

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K152

School Name:

SCHOOL OF SCIENCE & TECHNOLOGY

Principal:

CAROL SHELDRIK

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS 152 School of Science and Technology School Number (DBN): 22K152
Grades Served: Pre K-5
School Address: 725 East 23rd Street Brooklyn, NY 11210
Phone Number: 718-434-5222 Fax: 718-859-5965
School Contact Person: Carol Sheldrick Email Address: csheldr@schools.nyc.gov
Principal: Carol Sheldrick
UFT Chapter Leader: Randi Boxer
Parents' Association President: Luisa Sanchez
SLT Chairperson: Randi Boxer
Title I Parent Representative (or Parent Advisory Council Chairperson): Luisa Sanchez
Student Representative(s): _____

District Information

District: 22 Superintendent: Mrs. Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718-968-6115 Fax: 718-968-6250

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: CherylWatson@schools.nyc.gov
Phone Number: 718-759-3952 Fax: 718-759-4879

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carol Sheldrick	*Principal or Designee	
Randi Boxer	*UFT Chapter Leader or Designee	
Maxine Matthew, Luisa Sanchez	*PA/PTA President or Designated Co-President	
Tina Palmiotti	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Saul-Wedderburn	Member/Parent	
	Member/Parent	
Trina Caver	Member/Parent	
Karen Samuels	Member/Parent	
Idesha Hardcastle	Member/Parent	
Jillian Palmiotti	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephanie Wilensky	Member/Assistant Principal	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission: P.S. 152, in its diversity, is a mirror image of the community. It is a place with an incredibly talented and competent staff and one which promotes a passion for teaching and learning. Teacher scholarship, enhanced by professional development and continuous reflection, is woven into the very fabric of our school.

We serve the educational needs of our students and their families in all areas of the curriculum, with a particular emphasis in Literacy, Mathematics, Science, Technology and the Arts. We continuously set high expectations to enhance the academic and social development of all students, including English Language Learners and students with special needs.

Our responsibility extends to empower the school community with graduates who have been nourished with intellectual discipline, readiness for the intermediate school experience, personal satisfaction, responsible citizenship, creativity, and civility, thus improving the quality of life. Here, children are honored and their efforts are celebrated.

PS 152 School of Science and Technology is a Pre K through 5th grade elementary school located in Brooklyn, NY. The school is comprised of approximately 815 students. The school's population consists of 69% Black, 21% Hispanic, 5% Asian, 4% White, and 1% Other. The student body includes 51.62% males and 48.38% females with 12.76% English Language Learners (ELL's). Students with disabilities (SWD's) make up 16.44% of the population. The attendance rate year to date is 92.1 %.

P.S. 152 has demonstrated progress in *Supportive Environment*. To support social and emotional growth and provide a welcoming atmosphere, P.S. 152 has implemented these initiatives: Responsive Classroom Program, which includes teachers having a daily morning meeting with students; full time Values Educator who works with small groups of students to help them resolve issues; our school's full time Guidance Counselor meets with small groups of at-risk students during the school day. As a school community, we recite our School-wide Pledge each morning after the Pledge of Allegiance. *We will always try our best. We will show attention with our eyes and ears. We will show respect for ourselves and everyone in our school community.*

***Strong Family-Community Ties* is another element P.S. 152 has demonstrated progress. Because of our geographical locations we are linked to Brooklyn College, which provides many student teachers and observers, and to Midwood and Madison High Schools, which provides student volunteers who assist our students with reading, writing, and mathematics. P.S. 152 has been able to creatively celebrate the arts. Children in the Early Childhood Annex (Pre K-1 st grade) take part in an intensified arts program receiving instruction in visual arts, dance, and/or instrumental music at least once a day. Their artwork is exhibited and they perform on their recorders. Students in grades 2 through 5 also participate in dance, an integrated chorus and an African Drum Ensemble. All students in grades K through 5 participate in a visual arts program and their artwork is exhibited throughout the school year. Our students also perform at daytime assemblies and evening performances such as the annual Talent show, Spring Fling, multiple dance performances (Multicultural Performance, Holiday Celebration, etc.) and our students are always enthusiastic participants at Field Day.**

A key area of focus for PS 152 is *Rigorous Instruction*. To enhance instruction and in an effort to improve our students' performance, we have taken a partnership with Teachers College Reading Writing Project. The Staff Developers will work one on one with teachers and grades to implement strategies to address deficits and improve

instruction and student outcomes. Additionally, PS 152's administration added a math cluster for the 2015-16 school year to increase the amount of math instruction students receive in grades 2 through 5.

22K152 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	892	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	74.0%	% Attendance Rate		93.7%
% Free Lunch	72.7%	% Reduced Lunch		1.2%
% Limited English Proficient	11.9%	% Students with Disabilities		16.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		68.6%
% Hispanic or Latino	20.6%	% Asian or Native Hawaiian/Pacific Islander		5.5%
% White	4.1%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.4%	Mathematics Performance at levels 3 & 4		23.0%
Science Performance at levels 3 & 4 (4th Grade)	82.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Our most recent data of Teacher’s College (TC) Running Records from September 2015 indicates that 45% of grade 1 students are at or above grade level; 42% of grade 2 students are at or above grade level; 54% of grade 3 students are at or above grade level; 49% of grade 4 students are at or above grade level; and 40% of grade 5 students are at or above grade level. Forty six percent of all students in grades 1 through 5 are at or above grade level standards. Additionally, the data of Teacher’s College (TC) Running Records from June 2015 indicates that 42% of Kindergarten students were at or above grade level standards. An analysis of test scores on the 2015 NYS English Language Arts (ELA) Exam indicates average student proficiency in grades 3 through 5 is 19.1%, which is a 3.2% decline from 2014. In grade 3, 20.1% of students were at or above grade level proficiency; in grade 4, 18.3% of students were at or above grade level proficiency; and in grade 5, 18.9% of students were at or above grade level proficiency.

An analysis of student scores on the 2015 NYS Mathematics Exam indicates average student proficiency in grades 3 through 5 is 19.2%, which is a 3.8% decline from 2014. In grade 3, 19.8% of students were at or above grade level proficiency; in grade 4, 14.7% of students were at or above grade level proficiency; and in grade 5, 23.1% of students were at or above grade level proficiency. Our most recent data of *Go Math!* Prerequisite Assessment from September 2015 indicates that 36% of Kindergarten students are at or above grade level standards; 70% of grade 1 students are at or above grade level; 29% of grade 2 students are at or above grade level; 18% of grade 3 students are at or above grade level; 20% of grade 4 students are at or above grade level; and 4% of grade 5 students are at or above grade level.

Based on this data and the Item Skills Analysis, our overall priority is students’ reading comprehension, which has resulted in deficits in ELA and Math problem solving.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of students in grades K through 5, including students with disabilities (SWDs) and English Language Learners (ELLs), will show progress in reading by advancing a minimum of three levels as measured by Teachers College (TC) Reading Writing Project Assessment when compared to the baseline.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Partnering with Teachers College (TC) beginning in September 2015 to introduce a new reading and writing program. Staff developers from TC will provide support for teachers in grades K through 5. Teachers will participate in monthly Calendar Days at Teachers College.</p>	<p>Classroom teachers in grades K through 5</p>	<p>September 2015 to June 2016</p>	<p>TC Staff Developers, Principal, Assistant Principals, School Literacy Staff Developer</p>
<p>Benchmark students during the 2015-2016 school year using TC Running Records and use these results for planning and providing support for students. Teacher Inquiry Teams will analyze TC running records data in order to identify trends in students’ reading comprehension and decoding skills.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Classroom teachers, Principal, Assistant Principals</p>
<p>Foundations will be implemented in grades K-2 to help support emergent readers with phonics, fluency, word study and concepts of print.</p>	<p>K through 2 students</p>	<p>September 2015 to June 2016</p>	<p>Classroom teachers, Principal, Assistant Principals</p>
<p>RtI will be provided to students below grade level, including ELLs and SWDs, at least 2 days a week in a small group setting during the school day .</p>	<p>At risk students, ELLs and SWDs</p>	<p>September 2015 to June 2016</p>	<p>AIS teachers, Special Education teachers, SETSS provider/IEP teacher</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers College, School Literacy Staff Developer, Parent Coordinator, ELL Coordinator, SETSS teacher, F-status AIS teacher, per session for ELL Academy and other after school programs, i.e., PASS.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 75% of students will increase a minimum of one level as measured by Teachers College (TC) Reading Writing Project Assessment when compared to the baseline.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Based on the most recent Framework for Great Schools Report 2015, the teachers indicated concern with classroom behavior. Our level 1 and 2 incidents have decreased from 2013-2014 school year to 2014-2015 school year. Level 1 incidents showed the greatest decline. However, the higher level incidents have increased. Level 3 and 4 incidents increased from 116 to 123 in 2014-2015. The level 4 incidents have shown the greatest increase in the past year.

A priority need is to provide social and emotional support for our students to improve behavior and decrease the amount of level 3 and 4 incidents in PS 152.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% decrease in the number of level 3 and 4 incidents as compared to the 2014-2015 school year as indicated in the Online Occurrence Reporting System (OORS).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Support staff and students with a full-time Guidance Counselor and Values Educator. Additionally, a part-time SAPIS worker supports staff and students in the school.</p>	<p>Staff and students</p>	<p>September 2015 to June 2016</p>	<p>Guidance Counselor, Values Educator, SAPIS worker, Principal, Assistant Principals</p>

Guidance Counselor will meet with at-risk students during the school day and on Saturdays. Saturday sessions will take place during the weeks we have Saturday Academy.	Students	September 2015 to June 2016	Guidance Counselor, Principal, Assistant Principals
Complete lessons and activities from <i>Responsive Classroom</i> with students to review and reinforce positive behavior and values with an emphasis and visual supports for SWDs and ELLs.	Students	September 2015 to June 2016	Teachers, Values Educator, Guidance Counselor, Principal, Assistant Principals
Analyze data from the OORS reports monthly to identify trends.	Students	September 2015 to June 2016	Values Educator, Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Values Educator, Guidance Counselor, Parent Coordinator, SAPIS										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 3% decrease in the number of level 3 and 4 incidents compared to the level 3 and 4 incidents from September 2014 to February 2015 as reported in OORS.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

According to the most recent Quality Review (2013-2014), the use of assessment was rated well developed. The reviewer stated, “The school’s pre- and post-assessments in each content area are disaggregated and analyzed by teacher teams to form student groupings and adapt curricula to address individual learning needs towards mastery. Students create and reflect upon goals regularly, individually and during student-teacher conferencing, to further refine their goals and identify next steps. Post-it notes are evidenced on student writing, in portfolios, and on student work posted on bulletin boards inside and outside classrooms, indicating strengths and noticings according to school-wide rubrics, aligned with school-wide focus on reflection. Furthermore, teachers regularly send home student work samples which include a note on the student’s strengths in the piece and next step goals, providing meaningful feedback to families with a clear understanding of student achievement. A work sample for second graders included such strengths as writes sequentially, and includes some dialogue and feelings, with a goal to stretch out important parts by describing small actions.”

Based on the most recent data from the Schoolnet Benchmark Tests Dashboard for 2014-2015, students in grades 3 through 5 showed progress from the Beginning of Year (September 2014) to the End of Year (June 2015) ELA Performance Assessment. Those results are listed below:

Grade	% of students at or above proficiency level on Baseline	% of students at or above proficiency level on EOY
3 rd	21%	59%
4 th	33%	56%
5 th	41%	57%

Students in grades 3, 4, and 5 are not showing adequate growth on the NYS ELA exams. Therefore, a priority need is for Teacher Inquiry Teams to focus on analyzing student work and developing strategies to address students’ deficits through the use of frequent writing assessments and Units of Study published writing pieces.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 65% of students in grades 3 through 5, including students with disabilities (SWDs) and English Language Learners (ELLs), will improve in at least two of the seven traits as measured by NYC Performance Assessment compared to the baseline.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will work collaboratively in Teacher Inquiry Teams, analyzing student work and formative assessments. Inquiry Teams will meet a minimum of twice a month and use protocols, assess the effectiveness of current teaching practices, and create model lessons for each grade.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Teachers, Grade Leaders, Principal, Assistant Principals, Literacy Staff Developer, ELL Coordinator, SETSS/IEP teacher</p>
<p>Partnering with Teachers College (TC) beginning in September 2015 to introduce a new reading and writing program. Staff developers from TC will provide support for teachers in grades K through 5. Teachers will participate in monthly Calendar Days at Teachers College.</p>	<p>Classroom teachers</p>	<p>September 2015 to June 2016</p>	<p>Teachers College Staff Developers, School Literacy Staff Developer, Principal, Assistant Principals</p>
<p>Following every TC Unit of Study, students will publish final writing pieces aligned to the Common Core Learning Standards in each genre, i.e., Opinion, Informational, Narrative, and Poetry.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Teachers, School Literacy Staff Developer, Principal, Assistant Principals</p>
<p>English Language Learners (ELLs) will receive support to develop writing skills through a pull-out/push-in model.</p>	<p>ELLs</p>	<p>September 2015 to June 2016</p>	<p>ELL teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers College, School Literacy Staff Developer, Parent Coordinator, English Language Learner Coordinator, SETSS Teacher, per session for ELL Academy and other after school programs.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 30% of students in grades 3 through 5, including SWDs and ELLs, will increase one proficiency level in at least one area (i.e., structure, development, conventions) as measured by Units of Study published writing pieces.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In recognition of the critical role of parents as partners with the school, we are committed to offering monthly parent activities of interest to parents. In order to accomplish growth in reading and writing, we are offering opportunities for parents to participate in workshops at PS 152 (main and Annex) and Teachers College. In addition, there will be workshops to support parents in addressing students’ social and emotional needs. The attendance at workshops in the past has been low (approximately 10 to 20 parents attend our monthly PA meetings and parent workshops) and therefore, we will be focusing on topics of interest to parents through the use of a survey. Additionally, the most recent Framework for Great Schools Report 2015 indicated only 46% of parents completed the Learning Environment Survey (2014-2015).

A priority need is to offer parents a variety of opportunities to be involved in their children’s educational experience.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in parent attendance and participation at school functions including parent workshops, school wide events, Parent Association (PA) meetings, and Parent-Teacher Conferences.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create a parent survey to gather information about the types of workshops that are of interest to our parents.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Parent Coordinator, SLT</p>
<p>Teachers will use Parent Engagement time on Tuesday afternoons to provide workshops around Common Core Learning Standards (CCLS), NYS assessments, reading behaviors, etc.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principals, Teachers, Parent Coordinator</p>
<p>Regular communication with parents through School Messenger, school newsletters, and notices sent home in various languages.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator, ELL Coordinator, Principal, Assistant Principals</p>
<p>School activities including family events and workshops that address student needs including students with disabilities (SWDs) and English Language Learners (ELLs).</p>	<p>SWDs, ELLs, Parents</p>	<p>September 2015 to June 2016</p>	<p>Special Education Coordinator, ELL Coordinator, Parent Coordinator, Principal, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Coordinator, Guidance Counselor, Values Educator, School Messenger, ELL Coordinator, Special Education Coordinator</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, there will be a 5% increase in parent attendance and participation at school functions including parent workshops, school wide events, Parent Association meetings, and Parent-Teacher Conferences.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	TC Running Records, NYS ELA results, NYC Performance Assessment, Teacher recommendation	TC Reading Writing Project, Foundations, differentiated instruction in classrooms, Rtl, Guided Reading	One 50 minute period two to three times per week based on student need.	Services provided during the school day and after school.
Mathematics	GO Math! Baseline data, NYS Math results, NYC Performance Assessment, Teacher recommendation	Go Math! reteach supports, Differentiated instruction in math classes, small group instruction	One 50 minute period two to three times per week based on student need.	Services provided during the school day and after school.
Science	Teacher recommendation, Grade 4 NYS Science Results	Hands-on experimentation infused in classroom instruction, Science lab equipped to provide additional support	Frequency based on need	Services provided during the school day.
Social Studies	Teacher recommendation	Social Studies cluster will provide tailored support to meet individual students' needs	Frequency based on need	Services provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals	Group and individual counseling during the school day.	Frequency based on need	Services provided during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • At present all appointed staff are deemed highly qualified. • Administrative staff attends hiring fairs to identify and recruit highly qualified teachers of students with disabilities. • The Principal, the Assistant Principals, the Literacy Staff Developer, the Math Staff Developer, the Special Education Coordinator, and the ESL Coordinator provide mentoring for teachers in need of additional support in the classroom. • Teachers are able to choose varied PD workshops to enhance their skills. • Teachers select off-site PD workshops in various areas of the curricula. • The Literacy Staff Developer and the Math Staff Developer provide a continuum of professional development workshops throughout the school year. • The Data Specialist provides Professional Development for teachers in the collection and analysis of data to help teachers identify students' strengths and weaknesses. • School Inquiry Teams meet monthly to examine and analyze student work, standardize grading policies and assess effective classroom practices. Results of these meetings are disseminated at monthly grade conferences to all teachers. <p>Teacher subgroups meet on a regular basis:</p> <ul style="list-style-type: none"> • Grade level Inquiry Team • SWD Inquiry Team • ELL Inquiry Team • Vertical Grade Leader Team

Teachers are invited to lab-site workshops to observe effective teaching practices.

Teachers are assigned to inter-class visitations to observe best practice from their colleagues.

Professional Development materials are provided to all teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

An Upper Grade Assistant Principal was appointed during the 2013-2014 school year to aid in providing professional development.

A full-time Literacy Staff Developer works with teachers in grades K-5. She provides group workshops throughout the school year on topics such as close reading, constructed responses and discussion techniques.

She attends Grade-level Team meetings. She provides mentoring to teachers on all grade levels, as needed.

A full time Math Staff Developer works with teachers in grades K-5. She provides group workshops in the Go Math! Program. She mentors teachers on all grade levels, as needed. She serves on several school teams.

Our Special Education Coordinator and ESL Coordinator provide professional development to teachers of SWDs and ELLs, respectively. They also work with general education teachers, as needed. They serve on school teams, such the SWD Inquiry Team and the ELL Inquiry Team.

The Field Operations staff provides specialists who conduct workshops in areas, such as literacy and mathematics, as well as providing special instruction geared to teachers of SWDs and ELLs.

Lead teachers demonstrate effective classroom practices in classroom lab sites and through visitations.

PS 152 has various school teams which meet once or twice a month.

Teachers on each grade have a common prep weekly which can be used for professional development/inquiry.

An 80 minute block on Monday afternoons is devoted to professional learning.

Teachers are sent off-site for professional development workshops in a range of areas.

Teachers of ELLs, SWDs, as well as grade leaders have weekly common preps.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Flyers in multiple languages will be distributed to CBO's and members of the community inviting parents of prospective students to an Early Grade Orientation Fair. This spring programs will include information about P.S. 152's academic programs, facilities and support services.
- Prospective parents will be invited to a Spring Parents Association Meeting.
- The School Based Support Team will invite parents of incoming Students with Disabilities (SWD's) to a workshop detailing the programs and services available for their children.
- The Parent Coordinator will contact CBO's offering to present orientation workshop at their sites.
- The Literacy Staff Developer will create a summer reading list to help students transition to Kindergarten or first grade.
- The Parent Coordinator will create a summer activities informational booklet with activities geared to developing students' readiness for school.

The P.S. 152 Parent Handbook will be available to all prospective parents.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers will meet frequently during common planning time to plan lessons, assess students' progress, evaluate instructional strategies, collaboratively look at student work, create extensive curriculum maps, and develop strategic approaches to meeting the needs of all students including English Language Learners and Students with Disabilities. September 2014-June 2015 (weekly).

- Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and to identify necessary instructional changes.
- Teachers will meet in grade-level and multi-grade teams to review student data gathered from periodic assessments.
- Teachers will plan collaboratively, by grade level ,as well as vertically across the grades;

- During common planning periods, teachers will meet to plan lessons, assess student progress, evaluate instructional strategies, (as compared to exemplars), modify curriculum maps, and develop strategic approaches to meeting the needs of our SWDs and ELLs.

Teachers received professional development:

- Aligning rubrics to CCLS
- Norming writing according to rubrics
- Planning instruction based on assessments
- Using Close Reading Strategies
- Using Socratic Prompts
- Questioning and Mathematical Discussion
- Implementing the components of The Go Math! Program as Part of Daily Practice
- Implementing the Components of Danielson as part of Daily Practice
- Using Thinkcentral and Pearsonsuccesnet as tools in the classroom and at home

Teachers of SWD’s received professional development in:

- Aligning IEP goals with Common Core Learning Standards
- Scaffolding literacy and math instruction to meet the needs of all learners
- Effective Co-Teaching models
- SESIS

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	644,660.00	X	12,13,18,23
Title II, Part A	Federal	89,651.00	X	12,13,15
Title III, Part A	Federal	12,824.00	X	13,18,23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,456,157.00	X	12,13,18,23

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

22K152 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 152K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 152K will support parents and families of Title I students by:

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

PS 152's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

22K152 School-Parent Compact (SPC)

PS 152K, 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child’s school or assist from my home as time permits;

- Participate, as appropriate, in the decisions relating to my child’s education;
- Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department to 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; Check my child’s book bag each day for important notices and tests;
- Attend Parent Teacher Conferences;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 152 K</u>	DBN: <u>22K152</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

PS 152 will provide an after-school program for English Language Learners (ELLs) to support language development and high academic achievement in math and ELA. Our ELLs receive push-in and pull-out services during the regular school day as mandated by CR Part 154. To complement their regular service, our after-school program will work with our ELLs third, fourth, and fifth grade on meeting the standards for their grade in literacy and mathematics as well as English language development, as measured by the New York State English Language Arts (ELA) and Math exams and the New York State English as a Second Language Achievement Test (NYSESLAT). Using the AMAO tool, we have identified 21 ELLs who scored a level 1 or 2 on the state ELA exam and 23 ELLs who scored a level 1 or 2 on the state math exams. Additionally, according to last year's NYSESLAT data, the majority of students scored lower on the writing section of the NYSESLAT than the other three modalities. Given this data, our program will focus on writing skills as well as vocabulary. Because math instruction requires students to comprehend narrative word problems as well as to explain their thinking, our focus on broadening and deepening vocabulary knowledge and writing skills will help students to succeed in math as well as ELA. Beginning in March, we will begin NYSESLAT prep using Getting Ready for the NYSESLAT books. We will devote four sessions to each modality—listening, speaking, reading, and writing—in order to familiarize students with the format and question types on the test.

There will be one class for third grade and one for fourth and fifth grades. Class size will be approximately 20 students. The ELL program will begin in November and continue through the end of April. It will take place on Wednesdays and Thursdays from 2:25 to 3:35. It will run for 20 weeks and consist of 40 sessions. The language of instruction will be English, with supplemental native language supports. Four teachers will provide instruction: two certified ESL teachers and two teachers certified in common branches with experience teaching ELLs. In this program we will use Words Their Way with English Learners from Pearson Education and Finish Line Writing from Continental Press. The ESL coordinator and ESL certified teacher will be continually modeling ESL methodologies for the common branch teachers as well as observing and assessing their implementation.

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: Our ESL coordinator will offer two sessions of Professional Development for all classroom teachers. The first session will take place on Election Day, Nov 4, 2012. The title of the session is "Differentiation: Modifying Content, Process, and Product for English Language Learners." The session will last for one hour. Another session will take place on Brooklyn Queens Day, June 4, 2013, entitled, "Scaffolding Writing for ELLs," for one hour. Further professional development for teachers of ELLs will include regular sessions during our 80-minute professional development time on Mondays. The meeting topics will be:

September: "Top Five Online Resources for ELLs"

Part C: Professional Development

October: "Common Core Learning Standards for Language"

November: "Assessing ELL Writing Using Developmental Standards"

December: "Vocabulary Strategies and Activities"

January: "Reading and Writing Strategies for Non Fiction"

February: "Using Contrastive Analysis to Teach Conventions of Standard English"

March: "Preparing for the NYSESLAT"

April: "Utilizing Students' Diverse Backgrounds in Instruction"

May: "Strategies for Engaging Parents of ELLs"

June: "Using Graphic Organizers to Scaffold Writing"

Throughout the year, the ESL teachers meet with classroom teachers of ELLs during preparation periods to provide modifications and additional supports to improve ELL access to the math and literacy curricula.

Our ESL Coordinator will provide a full-day workshop split into two sessions—one to our Kindergarten and first grade teachers of ELLs in our Annex (8:00-9:45) and one to second, third, fourth, and fifth grader teachers of ELLs in our main building (11:40-1:25). Both workshops will focus on analyzing NYSESLAT and NYSITELL data in order to target instruction.

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: PS 152 offers many opportunities for parents of English Language Learner (ELL) students to become involved in the school's programs and activities. Invitations and notices of important school events are sent home in the ELLs' home languages. In addition, our School Messenger voice message system leaves messages for parents about important school events in their home language. We provide translation services for parents of ELLs during Parent Teacher Conferences. Additionally, our ESL coordinator will provide monthly workshops for parents on Tuesdays during our designated parent engagement time.

This year, a workshop for parents of ELLs will be held in our Main Building on Thursday, January 10, from 2:20 PM to 3:35 PM. The event, titled "Parent Workshop for Parents of ELLs: Preparing for the NYSESLAT," will be hosted by the ESL coordinator. At this event, parents will learn about NYSESLAT, how the ESL program will prepare their children for the test, and how they can assist their children at home. Refreshments will be served, vocabulary learning resources, home literacy tips, testing information and library card applications will be distributed, and parent feedback will be solicited. The next event for parents of ELLs will take place on Tuesday, January 20, from 8:10 AM to 9:45 AM, entitled "Your Child and the New York State Testing Program." At this workshop, co-hosted by the ESL coordinator and the testing coordinator, parents will have the opportunity to learn about the NYS Testing Program, especially testing accommodations, promotional policy, and changes to the state exams. Parents will receive brochures and glossaries in their home language, where available, as well as practice materials to help their students prepare for the exams. On Thursday, April 23 from 3:45 PM to 5:30 PM, ESL students and their families will be invited to a NYSESLAT preparation party, with learning games designed to rev up student and family motivation prior to NYSESLAT administration. Parents are also invited to assist in the ESL classroom.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 152
School Name School of Science and Technology		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Carol Sheldrick	Assistant Principal Megan D'Onofrio
Coach Christina Romeo	Coach
ENL (English as a New Language)/Bilingual Teacher Marley Zeno	School Counselor Charles Farruggia
Teacher/Subject Area Irina Vlady, ENL	Parent Luisa Sanchez
Teacher/Subject Area type here	Parent Coordinator Tammy Zaccheo
Related-Service Provider Kerri McGinley	Borough Field Support Center Staff Member Aaron Perez
Superintendent Julia Bove	Other (Name and Title) Stephanie Wilensky, AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	796	Total number of ELLs	103	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	13
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	97		12	6		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	9	13	7	10	8	6								0
Chinese														0
Russian		1	1											0
Bengali	1	1		3	4									0
Urdu	3	2	2	2	1									0
Arabic		1		1	3									0
Haitian	1	2	1	3	3	3								0
French				2	3									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2	3	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1		1	3	3	2								0
Emerging (Low Intermediate)	1	1	1	7	6	2								0
Transitioning (High Intermediate)	7	2	0	2	6	1								0
Expanding (Advanced)	5	17	9	12	10	5								0
Commanding (Proficient)		3	6	3	1	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		3	7	10	1	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	13	3			0
5	7				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	10	2	4	1	1	2			0
5	6		1	1					0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			5	1	5				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses Teachers College Reading and Writing Project (TCRWP) Assessments for independent reading levels. These assessments are administered five times throughout the year. This data provides valuable information on students' phonemic awareness, fluency, and reading comprehension, as well as their progress in these areas throughout the year. The data helps identify which ELLs need remediation in early literacy skills. The data also helps classroom teachers form groups for guided reading at appropriate instructional levels. Our June 2015 running records data shows that 97% of students moved at least one reading level throughout the year and 68% moved three or more levels. In order to ensure that all ELLs move at least three levels, our school has increased our emphasis on guided reading by providing a guided reading library and professional development to teachers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Schoolwide, 48% of our students scored Expanding on either the NYSESLAT or NYSITELL. Consistently, amongst students who took the 2015 NYSESLAT, the greatest concentration of students reached the Expanding level. Each grade, 1st through 5th, had at least one student who scored Commanding. In third grade, the second greatest concentration after expanding was Emerging, which is consistent with the number of students who recently arrived in the country, as well as the number of students with IEPs. There is a similar pattern in fourth grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the AMAO tool to analyze trends within our ELL population. Based on the 2014 NYSESLAT our school met the target for progress but not proficiency. Based on the 2015 NYSESLAT we met the target for both progress and proficiency. We use the risk level data from the AMAO tool to identify and create an action plan for students with a high risk level.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

- a. On ELA, the majority of ELLs scored at a level 1. There were more students scoring at level 2 on the state math exam, as well as several students scoring at level 3. This disparity between math and ELA is consistent with students' performance throughout the school year. A small number of ELLs who recently arrived in the country were able to take tests in their native language and they fared well. For example, one third-grade student who had been in the country for only one year received translation on the state math exam and scored a 3.58. Even though our instruction is monolingual, we attempt to provide home language support whenever possible.
- b. and c. We do not use the ELL periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
Our high-quality core Tier I instruction delivers learning opportunities to support competencies in reading, writing, listening, and speaking. Extended oral language instruction supports academic language development through collaborative discussion with accountable talk language frames for support, activities that build background knowledge, and intensive vocabulary development. Writing instruction supports written language development through the use of writing in the service of text analysis, scaffolded writing process instruction, and opportunities for ELLs to verbalize their thinking before and after writing. Reading and spelling instruction is delivered in differentiated form depending on each student's level of phonemic awareness. Our school uses data from state tests as well as TC reading levels and teacher recommendation to identify students for Tier II intervention. Within our Tier II RtI program, we use the Wilson Assessment of Decoding and Encoding (WADE) to determine eligibility for reading remediation through the Wilson program. To devise instructional remedies for struggling ELLs through Tier III intervention, we use a combination of classroom observations, family interviews, curriculum-based assessments, and TC running records to evaluate language background, academic strengths and weaknesses, and language proficiency.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Our ESL teachers work closely with classroom teachers and the literacy coach to ensure that second language development is considered in instructional decisions. All teachers of ELLs and the ESL certified teachers share a common prep period to facilitate inquiry, sharing of best practices, and co-planning. All teachers of ELLs receive professional development from the ESL teachers on second language development and differentiation. Past professional development has included sessions on how to differentiate through content, process, and product and a session on writing language objectives for math lessons.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our school uses NYSESLAT results to evaluate the success of our ESL program. We consistently exceed our AMAO goal for progress and for the '14-'15 school year we met our goal for proficiency. We also use TCRWP independent reading level data to evaluate our program. The data for the '14-'15 school year 68% of ELLs made progress at or above the expected rate.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
During registration, a licensed pedagogue is called on to administer the Home Language Information Survey (HLIS.) If necessary, the pedagogue calls upon an interpreter to conduct the informal oral interview. The licensed ESL teachers review every HLIS to determine eligibility for NYSITELL. If a parent has checked a box indicating a language other than English to answer one of the first four questions, and two of questions five through eight, and an interview with parent and student indicates a language other than English, then the ESL teacher will indicate a home language other than English on the HLIS. For students whose home language is not English, a licensed pedagogue will conduct a more in-depth interview to determine eligibility for the NYSITELL. This includes a review of the student's prior school work in both English and the home language and/or age-appropriate and grade-appropriate, culturally sensitive, school based assessments. The completed HLIS is then placed in the student's cumulative folder. If it is determined that a student is eligible for NYSITELL, the ESL teachers will administer the exam within ten days of registration. If a student's home language is Spanish, the school will administer the Spanish LAB within ten days of enrollment. If the initial parent interview and the HLIS indicate interruption or inconsistency in schooling for a student who is a newly identified ELL, in grades 3 to 5, and at the entering or emerging level as determined by the NYSITELL, the ESL teacher will determine SIFE status within 30 days of enrollment. The ESL teacher will

administer the oral interview questionnaire. If the student has a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ESL teacher will administer the LENS. The student's SIFE status will be indicated in BNDC within 30 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If the initial interview with parents and student indicates an interrupted or inconsistent formal education, the student is a newly-identified ELL in grades 3-5, and NYSITELL indicates a proficiency level of entering or emerging, the ESL teacher will make a determination of SIFE status within 30 days of enrollment. The ESL teacher will make this determination using the oral interview questionnaire and the LENS (for students with a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish). If applicable, the ESL teacher will also review student work from any prior schooling.

3. Describe the identification of newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a newly-identified ELL enters with an IEP, the Language Proficiency Team (LPT) will determine NYSITELL eligibility. Our LPT team consists of Principal Carol Sheldrick, Assistant Principal Megan D'Onofrio, Special Education Liaison Kerri McGinley, ELL Coordinator Marley Zeno, and the student's parent or guardian. A qualified interpreter will be present at all meetings of the LPT. When determining if a student should take the NYSITELL, the LPT will consider the initial interview and results of the HLIS, the student's history of language use in school and at home, the results of the student's individual evaluation, and information from the CSE as to whether or not the student's disability is the determining factor in demonstrating proficiency in English. After reviewing this information, the LPT will determine whether the student has second language acquisition needs. If the LPT determines that the student has language acquisition needs, the student will take the NYSITELL. If the LPT determines that the student does not have language acquisition needs and should not take the NYSITELL, the principal will review the decision. If the principal accepts a recommendation not to administer the NYSITELL, this recommendation is sent to the superintendent for final review. The parent or guardian will be notified, in their preferred language, within three school days of the decision. The Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teachers use ATS reports and NYSITELL submissions records to compile lists of students who must receive entitlement letters. New entrants entitled by NYSITELL receive the Entitlement Letter. Students who tested proficient on NYSITELL receive the Non-Entitlement Letter. All letters are distributed in the parent or guardian's preferred language. All letters are signed, dated, and placed in the students' cumulative folder. All letters are also copied and stored in the ESL Compliance Binders.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be notified of their right to appeal ELL status within 45 days of enrollment in two ways. First, the Entitlement Letter will include a school-written addendum notifying parents of this right. Second, parents will be informed of this right in person during the parent orientation, in their preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After handscoring the NYSITELL to determine eligibility for services, the ESL teachers send home the Entitlement Letter in the language indicated by the parent as the preferred language for written communication. The ESL teachers keep copies of these letters on file in the ESL Compliance Binders. These letters inform families of the program choices and invite parents to a Parent Orientation. Families who do not respond to the first invitation by attending the scheduled Orientation are invited again by telephone for a one-on-one orientation session. Records are kept of all outreach to parents. At the Parent Orientation, the ESL teacher, along with an interpreter (either qualified school staff or over-the-phone interpretation from the Translation and Interpretation Unit), explain the program choices, show the video, and provide the ELL Parent Brochure in the parents' preferred language. After viewing the video, the ESL teacher initiates a discussion designed to elicit questions and careful consideration of all three program choices. The parent orientation will take place within 10 school calendar days of enrollment. The ESL teachers will keep records of attendance, staff members present, and languages used other than English.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Survey and Program Selection (PSPS) forms are collected either at the end Parent Orientation or within five school calendar days. If the form is not returned, the ESL teachers will contact parents. All contact with parents/guardians (letters, phone calls, and in-person conversations), as well as attempts to make contact, will be documented. When the PSPS forms are collected, a copy will be made. One copy is placed in the child's cumulative records folder and another copy is kept in the ESL Compliance Binder. In the binder, documents are sorted by type and grade. A checklist of students in each grade is kept as the first page behind each tab to

ensure that appropriate documents are stored for each child. In the case of transfer students, the ESL teacher will reach out to the transfer school to request PSPS forms if none was sent. All parent choices are entered into ELPC within 20 school days of enrollment.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL teachers will reach out to parents with letters, phone calls, and if possible, in-person conversations in order to ensure that forms are completed and returned. All contact and contact attempts will be recorded. The ESL teachers will keep record of any forms that have not been returned, along with documentation of outreach. "Parent did not return survey" will not be selected in ELPC until the eighteenth school calendar day after initial enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters will be sent home with students in the parent's preferred language for written communication. The ESL teachers will keep records indicating when the letters are sent home to ensure that placement letters are sent home to all new ELL students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation, including the HLIS, PPS, Program Placement, Non-entitlement, Entitlement, Continued entitlement, and Transition letters, and LPT NYSITELL Determination form, will all be kept in students' cumulative record folders. Additionally, all documents will be copied and retained in the ESL Compliance Binder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teachers use ATS reports (RLER) to compile a list of all eligible students. The ESL teachers create a spreadsheet listing each student by grade with a column for each subtest. Before the test administration window, the ESL teachers create schedules for testing to ensure that all students will be administered each subtest in an appropriate setting and with adequate time between subtests. The ESL teachers administer the Speaking portion of the test with the assistance of other faculty members to avoid scoring their own students. During the administration window for the Listening, Reading, and Writing subtests, ESL teachers administer the subtests in groups and record the date each subtest was administered on the spreadsheet to ensure that all students are tested. During the scoring window, the school creates a team to score the Writing subtest responses to avoid ESL teachers scoring their own students' tests.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL teachers will use ATS Reports (RELL and RLAT) to generate a list of ELLs who did and did not pass the '15 NYSESLAT. Continued entitlement letters will be sent, in parent's/guardian's preferred languages, to parents/guardians of all students who still require ESL service. Transitional support letters will be sent, in parent's/guardian's preferred languages, to parents/guardians of all students who scored Commanding/Proficient on the '15 NYSESLAT. The ESL Teachers will keep records of when each letter is sent home.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Our latest BESIS report indicates that 73 families chose the monolingual with ESL program, 12 families chose the Bilingual option, and 8 families chose the Dual Language program. We currently offer an ESL program in response to parent requests. We will continue to closely monitor the trends in program choices and adjust our program offerings in response

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Our ELL students are all grouped into one class on each grade level. This facilitates integrated ENL instruction. Our entering and emerging students receive 360 minutes a week, with 180 minutes of stand-alone ENL and 180 minutes of integrated ENL/ELA. Our transitioning and expanding students receive 180 minutes of integrated ENL/ELA instruction. Our commanding students remain in the ESL class on each grade to facilitate the mandated 90 minutes a week of integrated ENL/ELA instruction for an additional two years. Stand-alone ENL is delivered by one of two certified ESL teachers. Integrated ENL/ELA is delivered through co-teaching with the classroom teacher and a certified ESL teacher. The groups are heterogeneous.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school creates a program that ensures that the ESL teachers co-teach during literacy blocks to deliver the mandated number of minutes of integrated ENL/ELA (180 minutes for students who scored Entering, Emerging, Transitioning, and Expanding and at least 90 minutes for students who scored Commanding/Proficient in the last two years). The school schedule is also created to facilitate the mandated minutes of stand-alone ELA (180 for students who scored Entering and Emerging).
3. Describe how core content is delivered in each program model. 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.

Literacy, Mathematics, Science and Social Studies instruction are delivered to ELLs through scaffolded instruction. Teachers provide access to grade-level content area instruction through a wide variety of strategies and practices. To build background knowledge, teachers employ visual supports such as pictures and videos, as well as scaffolded discussion opportunities that allow ELLs to practice using new vocabulary and academic language structures to explore new concepts before reading. To build academic language proficiency, teachers provide explicit instruction in vocabulary and sentence structure and allow children to practice the new language in student-to-student discussion. Literacy instruction is differentiated to meet the needs of students of various levels of English vocabulary knowledge and phonemic awareness. Teachers provide opportunities for independent reading at each student's independent reading level to build fluency, guided reading with students of similar independent reading level of texts at a slightly higher level to build word knowledge, and scaffolded reading of grade-level texts through whole-class shared reading, close reading in small groups and partnerships, and the use of text-dependent questions to promote higher-order thinking and deep investigation of complex texts.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our instruction is monolingual but whenever possible we employ home language assessments and utilize bilingual staff members.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL department has developed an assessment tool to track students' second language development throughout the academic year. The assessment tool is based on the WIDA Consortium's Can Do Descriptors of performance at five levels of language development across the four modalities. Classroom teachers and ESL teachers administer the assessments bimonthly.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. All our SIFE students, as well as ELLs who share the SIFE characteristics but entered in Grade 2, receive intensive reading remediation in Wilson with Ms. Modica, our Rtl specialist.
 - b. Newcomers receive ESL instruction that progresses from basic vocabulary and grammar to reading fluency and academic vocabulary instruction. We use the Harcourt Picture Dictionary for Children, Oxford's Let's Go! program, Worldly Wise 3000, and the Explode the Code series to deliver vocabulary, grammar, fluency and comprehension instruction. Students also progress through BrainPopESL lessons and Starfall online, both at school and home.
 - c. ELLs receiving service 4 to 6 years receive intensive writing instruction to remediate their greatest area of difficulty. This involves teaching each of the three CCLS Writing standards for text types in a coherent fashion, providing both process and

performance oriented writing opportunities. In our writing program, writing is closely connected with reading, so that students respond directly to texts. In writing process instruction, ELLs receive additional instruction in revision, and frequently go through several cycles of feedback and self-evaluation to develop the ability to recognize problems in content, organization, and mechanics that interfere with meaning.

d. We do not have any long-term ELLs.

e. Former ELLs receive the benefit of remaining with their ELL cohort for one year after testing proficient. This allows them to receive highly scaffolded and linguistically supported instruction and the presence of the ESL teacher during push-in instruction.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

After the ELL Coordinator has completed the initial identification process, parents (and teachers, with parents' consent) may write a request to re-identify a student within 45 days of enrollment. The ELL Coordinator and the literacy coach will then review all the documents related to the identification process as well as the student's work in English and the home language. If the student was originally determined to be inelligible for the NYSITELL, it may be administered. The ELL Coordinator, literacy coach, and the student's classroom teacher will consult with parents or guardians throughout the process. Based on the recommendation of the ELL Coordinator, literacy coach, and classroom teacher, the principal will determine whether or not to change the ELL status. Parents or guardians will be notified of this decision in writing. If the recommendation is to change ELL status, all relevant documents are sent to the superintendent for final review and decision. This process will occur within 10 days of written notice from parents or guardians. Students who have been re-identified will be monitored by the ENL teachers and the classroom teachers. ENL and Classroom teachers will track student progress using running records, formal classroom assessments, assessment of sight words, and assessment of academic spoken language. The classroom teachers and ELL Coordinator will also keep close contact with parents throughout the first 6-12 months after re-identification.

8. 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?

Teachers of ELL-SWDs provide access to grade-level academic content and accelerate language development by scaffolding academic content while employing language supports. These supports include back-filling content knowledge, using visual supports, and introducing the accountable talk model to develop academic language in peer-to-peer discussions. Teachers of ELL-SWDs also provide support with sentence structure and phonemic awareness. These practices are differentiated based on the language and other academic needs of each student. Materials include Foundations and TouchMath.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs will receive push-in ENL instruction as staffing allows. When necessary, ELL-SWDs will work in pull-out groups with the ESL teacher. These groups will only span two consecutive grades and will provide access to grade level content and English language development.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

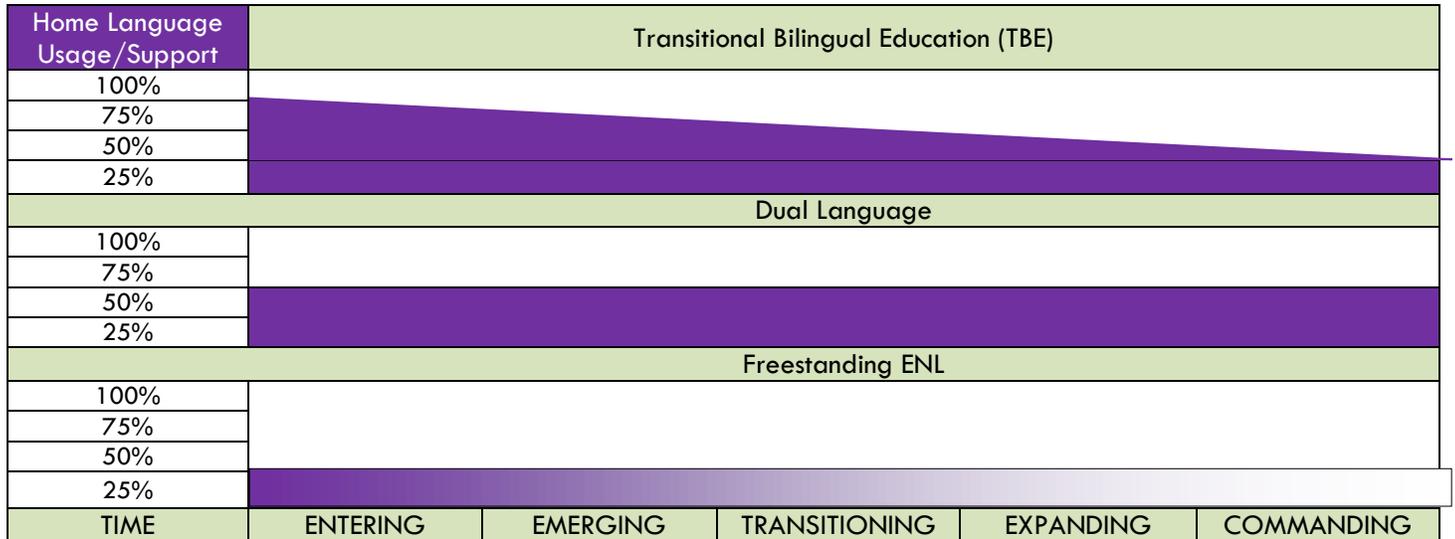


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Classroom instruction offers routine targeted interventions in literacy and math. Small group work is differentiated according to student needs. Our math program, Go Math, offers differentiated activities within each day's lessons, and teachers routinely work with small groups to intervene and remediate specific knowledge and competency areas. In grades K-2 teachers use Foundations and TouchMath to address student needs. Teachers also use technology programs such as Earobics, Raz-Kids, and Starfall to remediate specific student needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is highly effective in meeting the needs of our ELLs in language development. Our ELLs consistently show progress on the NYSESLAT as well as independent reading levels. Our literacy coach and ESL coordinator have both attended professional development on writing programs including Self-Regulated Strategy Development (SRSD) and TCRWP in order to improve our writing instruction for ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
In September our school will begin using Teacher's College Reading and Writing Project.
13. What programs/services for ELLs will be discontinued and why?
At this time we are discontinuing the use of Reading Street, but we have retained Reading Street materials for ELLs in the event that we wish to supplement Teacher's College materials.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Classroom instruction offers routine targeted interventions in literacy and math. Small group work is differentiated according to student needs. Our math program, Go Math, offers differentiated activities within each day's lessons, and teachers routinely work with small groups to intervene and remediate specific knowledge and competency areas. In grades K-2 teachers use Foundations and TouchMath to address student needs. Teachers also use technology programs such as Earobics, BrainPopESL, Raz-Kids, and Starfall to remediate specific student needs. For the arts, ELLs participate in visual arts, dance, and music as part of their weekly program. We also have a student chorus that ELLs are invited to participate in. Additionally, our first and fourth graders have clubs once a week. These clubs include community service, cheerleading, Zumba, jewelry-making, team sports, and cooking. All ELLs in first and fourth grades participate in a club of their choosing. ELL students are represented in each club. After school we have a Title III program and all ELL students are invited to participate. Our school models inclusion of ELLs every day through our morning announcements, which students deliver in English, Spanish, Haitian Creole, and French over the loud speaker.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Science instruction is supported by Harcourt Science, which includes video resources and lab discussion resources, as well as the Foss laboratory science program. Science investigations every week offer hands-on science learning experiences. Social studies instruction is supported by Houghton-Mifflin Harcourt and primary and secondary documents, and historical context knowledge is supported by art instruction. Classroom teachers use sets of iPads, the mobile laptop lab, document projectors, and SMARTboards to deliver multimedia content. Classroom instruction follows teacher-created curriculum maps across the content areas and grades which align content with specific scaffolds, resources, and modifications to support ELL learning, including graphic organizers, mentor texts, books on tape, decodable books, and eTexts. ELLs have access in the classroom and at home to technology programs including GoMath, RAZ-Kids, Discovery Education, BrainPopESL, and Earobics.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our ELLs receive instruction in the use of and opportunities to use bilingual dictionaries, picture dictionaries, bilingual picture dictionaries, and DOE Bilingual Glossaries for Math and Science. Our ESL teachers encourage students to retain fluency in the native language and to attain literacy in the native language as well. An emphasis is placed on social studies content that values student knowledge of foreign cultures and geography. Bilingual or home-language texts are used on occasion to supplement English-language content-area reading materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All the resources and material used for academic instruction of ELLs correspond to ELLs' age and grade levels. ELLs remain in their grade-level classrooms for literacy instruction, which is co-taught by the ESL and classroom teachers. Teachers of ELLs offer differentiated texts and strategies for ELLs to allow access to the grade-level content and literacy learning.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
At present we do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year. New ELLs who enroll throughout the school year receive instruction in basic vocabulary and receive intensive oral language

development opportunities. New ELLs are also introduced, when possible, to staff members who speak their home language. New ELLs are also paired with a student in their classroom who speaks their home language in order to ease the transition.

19. What language electives are offered to ELLs?

We do not offer any foreign language instruction.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All school personnel who work with ELLs (general and special education teachers, subject area teachers, paraprofessionals, related service providers, Parent Coordinator, etc.) participate in ongoing professional development during the school's designated professional learning time and during Chancellor's Conference Days. Some of the topics addressed in professional development include identifying effective techniques, approaches, and interventions, writing language objectives, and scaffolding academic content for our ELL population. Additionally, teachers of ELLs will receive professional development on effective co-teaching techniques from the ESL Coordinator and the Special Education Liaison. Further, as participants in Teacher's College Reading and Writing Project, teachers of ELLs will attend ELL-specific professional development given by Teacher's College.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs have many opportunities throughout the year to attend professional development sessions offered by the Department of English Language Learners as well as Teacher's College. Additionally, teachers of ELLs meet once a month with the ESL Coordinator for inquiry to receive additional support in helping ELLs engage with CCLS curriculum.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our Parent Coordinator provides several workshops throughout the year to parents of ELLs in fifth grade to assist ELLs as they transition to middle school. The school provides support in the form of facilities, materials, and translation services for these workshops. The school also provides a large message board in a prominent location in the school entryway with notices of middle school open houses and middle school application workshops. Furthermore, we provide middle schools with elaborated information about each student we matriculate.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Our ESL teachers provide professional development to all teachers (topics in the past have included frameworks for differentiation and writing language objectives for math lessons). Agendas are distributed to all participants who keep them for their own records. Attendance records, the agenda, and all materials presented are kept on file by the ESL teachers. Further ELL-specific professional development is attended through the Department of English Language Learners and other institutions such as Teacher's College and the UFT. Participants retain agendas for their records.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL teachers will compile an annual meeting checklist with all ELL students. We will use this checklist to record outreach attempts, meeting times, any pertinent content from the meeting, and what language access supports were used. For translation, we either use qualified staff members or over-the-phone interpretation from the Translation and Interpretation unit. These meetings will take place during designated parental involvement time as well as during ESL teachers' preps as needed. If necessary, meetings can be conducted over the phone.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Outreach attempts will be made through phone calls, letters, and in-person conversations in the parents' preferred language. All of these attempts will be documented (with the time and method) on our annual meeting checklist.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are introduced to the school and its staff during Open School Week, when all parents are invited to attend grade-level and all-grade Parent Orientations. We send home invitations in the languages indicated by parents as the one preferred for written communication. Our School Messenger system delivers recorded messages about school events in several languages. The ESL Coordinator and Parent Coordinator host workshops specific to parents of ELLs, including a Common Core Math meeting with resources in multiple languages, a state testing orientation (which covers accommodations for ELLs) and a NYSESLAT overview. Parents of ELLs are encouraged to participate in all Parent Association (PA) meetings and extracurricular activities, such as school trips, performances, and holiday celebrations. They are encouraged to attend ESL Adult Education classes and Math and ELA Family Nights to become more involved in their children's education.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In partnership with the Office of Adult and Continuing Education, we provide a year-long Saturday Morning Adult Education program. This program offers our ELL parents courses that range from ESL for Beginners to Graduate Equivalency Diploma (GED) Preparation.

5. How do you evaluate the needs of the parents?

At registration, parents indicate the languages they prefer the school to use for written and oral communication. At the initial parent orientation for new parents of ELLs, the ESL teachers note any questions, concerns, and needs expressed by parents. The ESL teachers then work with the Parent Coordinator and the Parent Association to meet these needs.

6. How do your parental involvement activities address the needs of the parents?

In the past parents have frequently expressed concern about state testing in grades 3-5 and the NYSESLAT. Our workshops on these exams help parents understand what accommodations their children are entitled to and how they can best prepare for the exams. Additionally, parents frequently ask about English classes for adults, which we provide through our partnership with the Office of Adult and Continuing Education.

D. Additional Information

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

Paste response here:

School Name: P.S. 152**School DBN: 22K152**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Sheldrick	Principal		10/22/15
Megan D'Onofrio	Assistant Principal		10/22/15
Tammy Zaccheo	Parent Coordinator		10/22/15
Marley Zeno	ENL/Bilingual Teacher		10/22/15
Luisa Sanchez	Parent		10/22/15
Irina Vlady, ENL	Teacher/Subject Area		10/22/15
	Teacher/Subject Area		1/1/01
Christina Romeo	Coach		10/22/15
	Coach		1/1/01
Charles Farruggia	School Counselor		10/22/15
Julia Bove	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		1/1/01
Stephanie Wilensky	Other <u>Assistant Principal</u>		10/22/15
Kerri McGinley	Other <u>Related-Services</u>		10/22/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K152** School Name: **School for Science and Technology**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At the beginning of each school year, we run the ATS Report of Adult Preferred Language (RAPL.) We use this to generate a list of all students whose parents indicated a language other than English for oral and/or written communication from the school. When distributing letters and other materials, we use this list to ensure that translated copies are distributed to all families whose preference was so indicated. When making oral contact with parents, we use bilingual staff members to interpret, or use the Over-the-Phone Interpretation service.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Haitian Creole, French, Russian, Bengali, Urdu, Arabic, Tadjhik, Uzbek, Fulani, Bosnian

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School calendars (monthly), parent-teacher conference announcements (one week before conferences), New York State ELA, Math, and Science testing dates (at least one month before state testing), NYSESLAT testing dates (at least one month before the NYSESLAT), letters notifying parents about school holidays (one week before each holiday), ("Meeting the Needs of All Learners" newsletter (written by the ELL and Special Education Coordinators, quarterly)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Yearly meetings with ELL parents as per CR Part 154, parent-teacher conferences (November 5th and March 3rd), curriculum nights (TBD), guidance counselor calls to parents (as needed), IEP meetings, NYSESLAT Meeting with ELL Parents (TBD), Parent Orientation for New ELL Parents (as needed)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Many of our written translation needs are met in-house by school staff. When our needs can not be met by staff, we submit translation requests to the Translation and Interpretation Unit well in advance so that we can distribute translations at the same time as English documents. For notices about school holidays, parent-teacher conferences, and report cards, we utilize the templates provided by the Translation and Interpretation Unit's intranet site.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services will be provided by in-school staff whenever possible. For languages not spoken by school staff, we utilize the Translation and Interpretation Unit. We only use an outside vendor (The Big Word) for state math testing when students require a language not already translated in print.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Palm Card remains at the security desk as well as the front office. The Language Access Coordinator provides information on over-the-phone interpretation (including the "I speak..." card) at to all staff members at professional development meetings as well as over e-mail.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

On registration, the Pupil Accounting Secretary administers the survey of preferred language for communication with the school. She enters these preferences into ATS. The ESL teacher uses the ATS Report of Adult Preferred Language (RAPL) to create a list of students whose families require oral interpretation or written translation services. Before distributing letters, we refer to this list in order to ensure that all parents receive letters in the language of their preference. In addition, we use these data to inform our School Messenger system to deliver telephone messages to parents in the appropriate language. We also utilize the notification documents provided on the Translation and Interpretation Unit's intranet site.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

This year our school will administer a survey (translated into preferred languages) on the quality and availability of services. This survey will be administered at parent-teacher conferences and meetings with parents of English Language Learners.