language, writing and art together. As a result of the NYSESLAT exam, the students that the program will focus on are the beginner and struggling ELL students. Teachers will use NYSESLAT results, NYSITELL results and STAR Literacy and Accelerated Reader to form the basis of the groups. The morning program will run four days a week in three different sessions. The first session will run for a total of 28 days from December 9, 2014 - February 5, 2015. The second session will run for a total of 27 days from February 10, 2015 - April 2, 2015. The third session will run for a total of 23 days from April 28, 2015 - June 5, 2015. The implementation of the three sessions guarantees that teachers have the flexibility to adjust the groups to meet the needs of the students. This program will target ELL students in each grade per session. The total number of students to benefit from this program will be between 80 - 120 first to fifth graders. Of the five ESL teachers, three will teach on each grade from first grade to third grade. The fourth and fifth ESL teachers will teach a class that will combine both the fourth and fifth grade. Each group will meet for one period each day of the program, four days a week before school begins from 7:00 - 7:55 am.

The program will focus on using literacy building skills through the research based curriculum of the program "Language Power." Using thematic units, this program targets the four different modalities of listening, speaking, reading and writing. All units will be differentiated to ensure that they meet the individual needs of each student in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. After studying a unit, students will then "Respond to Literature" using art. All ESL teachers will be trained not only in the use of the program "Language Power" but also on how students can creatively "Respond to Literature." A Studio in a School artist will provide professional development to the ESL teachers on the use of different mediums and in turn the teachers will teach the students different ways to creatively respond to literature.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

The primary goal of professional development is to develop the teachers' craft, cultural awareness, and understanding of language acquisition process, all of which will have a direct impact on the students' social and academic development. All ESL teachers involved in the morning program will participate in the training of the "Language Power" curriculum and Studio in a School training. Professional training will be conducted by an artist from Studio in a School in four sessions throughout the program. Sessions will include 4 sessions by a Studio in a School artist on the use of various mediums in responding to literature and how to plan and implement art in the morning program. Several sessions will also involve the planning and use of the "Language Power" literacy program.

In addition, when possible in house and out-sourced professional development sessions are offered to any staff member in the school such as CIE- Knowledge of Students using Data (including NYSESLAT), Parent Involvement, and additional training added to the school calendar as the school year progresses (At no cost to Title III). To ensure that the professional development sessions meet the needs of the teachers, the ESL Coordinator is available to all teachers and is in constant contact with all ESL push-in teachers as well as their co-teachers. Other forms of support may include a dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/NYSITELL scores with a classroom teacher.

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:

At the end of the "Literacy and Art" sessions, letters will be sent home to parents to invite them to a literacy and art gallery to view their children's creative work. Refreshments will be served and a presentation/discussion of a literary book and art materials will be provided to parents to continue to read and create art at home with their children.

In an effort to keep all parents informed and involved the Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly

Part D: Parental Engagement Activities

calendars can be found at the front counter in the main office (At no cost to Title III). These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary.

Parents are invited to participate in and/or attend any school event. A sample of events planned for this year includes a planned day where parents are invited and students showcase their literacy process throughout the year, the Halloween Parade, and the Breast Cancer Walk. Other events include, “The Spring Show” that showcases the arts program at C.S. 152. The arts program which includes a Choir Ensemble, Select Band, and Step Team which is available to all students (At no cost to Title III).

The Parent Coordinator, ESL Coordinator, Literacy Coach and Math Coach work together to provide a variety of workshops for parents. All workshops are delivered in English and Spanish and a translator is scheduled when necessary. Workshops planned for this year are: Understanding the Common Core Curriculum, Nutrition, Strategies to help your child at home, Middle School, Understanding IEPs, Preparing for the New York State Tests, Stress Management, and ARIS Parent Link (At no cost to Title III).

Additionally, each ESL classroom (grades K-5) has an Audio Book Lending Library. Students select an audio book (most of which are available in English and Spanish) to take home each week. They are encouraged to listen to the book with their family. The goals of this program are: to create a love of books and reading, promote listening skills, to introduce students and their families to a variety of imaginative texts in Spanish and English, and to encourage family discussions about the books they have read and listened to. This program ensures that parents of ELLs have an opportunity to share a book with their family in their native language as well as English (At no cost to Title III).

Parents are notified through letters, flyers, and phone calls.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 152
School Name C.S. 152 The Evergreen School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Frances Lynch	Assistant Principal Christine Miceli, Alana Plant
Coach Desiree Yarrell	Coach JoAnne Merine
ESL Teacher Laura Suarez	Guidance Counselor Angela Vera
Teacher/Subject Area Kasey Brenan/ESL	Parent Jackie Torres
Teacher/Subject Area type here	Parent Coordinator Rafael Cornielle
Related Service Provider Ellen Hill, Jen Solis-Rivera	Other Laura Suarez (ESL Coordinator)
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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)	966	Total number of ELLs	285	ELLs as share of total student population (%)	29.50%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	3	4	4	3	4								19
SELECT ONE														0
Total	1	3	4	4	3	4	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	285	Newcomers (ELLs receiving service 0-3 years)	198	ELL Students with Disabilities	27
SIFE	1	ELLs receiving service 4-6 years	87	Long-Term (completed 6+ years)	2

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	196	1	15	87	0	12	2	0	0	285

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	196	1	15	87	0	12	2	0	0	285
Number of ELLs who have an alternate placement paraprofessional: <u>4</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	42	46	52	38	44	49								271
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic		1		1										2
Haitian														0
French		3												3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1	1	1	1								8
TOTAL	43	54	53	40	45	50	0	285						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	6	5	4	5									22
Intermediate(I)	21	20	23	13	10									87
Advanced (A)	18	17	24	12	10									81
Total	41	43	52	29	25	0	0	0	0	0	0	0	0	190

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	19	14	1	0	34
4	29	6	1	0	36
5					0
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	19		7		8				34
4	22		9	1	5				37
5									0
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	0		3		14	1	17	1	36
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Data from yearly New York State Tests including the NYSESLAT, LAB-R and Spanish LAB are used at the beginning of the year to give ESL teachers a snapshot of the students' academic profile and their academic progress. This information is used in conjunction

with initial assessments at the beginning of the year to form literacy groups in grades K-2 and groups in all content areas in grades 3 – 5. All teachers (ESL and classroom) understand that the groups are fluid and will change based on the needs of each student. Throughout the year, the ESL teachers work with their classroom teachers to analyze data collected from a variety of sources including informal assessments (teacher observations, quizzes, homework, etc.) formal assessments (i.e. Measures of Student Learning MOSL , Accelerated Reading quizzes and Accelerated Math quizzes), and periodic assessments (Go Math!, Expeditionary Learning, Ready Gen, Read Well, Science and Social Studies) and benchmark assessments (Fountas & Pinnell, STAR Literacy, STAR Reading, and STAR Math). This information is used to guide the focus of whole group and small group lessons.

The primary tool used at the beginning of the school year to assess the early literacy skills of our 1st and 2nd grade students is the STAR assessments provided through the Accelerated Reading Program from Renaissance Learning. First graders take the STAR Early Literacy assessment, which is a computer-adaptive assessment of 41 skills in seven critical early literacy domains. The assessment correlates highly with a wide range of more time-intensive assessments and also serves as a skills diagnostic. The STAR Reading assessment is given to students in grades 2-5. It is a computer-adaptive assessment of general reading achievement and comprehension. STAR reading provides nationally norm-referenced reading scores and criterion-referenced scores.

Analysis of STAR Literacy levels show that 45% of 1st grade ELLs are at or approaching grade level in reading readiness. Thirty-two percent (32%) tested need reading intervention and 23% tested need urgent intervention. Analysis of STAR Reading scores for 2nd grade ELLs show that 29% of students are approaching or at grade level, 20% need intervention and 51% need urgent intervention. Teachers have access to detailed individualized reports that describe individual needs that will be used in the coming year to design instruction. The data indicates that as our ELL population move from first grade to second they need more intervention in reading achievement and comprehension skills as compared to the 1st grade assessment, which primarily measures reading readiness. This is a trend we have observed in the past year and as a result are implementing a Common Core aligned program called ReadyGen to bolster reading comprehension.

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

Analysis of this year’s LAB-R Scores (for newcomers) and last year’s NYSESLAT scores indicate that our students are improving and moving towards English language proficiency at the expected rate. In grades K-4, the quantity of students scoring “beginner” decreased and the number of students scoring “advanced” and “proficient” increased. In fifth grade (4th grade at the time of the test), the number of students scoring proficient dramatically increased, with approximately 29% of students in that grade scoring proficient. We have also noticed that students who have been in school, especially our school since Pre-K or even K, come in with a foundation in literacy that is not evident in students who are newcomers from outside of the U.S. ELLs that come from our Kindergarten and go into 1st are approaching or have gained proficiency in English. According to last year's scores all but two students obtained Intermediate or Advanced scores on the 2013 NYSESLAT; it is also noted that the two students were students with disabilities.

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

RNR (Report is not available as of today)

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

A total of 102 ELLs took the New York State ELA test in grades three through five. Of these 71% scored at a level 1, 26% scored at a level 2 and 3% scored at a level 3. Thirty-four third grade ELLs took the ELA exam; of these 56% scored at a level 1, indicating these students have not met the learning standards for their grade level. Forty-one (41%) of the third graders tested scored at a level 2 indicating that these students demonstrate a partial understanding of the ELA knowledge and skills expected in their respective grade. The remaining 3% scored at a level 3, indicating that these students demonstrated an understanding of knowledge and skills expected for their grade level. Of the 36 fourth grade ELLs tested, 80% scored at a level 1, 17% scored at a level 2 and 3% scored at a level 3. Thirty-two ELLs were tested in the fifth grade. Of these 75% scored at a level 1, 22% scored at a level 2 and 3% scored at a level 3. The pattern of the scores was similar in other schools across the city as a result of the adoption of the new New York State Common Core ELA exam. As a result of the scores, we have implemented new ELA curriculums that are aligned with the NYS CCLS and recommended by The New York State Education Department, ReadyGen and Expeditionary Learning.

A total of 103 ELLs in grades three through five took the NYS Math exam. Of these 56% scored at a level 1, 27% scored at a level 2, and 17% scored at a level 3. In third grade 56% of ELLs tested scored at level 1, 21% scored at a level 2, and 24% scored at a level 3. Of the fourth grade ELLs tested, 59% scored at a level 1, 27% scored at a level 2, 14% scored at a level 3. In fifth grade 52% of ELLs tested scored at a level 1, 34% scored at a level 2, 13% scored at a level 3. One newly arriving Beginner ELL took the NYS Math in their native language, Arabic and scored a level 2. Considering that a majority of the ELL population that took the test scored a level 1, this student's score shows they were gaining an understanding of the curriculum in their respective heterogeneous ESL classroom.

This year our school has implemented the Go Math! curriculum for grades K-5. The new math program incorporates SmartBoard technology and allows for many ways to teach the content including interactive videos, manipulatives, and practice workbooks. This curriculum is aligned with NYS CCLS. It also provides extensive support for ELLs. Accelerated Math is a software-based program used in all third through fifth grade classrooms. The Accelerated Math program differentiates instruction through the use of 4 types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth.

Thirty-six 4th grade English Language Learners took the New York State Science exam. Of these 50% scored at a level 4, 42% scored at a level 3, 8% scored at a level 2, and 0% scored at a level 1. Of the students that elected to take the exam in their native language, one student taking it in Spanish received a 3 and one student taking it in Arabic received a 4, again demonstrating that our newly arriving Beginner ELLs are gaining mastery of content delivered in their heterogeneous ESL classrooms.

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](#).)

Six ESL certified teachers push-in to heterogeneous ESL classrooms providing intervention services. Data from Accelerated Reading and Accelerated Math programs are used to provide RTI for struggling ELLs. These programs allow students to complete work at their instructional level with interventions provided by the classroom and ESL teachers. As students produce work it is constantly being evaluated and new intervention materials are provided depending on student need.

Specific differentiation and/or interventions for any student will vary based on each student's individual needs. Students with disabilities, students with 4-6 years of service and long term ELLs who continue to struggle may receive At-Risk services from a teacher certified in Special Education. In addition to outside interventions, in-class interventions in grades K-2 may include Read Well extra practice lessons that are specifically designed to target sound and word recognition, comprehension and oral language development. A student struggling with basic English skills may spend time on the Imagine Learning and/or English in Flash computer programs.

Additional language focused interventions may include activities at a listening center. Math teachers may use Math in Flash (Which are available in all ESL classrooms), manipulatives, and/or Go Math! online resources (videos etc.) that demonstrate math skills. These can be projected onto the Smartboard or students can view them independently at a computer. For other subjects, including Science and Social Studies, teachers use targeted, intensive vocabulary and content lessons that include a variety of scaffolding methods, including but not limited to the use of visuals (pictures and artifacts), videos, manipulatives (counting blocks, base ten blocks, etc.), guided practice and hands-on activities in small group settings that reinforce content and vocabulary. (More detailed information on the programs used by C.S. 152 is provided in section V. question 3.)

Whenever possible, ELLs who have demonstrated proficiency on the NYSESLAT remain in ESL classes for a minimum of two years. This guarantees that they receive additional support that may be necessary before transitioning to a non-ESL classroom. ELLs are also provided with testing modifications for 2 years after scoring proficient on the NYSESLAT. Additional supports include a Literacy/Math morning program that will run three days a week for grades 3 -5. Classroom teachers including ESL teachers will use the NYS ELA and NYS Math exams to decide which students will be offered this program. This program will be implemented to help students meet the NYS standards in both reading and math.

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

All instructional programs (Go Math!, Expeditionary Learning, Ready Gen, Accelerated Reading and Math, ReadWell, Science and Social Studies Curriculum) include ESL modifications and support. All use graphic organizers to scaffold instruction, provide ample contextualization, and focus on teaching vocabulary. All classrooms are language rich with interactive word walls, and current student work is displayed. All classrooms have SmartBoards, which allow the introduction of visuals, games, and interactive learning. Go Math! and Expeditionary Learning have components for interactive lessons and activities with the SmartBoard. Teachers constantly use data from instructional programs to differentiate lessons and create fluid groups that are responsive to students' second language development.

7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the second (target) language?

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

N/A

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

Each year the Principal, the Bilingual/ESL Coordinator, and the ESL teachers evaluate the effectiveness of our programs for ELLs by looking at a multiple array of data including summative assessments from yearly New York State Tests including the NYSESLAT, LAB-R, ELA, Math and Science exams. This information is used in conjunction with data gathered throughout the year from formal assessments (i.e. Monthly Tests, Accelerated Reading Quizzes and Accelerated Math quizzes), periodic assessments (Go Math!, Expeditionary Learning, Read Well, Science and Social Studies) and benchmark assessments (Fountas & Pinnell, STAR Literacy, and STAR Math) to guide future curriculum decisions. In past years, ELL students have met overall AYP goals. Moreover, additional programs are considered as evaluations are made and the needs of our ELL population changes.

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](#).)

During the registration process, parents of new entrants to the NYC Public School system complete the Home Language Identification Survey (HLIS). ESL-certified teachers Ms. K. Brenan, Ms. A. Black, and Ms. L. Suarez, who are bilingual in English and Spanish, are present while parents fill out the HLIS. If a parent and/or student speaks a language other than English or Spanish, the ESL teacher conducting the interview will use over-the-phone translation to communicate with the parent and/or student. During this time they conduct an informal interview with the student and parent to ensure that the HLIS is completed properly. Once the parent has completed the HLIS, the HLIS rubric is used to determine each student's OTELE Alpha code. Any student whose OTELE Alpha Code is anything other than English is administered the Language Assessment Battery-Revised (LAB-R) test by an ESL teacher. Any student whose OTELE Alpha Code is Spanish and scores at or below the cut score on the LAB-R is administered the Spanish LAB by a bilingual, ESL-certified teacher. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL).

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.

In adherence with state requirements to place ELLs within ten days of enrollment, C.S. 152 provides parent orientations during registration and continues to provide the orientations for the parents who come in throughout the year. The choices are as follows: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. All ESL certified teachers are familiar with the program choices and are available during parent orientations and registration. At this time, parents of entitled students are provided with an opportunity to view the Parent Orientation Video for Parents of English Language Learners (available in 13 languages), which details the program choices. During this time the Bilingual/ESL Coordinator or an ESL teacher is available to answer any questions regarding programs. After watching the video parents are asked to fill out the Program Selection Form. Parents are encouraged to attend orientation and fill out the Parent Selection Form at school. However, if they do not make it to the Parent Orientation, the forms are handed out to the students by their ESL teachers. The Bilingual/ESL Coordinator and/or an ESL teacher will inform the parents of the program choices and ask them to make their selection on the Program Selection

Form. At this time parents are also informed of the next orientation where they will have an opportunity to view the video.

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

In September, letters are distributed that inform parents of their child's status and eligibility as an English Language Learner. ATS Reports RLAT and RLER (in conjunction with LAB-R Scores) are used to determine which letters parents of current, and former ELLs should receive. Students who are entitled based on NYSESLAT results – determined by the RLAT-- will be given a Continued Entitlement Letter. Parents of students who scored at or above proficiency on the LAB-R will be given a Non- Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT as determined by the RLAT will be given a Non Entitlement/Transition Letter. During this time the parents of all entitled ELLs receive the Parent Survey and the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. All letters and correspondence with parents is provided in English and in the language of the parent, when possible. Program Selection forms are collected, the original is filed in the student's cumulative folder and a copy is filed in the ESL room by the ESL/Bilingual Coordinator.

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.

Based on information collected from Program Selection and Parent Survey forms (offered in English and native language), C.S. 152 offers an English as a Second Language (ESL) program. This program is aligned with the parents' requests based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. Review of the Parent Survey and the Program Selection forms show that parents, for the past few years, have chosen the ESL program. Those students who were identified as LAB-R eligible according to the HLIS and who scored below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) and placed in one of our heterogeneous ESL classrooms in accordance with parent selections on the 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.

Any student who is identified as LEP/ELL entitled is administered the New York State English as Second Language Achievement Test (NYSESLAT). Prior to administration of the NYSESLAT exam L. Suarez (Bilingual/ESL Coordinator) runs the RLER – an ATS report that identifies students that are eligible for the NYSESLAT exam. Each certified ESL teacher (F. MacDonald, K. Brenan, L. Suarez, S. Byrd, C. Bakeman and A. Black) administers the NYSESLAT exam to the classes they have been co-teaching with all year. NYSESLAT exams are administered within the test window in the spring to assess and measure progress in the four modalities (Listening, Speaking, Reading and Writing). Scantrons and test booklets are verified against the RLER (NYSESLAT Eligibility report) to ensure that each student eligible to take the NYSESLAT is administered the test. At the beginning of each year the NYSESLAT scores are used to determine a student's eligibility to continue to receive LEP/ELL services.

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. 

Based on information collected from Program Selection and Parent Survey forms, C.S. 152 offers an English as Second Language (ESL) program. This program is aligned with the parents' request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. Review of the Parent Survey and the Program Selection forms show that parents, for the past few years, have chosen the ESL program. Each year there are anywhere from 1-3 parents that choose the a bilingual program. The trend that we have observed, after reviewing the program choices that parents have requested for the 2013-2014 school year, is overwhelmingly freestanding ESL. This year as of yet, all parents have chosen the ESL program.

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])?

Community School 152 has a push-in ESL program for grades K-5. The program consists of eleven heterogeneous, freestanding ESL classrooms. Of these eleven classes, all have a certified ESL teacher who pushes in for two periods per day for a total of 520 minutes per week, exceeding the 360 ESL minutes mandated by CR Part 154.

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)?

In grades 1-5 ESL certified teachers push into all heterogeneous ESL classrooms for two 52 minute periods per day for a total of 520 minutes per week, exceeding the 360 ESL minutes mandated by CR Part 154. Kindergarten classrooms have a full-time ESL teacher that pushes-in and pulls-out students for ESL services. The number of times per week ELLs are pulled out is based on their fluency level. Beginners and Intermediate ELLs receive 360 minutes per week and Advanced ELLs 180 minutes per week as required under CR part 154. Any ELLs in a different setting, as required by their IEPs, are serviced by our certified ESL teachers in either a push-in or pull-out setting according to their fluency levels.

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.

To foster a smooth transition into the classroom for our ELLs, we have made an effort to ensure that each ESL classroom has at least one teacher who is bilingual in English and Spanish (either the ESL push-in or the classroom teacher). All programs, curriculums and support for ELLs are grade/age appropriate. Each classroom, including ESL classrooms, receives materials based on grade level. All classrooms, including ESL classrooms use the following curriculum: Read Well (K-2 Literacy Program), Accelerated Reader (grades 2-5), ReadyGen (K-2), Expeditionary Learning (K-5), GoMath! (K-5), Accelerated Math (grades 3-5), Common Core Science and Social Studies curriculum (grades K-5). In addition, all ESL classrooms have access to an Audio Book Lending Library in Spanish and English and computer programs such as English in a Flash Math in a Flash, and Imagine Learning English. All programs are detailed below.

Read Well is a research-based reading program for grades K-2 that facilitates differentiated instruction in phonemic awareness, phonics, vocabulary, comprehension and fluency. An initial placement exam assists teachers in placing students in small reading groups based on their score on the placement exam. This ensures that students receive differentiated instruction at the current reading level. The program is further differentiated by allowing teachers to adjust each groups' plan. For example, accelerated students may complete a unit in 3 or 4 days whereas students who struggle, such as new comers, may be placed in a 6 or 8 day plan. The program allows teachers the flexibility to adjust the group's plan from a 3 day to an 8 day (or vice versa) as needed throughout the year.

This year C.S. 152 has adopted two new literacy programs aligned with NYS Common Core Learning Standards (CCLS) Ready Gen and Expeditionary Learning. Students in grades 1-2 will begin using ReadyGen late fall, which focuses on four key priorities: quality text, quality questions and tasks, writing to sources, and foundational reading skills. The goal of ReadyGen is to build strong readers and writers through a lesson structure that develops an understanding of big ideas in social studies and science concepts through conceptually coherent text sets organized around a topics. ReadyGen incorporates a reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Students will demonstrate their learning through performance tasks that integrate the four modalities of reading, writing, speaking, and listening. Many ELL supports are built-in such as text dependent questioning, vocabulary, and language development.

Expeditionary Learning (EL) as our ELA curriculum for grades 3-5. EL is a comprehensive K-12 educational design that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching NYS Common Core Learning Standards. This program includes Learning expeditions – long-term investigations of important real world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service. EL's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests. Leadership EL school leaders build professional learning communities that focus sharply on student achievement and instruction. EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement. EL incorporates modifications for ELLs including supplemental materials, research based teaching practices (scaffolding, questions, graphic organizers, video, hands-on experiential learning) and teacher flexibility in instruction is also encouraged.

Accelerated Math and Accelerated Reading are two adaptive software programs which differentiate learning. Both programs are essential components to the curriculum for third through fifth grade students. Accelerated Reading software provides an initial assessment that establishes each child's level of reading and assigns them a Zone of Proximal Development (ZPD) based upon their level of reading comprehension. This assessment is repeated in January and June to assess reading comprehension progress. The ZPD assigned to the student correlates with the trade books they will read throughout the school year. As students read books, they take quizzes on the computer that assess their reading comprehension of each book. As they move through the program, their ZPD is adjusted to reflect their progress. This year we have been asked to pilot a Spanish component of the Accelerated Reader program. Beginning in January, newcomers who are literate in Spanish will have the opportunity to be assessed in Spanish and be allowed to read books in Spanish. As they learn English and become more proficient they will also read books and test in English. It is important to note that some Accelerated Reader quizzes are available in Spanish -books in Spanish are available to all ESL Classrooms. ESL teachers take an active role by conferencing one-on-one with ELLs prior to them taking the reading comprehension quizzes. During the conferences, ESL teachers can pinpoint issues that can be addressed during small group mini-lessons. One result of this process is that students are learning to manage their own growth in reading. Beginning in January, newcomers who are literate in Spanish will have the opportunity to be assessed in Spanish and be allowed to read books in Spanish. As they learn English and become more proficient, they will also read books and test in English.

Accelerated Math is also a software-based program being used in all third through fifth grade classrooms. The Accelerated Math software program provides extensive targeted and differentiated practice in specific math objectives. The objectives are carefully chosen to complement the Everyday Math curriculum. The software allows teachers to assign specific objectives to their students and print out practice problems on those objectives. The students can then work on those problems and scan their answer sheets providing them with immediate feedback on their work. At the same time, the software prints out a follow-up practice worksheet addressing the needs of each student based on their performance. As the students work on their assigned objectives, the

software uses an algorithm to determine when a specific student is ready to be tested and an assessment is generated for him. The teacher can then print individualized assessments, allowing students to move at their own pace and gain a sense of control over their own learning.

GoMath! is the primary mathematics curriculum used in grades K-5. This program supports the Common Core State Standards for Mathematics. The program focuses on the Critical Areas and depth of understanding through interactive lessons, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. Particular attention is given to providing support for teachers as they transition to a focused, rigorous curriculum. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teacher Editions. The program is designed so that teachers can easily create the environment necessary for teaching the Common Core State Standards for Mathematics. GO Math! teacher and student resources are available online and in print in both English and Spanish. ESL teachers are provided with supplemental materials for ELLs. For example, an ELL Guide is available that has activities to help children acquire math vocabulary and the language and writing skills needed to communicate and understand math concepts. An English-Spanish glossary is also available for each unit. GoMath! includes a built-in RTI component with tiered interventions as well as an enrichment component for students who excel.

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

Students are given the opportunity to take subject exams in their native language when available. When native language tests are not available for students with LEP, a bilingual teacher may provide oral translations. During testing, students are also provided with English-native language glossaries.

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

Initial assessments from ReadWell, Star Early Literacy, Star Reading, ReadWell, Fountas & Pinell and GoMath! are used as a benchmark to measure progress throughout the year. All assessments are aligned with the Common Core Learning Standards and address the four modalities of reading, writing, listening and speaking. Throughout the year, the ESL teachers work with their classroom teachers to analyze data collected from a variety of sources including informal assessments (teacher observations, quizzes, homework, etc.) formal assessments (i.e. Measures of Student Learning MOSL, Accelerated Reading quizzes and Accelerated Math quizzes), and periodic assessments (Go Math!, Expeditionary Learning, Ready Gen, Read Well, Science and Social Studies) and benchmark assessments (Fountas & Pinnell, STAR Literacy, STAR Reading, and STAR Math). This information is used frequently throughout the year to guide in the creation of learning targets of direct whole group and small group lessons.

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).

Once SIFE/LEP students are identified, staff uses multiple measures to determine the nature and extent of the students' prior knowledge and educational experiences including LAB-R, Spanish LAB STAR Early Literacy, ReadWell assessments, Fountas & Pinell, and STAR Math. Based on student literacy and numeracy skills classroom and push-in ESL teachers differentiate instruction through a co-teaching model with scaffolded lessons used to address the four modalities (listening, speaking, reading and writing) with an intense focus on academic vocabulary development, phonemic awareness, phonics, fluency, comprehension, writing and grammar. Teachers use data from formal and informal assessments to place the students in small groups and determine the skills focus for each group. Each ESL classroom (grades K-5) has an Audio Book Lending Library. Students select an audio book (most of which are available in English and Spanish) to take home each week. They are encouraged to listen to the book with their family. The goals of this program are: to create a love of books and reading, to promote listening skills, to introduce students and their families to a variety of imaginative texts in Spanish and English, and to encourage family discussions about the books they have read and listened to. This program ensures that parents of ELLs have an opportunity to share a book with their family in their native language as well as English.

As 95% of our ELL population are native Spanish speakers we have made an effort to ease the transition with each ESL classroom having at least one teacher who is bilingual in English and Spanish (either the classroom or ESL push-in). Not only does this ease the home/school connection by encouraging communication between parents and teachers, but it helps new students to feel more comfortable in the classroom. Moreover, teachers are sensitive to cultural differences and promote the sharing of cultures and tolerance of differences. Teachers are provided with materials and resources in native language (when possible) and multi-cultural themes are woven into curriculum.

To address social and emotional needs, school counselors (one of which is Spanish-English bilingual) are available to work with students and families.

Programs, curriculums and support for ELLs are developmentally and age appropriate, linguistically enriching and experientially relevant. The programs used at C.S. 152 tap into students' interests and strengths in order to scaffold new information. All classrooms, including ESL classrooms use the following curriculum: Read Well (K-2 Literacy Program), ReadyGen (grades 1-2 Literacy Program), Accelerated Reader (grades 2-5), Expeditionary Learning (grades 3-5), GoMath! (grades K-5), Accelerated Math (grades 3-5), and Common Core Science and Social Studies curriculum (grades K-5). In addition, all ESL classrooms have access to an Audio Book Lending library and computer programs such as English in Flash, Math in a Flash, and Imagine Learning English. All programs are detailed in section V question 3.

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?

Specific differentiation and/or interventions for any student, including new comers, students with 4-6 years of service, long term ELLs and students with special disabilities will vary based on each student's individual needs. Students with disabilities, students with 4-6 years of service and long term ELLs who continue to struggle may receive At-Risk services from a teacher certified Special Education. In addition to outside interventions, in class interventions in grades K-2 may include Read Well extra practice lessons that are specifically designed to target sound and word recognition, comprehension and oral language development. A student struggling with basic English skills may spend time on Imagine Learning and/or English in Flash computer program. Additional language focused interventions may include activities at a listening center, Flocabulary (detailed above) extra practice or intensive lessons focused on decoding, phonics, grammar, vocabulary, comprehension, fluency or any skill determined by the teachers. For other subjects including Math, Science or Social Studies teachers may use Math in Flash (detailed above), manipulatives, Envision Math online resources (videos etc.) that demonstrate math skills. These can be projected onto the Smartboard or students can view independently at a computer. Targeted, intensive vocabulary and content lessons that include a variety of scaffolding methods including but not limited to the use of visuals (pictures and artifacts), videos, manipulatives (counting blocks, base ten blocks, etc.), guided practice and hand on activities in small group setting that reinforce content and vocabulary.

Whenever possible, ELLs who have demonstrated proficiency on the NYSESLAT remain in ESL classes for a minimum of two years. This guarantees that they receive additional support that may be necessary before transitioning to a non-ESL classroom. ELLs are also provided testing modifications for 2 years after scoring proficient on the NYSESLAT.

Additional academic, technological and native language supports in all ESL classrooms include: books available in the native language, an audio book lending library available in English and Spanish, bilingual dictionaries, picture dictionaries, English in Flash computer program, Imagine Learning English computer program, SmartBoards, computers and the assurance that at least one member of each co-teaching team is fluent in Spanish. When possible, content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed. Use of these supports depends on the needs of each student. These supports, and how each subgroup may use them are detailed in the Part A of the Programming and Scheduling Information section as they are crucial to an accurate description of how instruction is delivered.

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?

ELLs with IEPs, who are not in an ESL classroom are served through a pull-out or push-in program. The program model depends on many variables including the students' schedules of services beyond ESL such as speech, Physical Therapy, Occupational Therapy, counseling, etc. and the classroom teachers' schedules. Regardless of the model (push-in or pull-out) all students receive ESL services in a small group setting by a certified ESL teacher. The ESL teachers design lessons that address the needs of the group. Information and data collected through informal observations by the ESL teachers and conversations with the classroom teachers are used to guide the lessons. Each student receives the required number of minutes determined by his/her NYSESLAT score. Those who would benefit from the Imagine Learning English program also have the opportunity to use this program during this time or during regular class time.

Our team teaching model gives natural opportunities for the use of academic language in a small group setting. Students carry out tasks in small groups, and everyone gets a chance to contribute in a low risk, low anxiety environment, which is considered conducive to language acquisition. These sessions with two teachers allow for ELL with disabilities, especially those with attention deficit issues, the opportunity to work on tasks that address their need for movement. Students channel this need for physical activity by rotating during team teaching while given a set time for specific tasks. Our technology-based math and reading programs address the needs of the tactile learner on an ongoing basis as do the interactive activities on the Smartboard. Routine one-to-one conferencing with the teacher allows for immediate corrective feedback. These small group sessions allow for task

specific instruction that supports the development of academic vocabulary in each content area. There are many opportunities for the teacher to model correct usage of the English language such as explicit teacher talk, think-alouds, modeling, retelling, sharing and paraphrasing.

To ensure that ELLs with disabilities receive all mandated services, related service providers work cooperatively to arrange each student's schedule. In an effort to ensure that students maintain a consistent schedule, as well maintain the integrity of their Individualized Educational Plan (IEP), speech, AIS, SETTS, ESL, physical therapist, occupational therapist and the hearing specialist provide the mandated services either in the student's classroom or in a small group setting outside of the classroom.

Courses Taught in Languages Other than English

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

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

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

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

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

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

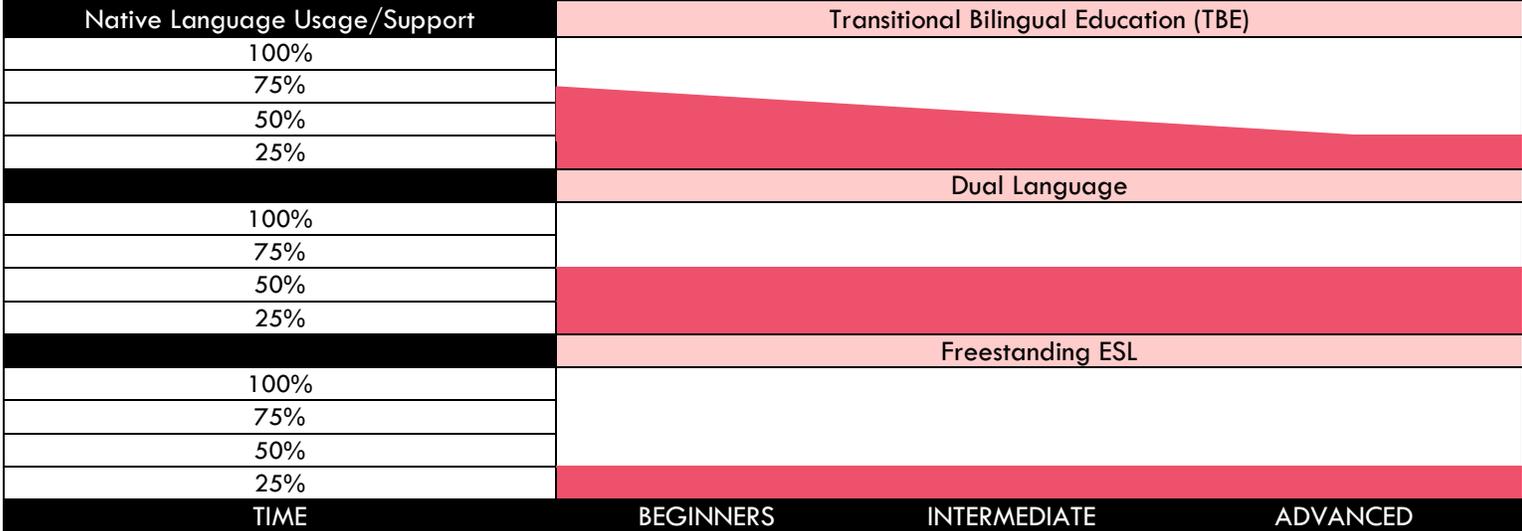
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Six ESL certified teachers push-in to heterogeneous ESL classrooms providing intervention services. Data from Accelerated Reading and Accelerated Math programs are used to provide RTI for struggling ELLs. These programs allow students to complete work at their instructional level with interventions provided by the classroom and ESL teachers. As students produce work it is constantly being evaluated and new intervention materials are provided depending on student need.

Specifically, C.S. 152 has a Response to Intervention process which is used for the ELLs. The process begins when Accelerated Math and Accelerated Reading STAR Enterprise screening is administered. Then the RTI team uses the screening report to target those students that fall under red, needing urgent intervention. Classroom teachers create intervention goals which will be implemented for six to eight weeks. Assessments will follow individualized schedules for testing according to the RTI testing guidelines. ELLs are tested weekly. After six to eight weeks, a member of the RTI team will follow-up with the teacher, and a collaborative decision will be made as to whether the student will remain at Tier I or if Tier II will be implemented. After another six to eight weeks, students who have made adequate progress may exit Tier II and return to Tier I or remain in Tier II. Students who have not made adequate progress may be referred to Tier III which is an at-risk intensive pull-out program conducted by a Special Education Teacher. If the students do not respond to Tier III intervention, the Child Study Team, with parental consent, may decide to refer the student for Special Education Services.

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 the past three years, we have met AYP for our ELL population. In addition, our students' language development has consistently improved as evidenced by NYSESLAT scores. With the new Common Core Learning Standards we have recognized that it is necessary to implement new curriculum programs. As a result, we have adopted common core aligned ReadyGen for grades 1 and 2, Expeditionary Learning for grades 3-5 and GoMath! for grades K-5.

Go Math, used in K-5, includes an ELL component providing student workbooks, enrichment materials and intervention materials for ELLs. Additionally it includes a Spanish Language edition and a glossary. Read Well, used in grades K-2, provides ESL modifications for each lesson. Ready Gen, to be used by second grade in November and first grade in January, is a Common Core-aligned program that provides modifications for ELLs within the curriculum. Expeditionary Learning also provides extensive modifications for ELLs, including the use of graphic organizers and access to Novel New York, an online database of texts available in a number of languages.

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

This year we are implementing new reading and math programs aligned with the Common Core Learning Standards. These programs will be evaluated based on effectiveness and considered for the upcoming school year. Furthermore, this year we are planning to have a morning program for children in grades 3-5, some of whom are struggling to meet the new CCLS. Specifically, these are students who received a 1 last year but did not have the opportunity to go to summer school.

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

N/A

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

ELL students are afforded the same opportunities as monolingual students including morning programs and afterschool programs. This year we are planning to have a morning program for children in grades 3-5, some of whom are struggling to meet the new CCLS. Specifically, these are students who received a 1 last year but did not have the opportunity to go to summer school. ELLs also have the same ability to participate in our arts programs, which this year include the Step Team, Drama Club/Choir Club, and Select Band.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

Academic, technological and native language supports are available in all ESL classrooms and include: books available in the native language, an audio book lending library available in English and Spanish, bilingual dictionaries, picture dictionaries, the English in Flash computer program, the Imagine Learning English computer program, SmartBoards, and 2-3 computers per classroom. When possible, content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed.

Go Math!, used in K-5, includes an ELL component providing student workbooks, enrichment materials and intervention materials for ELLs. Additionally it includes a Spanish Language edition and a glossary. Read Well, used in grades K-2, provides ESL modifications for each lesson. Ready Gen, to be used by second grade in November and first grade in January, is a Common Core-aligned program that provides modifications for ELLs within the curriculum. Expeditionary Learning also provides extensive modifications for ELLs, including the use of graphic organizers and access to Novel New York, an online database of texts available in a number of languages.

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

As 95 percent of ELLs at C.S. 152 are Spanish-speaking, we have made an effort to ensure that each ESL classroom has at least one teacher who is bilingual in English and Spanish (either the ESL push-in or the classroom teacher). Not only does this ensure that during morning drop-off, afternoon dismissal and parent/teacher conferences parents of Spanish-speaking ELLs will be able to communicate with the classroom and ESL teacher but also ensures that the student feels comfortable in the classroom. These considerations promote the home/school connection and allow parents to be involved in their child's education. Additional native language supports include literature in the student's native language, books on CD in English and Spanish, bilingual dictionaries, picture dictionaries, and software programs such as Imagine Learning English and English in a Flash. When possible content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed.

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

All programs, curricula and support for ELLs are grade/age appropriate. Each classroom, including ESL classrooms, receives materials based on grade level. All classrooms, including ESL classrooms use the following curriculum: Read Well (K-2 Literacy Program), Accelerated Reader (grades 2-5), Go Math! (grades K-5), Accelerated Math (grades 3-5), Common Core Science and Social Studies curriculum (grades K-5). In addition, all ESL classrooms have access to an Audio Book Lending Library and computer programs such as English in a Flash, Math in a Flash, and Imagine Learning English.

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.

As previously described in Section V question 3, we have a number of programs to assist newly-enrolled ELLs, specifically English in a Flash, Imagine Learning, Math in a Flash, and a Spanish-English audio-book library. Cooperative grouping provides peer-supports and small group instruction provided by the classroom and ESL teachers provides instruction for new ELLs based on their needs.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

The primary goal of professional development is to develop the teachers' craft, cultural awareness, and understanding of the language acquisition process, all of which will have a direct impact on the students' social and academic development. When possible, in-house and out-sourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with all ESL push-teachers as well as their co-teachers. At C.S. 152 support/professional development is offered in many forms. Teachers are provided with information regarding professional development workshops offered by the Board of Education. Also, C.S. 152 is planning with to present professional development on the subject of teaching English Language Learners with CFN 607. Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R scores with a classroom teacher. Additional Professional Development will be determined based on the needs of teachers as well as the needs of those leading the morning programs. Tentative topics for professional development sessions are: Understanding the NYSESLAT scores, Understanding the Five Stages of Language Acquisition for English Language Learners/ Cultural Awareness, CCLS Surfacing the Gap, Vocabulary Building and Language Experience Approach (LEA) to Reading and Writing. In addition, information is provided to staff regarding middle schools such as application requirements, opportunities available, and informational middle school fairs

The following is the list of topics to be discussed during the Jose P. workshops. These workshops will be presented during all lunch periods ensuring that all staff members including but not limited to teachers, administration, secretaries, special education teachers, psychologists, occupational therapists, speech therapists and the parent coordinator have an opportunity to attend.

Universal Design for Learning - Presented by Y. Jacquez

Stages of Language Development

Part 1: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

Part 2: Scaffolding Strategies (modeling, bridging, contextualization, meta cognition, text representation, schema building)

ELL Modifications for ReadWell

ELL Modification for Expeditionary Learning

ELL Modifications for Ready Gen

ELL Modifications for Go Math!

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?

As 95 percent of ELLs at C.S. 152 are Spanish speaking we have made an effort to ensure that each ESL classroom has at least one teacher who is bilingual in English and Spanish (either the ESL push in or the classroom teacher). Not only does this ensure that during morning drop-off, afternoon dismissal and parent/teacher conferences parents of Spanish speaking ELLs will be able to communicate with the classroom and ESL teacher but also ensures that the student feels comfortable in the classroom. These considerations promote the home/school connection and allow parents to be involved in their child's education. Additional native language supports include literature in the student's native language, books on CD in English and Spanish, bilingual dictionaries, picture dictionaries, and software programs such as Imagine Learning English and English in a Flash. When possible content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed.

In an effort to keep all parents informed and involved, our Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office. These calendars provide information on grade and school-wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators for other languages are available as necessary. Parent also receive flyers that remind them of upcoming workshops, important dates and school events. The parent coordinator maintains an open door policy and is in constant conversation with the parents, administration and the Bilingual/ESL Coordinator to ensure that the parents' needs are met.

Parents are invited to participate in and/or attend any school event and/or Parent Workshop. Events planned for this year include "The Evergreen Museum of Natural History" that will showcase students' projects and informational writing, the Halloween Parade, the Breast Cancer Walk and "The Spring Show" that showcases the arts programs at C.S. 152. The morning arts programs consist of a Drama Club/Choir Club, Select Band, and a Step Team, which are open to all students.

A variety of workshops are offered throughout the year in English and Spanish. A sample of workshops include "The How and Why of the Student Planner", "Helping Your Child Succeed", and "Self-Esteem". During these workshops, parents will have the opportunity to learn specific techniques to help their child with homework and personal growth. Parents are encouraged to make suggestions for workshops; the Parent Coordinator has been responsive to parent needs and as a result is providing upcoming workshops on Diabetes and Leukemia.

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: C.S.152

School DBN: 08X152

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frances Lynch	Principal		12/4/13
Christine Miceli, Alana Plant	Assistant Principal		12/4/13
Rafael Cornielle	Parent Coordinator		12/4/13
Laura Suarez	ESL Teacher		12/4/13
Jackie Torres	Parent		12/4/13
Kasey Brenan/ESL	Teacher/Subject Area		12/4/13
	Teacher/Subject Area		12/4/13
Desiree Yarrell	Coach		12/4/13
JoAnne Merine	Coach		12/4/13
Angela Vera	Guidance Counselor		12/4/13
	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X152 School Name: C.S. 152

Cluster: 06 Network: 607

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.

C.S. 152 employs two methods to determine the oral and written language of preference of parents of ELLS. The revised 2006 Home Language Identification Survey (HLIS) asks parents to indicate the language in which they prefer to communicate (oral and written) with school staff. The second method, for those who did not have access to the revised 2006 HLIS, is the Parent Language of preference form. Data collected from these two sources are input into ATS where it is accessible at anytime during the school day. Once all of the information is input into ATS, teachers will receive a printout that identifies each student's home language as well as their parent's language of preference for oral and written communication. This information will also be filed with the class set of Emergency Cards making it accessible to any staff member that may need to communicate with a parent. Additionally, all teachers are provided with the Language Identification card, found on the NYCDOE Translation and Interpretation Unit website to use as needed.

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.

Data from the HLIS and informal interviews of the parents indicate that 97% of the parents of ELLS requested communication in Spanish or English. The remaining 3% whose home language are not covered languages, as defined by Chancellors regulations A-633, have indicated that at least one parent or family member understands English. As noted above, teachers are provided with the oral and written language preferences for each student in their class.

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.

C.S. 152's policy requires that all written communication be provided in English and Spanish. These documents are translated, in-house, into Spanish by bilingual staff members. Report cards are downloaded from the Translation Resources Website in Spanish and any other of the nine covered languages as needed. The translations are provided for teachers to share with parents during Parent Teacher Conferences. Any documents needed in any of the nine covered languages will be sent to the Translation and Interpretation Unit for translation.

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.

Each ESL classroom has at least one teacher that is bilingual (English/Spanish). Additionally, several staff members are proficient in English and Spanish. Bilingual staff members are available during regular school hours to interpret for parents, teachers and staff. As needed, teachers and staff utilize the over-the-phone interpretation services that are provided by the Translation and Interpretation Unit. Language Identification Cards found on the Translation and Interpretation website will be displayed around the school and provided to teachers to use as needed.

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

All communication with parents including Bill of Parent Rights and Responsibilities are provided in the language of the parent. A sign indicating the availability of translation services is posted at the entrance of the building. Several bilingual staff members are on call at all times to assist parents. All staff is aware of the services provided by Translation and Interpretation Unit. The school's safety plan meets the requirements of the Chancellor's Regulations A-663.