



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

06M152

School Name:

P.S. 152 DYCKMAN VALLEY

Principal:

JULIA PIETRI

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 152M School Number (DBN): 06M152
Grades Served: PK, K, 1, 2, 3, 4, 5
School Address: 93 NAGLE AVENUE, NEW YORK, NY 10040
Phone Number: (212) 567-5456 Fax: (212) 942-6319
School Contact Person: JULIA PIETRI Email Address: JPietri@schools.nyc.gov
Principal: JULIA PIETRI
UFT Chapter Leader: ANNE BISHOP
Parents' Association President: YULEMNY COLOMBO
SLT Chairperson: ANNE BISHOP
Title I Parent Representative (or
Parent Advisory Council
Chairperson): YULEMNY COLOMBO
Student Representative(s):

District Information

District: 06 Superintendent: MANUEL RAMIREZ
Superintendent's Office Address: 4360 BROADWAY, NEW YORK, NY, 1003
Superintendent's Email Address: MRamirez@schools.nyc.gov
Phone Number: (917) 521-3757 Fax: (917) 521-3797

Borough Field Support Center (BFSC)

BFSC: MANHATTAN Director: YUET CHU
Director's Office Address: 333 7TH AVENUE, NEW YORK, NY 1001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (917) 705-5856 Fax: N/A

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 School Comprehensive Educational Plan (SCEP) 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)
Julia Pietri	*Principal or Designee	
Annie Bishop	*UFT Chapter Leader or Designee	
Yulemny Colombo	*PA/PTA President or Designated Co-President	
Herminia Perello	DC 37 Representative (staff), if applicable	
Yulemny Colombo	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>	
Madelyn Gonzalez	CBO Representative, if applicable	
Simone Escano	Member/ Teacher UFT	
Wendy Aponte	Member/ Teacher UFT	
Leidy Santana	Member/ Parent	
Jessica Fermin	Member/ Parent	
Belkis Garcia	Member/ Parent	
Elizabeth Guerra	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

P.S. 152M – The Dyckman Valley School is a neighborhood “Zoned”, elementary, Children’s Aid Society (CAS) Community School located in the Washington Heights/ Inwood section of Manhattan in District 6. The school services approximately 647 students from Pre-K through Grade 5. The school earned a “proficient” rating on its last Quality Review and most recently, on the NYC Framework for Great Schools Report, the school was rated as Meeting Target in Student Progress. The student progress target in Math was surpassed. As indicated by the Great Framework Elements Indicators the school scored in Rigorous Instruction at the 96% in ELA and 94% in Math, 97% in Collaborative Teachers, specifically in inclusive Instructional Practices – Cultural Awareness, and 94% for Inclusive classroom instruction. As a professional community, a 95% in reflective dialogue was earned. Additionally, the school scored 93% in Strong Family Ties in teacher outreach to parents, 96% in both Parent Trust with teachers and the Principal, 93% in Safety, and 96% in Supportive Environment for Social- Emotional measure.

The Schools mission is to prepare successful, literate, college-ready, life-long learners by providing rigorous instruction in a supportive and nurturing academic environment that is driven by high standards of learning to promote independent higher order thinkers and successful problem solvers who can compete in the digital world.

To ensure supportive and nurturing academic environments for all students, every grade contains a monolingual class that facilitates the Push-In model of instruction in English as a New Language (ENL) services for English Language Learners (E.L.L.s), as well as a Spanish transitional bilingual class, and an Integrated Co-Teaching (ICT) class, in addition to at least one other general education class. The school also has 4 full-day monolingual Pre-K classes.

Students in Kindergarten through Grade 5 use technology as part of their daily learning. All students participate in a computer-based program called Spatial Temporal Math (ST Math, also known as the "Ji-Ji" Program) from the Mind Research Institute. This unique program can be accessed by the student both at school as well as from at home. They also utilize the “Think Central” website from Houghton Mifflin Harcourt Company for extended learning activities in Literacy and Math. The opportunity provided to access these programs from home strengthens home/school links across the entire community. In order for families to best support their children, family professional development workshops are given to them on a weekly basis. Additionally, students in grades PK through 2 participate in "The Waterford Program", a second computer-based program that focuses in on the academic areas of literacy, math, and science. Through the use of these programs students build on their basic skills while enhancing their logic and thinking abilities by participating in grade appropriate Common Core aligned activities on both Apple and PC platforms, thus preparing them for the digital world.

To move instruction, based on data and learning trends, all teachers meet weekly in Teacher Teams to look at student work, examine their own pedagogical skills, share best practices, and fine-tune curriculum.

To ensure uniformity and rigor of instruction, Supervisors observe teaching and learning frequently, using the Danielson Framework for Teaching, and also a school based instrument that focuses on looking for what the school has identified as the four essential elements of good instruction - (1. Higher Order Thinking (HOT) engagement & questioning, 2. Explicit Instruction through modeling, 3. Giving actionable feedback to students, 4. Differentiation of instruction). The school’s instructional focus is language development through meaningful connections between reading and writing.

To enrich the rigorous academic program with the arts, the school has a full-time Visual Arts teacher, is in partnership with the Dancing Classrooms program, and utilizes the culturally rich resources of NYC. The school enjoys activities that include music workshops from Carnegie Hall and the Midori Foundation. In addition, students and families participate in

a program that converts the school auditorium into an interactive “Drum Café” where approximately 300 drums are brought to the school for a hands-on music activity. Finally, students in the third, fourth and fifth grades participate in a chess club during and after school on Wednesdays to promote their thinking and logic skills.

A strong sense of community is fostered at the school through its strong links with parents and Community Based partners. Cycles of workshops such as Monday Math, Book of the Month, Health, Nutrition and Parenting are well attended. The Parents Association (PA) is active and holds a minimum of 1 meeting a month. The Children’s Aid Society, in partnership with the PA, offers a variety of adult courses to promote parental involvement and adult learning.

Other partners include the New York Presbyterian Morgan Stanley Babies Hospital which staffs an on-site School-Based Mental Health Clinic, a staff development and mentoring program from the Reading Reform Foundation where master teachers train staff members in the Orton Gillingham techniques of teaching reading, and the City Connects Program from Boston College.

Utilizing the Framework for Great Schools, this year PS 152M – The Dyckman Valley School is dedicated to focusing on further increasing student achievement through collaboration in teacher teams to find innovative ways of providing more personalized attention and support the our neediest students, while still meeting the needs of all.

06M152 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	669	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		90.8%	% Attendance Rate	92.6%
% Free Lunch		92.0%	% Reduced Lunch	2.9%
% Limited English Proficient		34.1%	% Students with Disabilities	17.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	1.1%
% Hispanic or Latino		97.2%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White		1.1%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	9.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		8.5%	Mathematics Performance at levels 3 & 4	22.1%
Science Performance at levels 3 & 4 (4th Grade)		75.6%	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			Local Assistance Plan	X
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	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	NO
Economically Disadvantaged		NO		
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		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	NO
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>Based on an analysis of the school's overall scores from 2014 to 2015 on the NYS ELA Exams where the level 1's were reduced by 11%, level 2's increased by 7%, level 3's increased by 3%, and level 4's increased by 1%, as well as an item analysis of the 2015 NYS ELA Exam, NYSESLAT results, and, in-house assessments across all grades that include the DRA2, Reading unit tests, rubric scores that were part of its writing curriculum, and finally, teachers observations, the school has identified that it needs to address language development and vocabulary for all students. Language development through creating meaningful connections between reading and writing is therefore the school's instructional focus.</p> <p>Reflecting on this need, teachers/instructional staff are to develop and ensure unit and lesson plans that include data-driven protocols that are aligned to the CCLS and NYS content standards, to meet the instructional focus.</p>		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal#1 -To ensure that unit and lesson plans used across all grades include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs and enhance school-wide practice:

By June 2016, 95% of all instructional staff will engage in monthly grade level Teacher Teams where they use a data-driven approach to plan small flexible differentiated groups in all curriculum areas in order to monitor individual/group learning goals and language progress based on teaching points and conference notes.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>To meet the needs of all learners, the taught curriculum is prioritized based on data findings, then units and lesson plans are developed in grade level Teacher Teams with the Building Instructional Leader and Administration.</p> <p>Grade-level Teachers Teams meet at minimum once a month to unpack and differentiate the school's</p>	<p>Teachers of General Education, ELL and SWDs in grades PK-5</p>	<p>September 2015 through June 2016</p>	<p>Classroom teachers by grade, building Instructional Coach, Instructional Leaders, Administrators,</p> <p>HMH Consultants</p>

<p>research based Literacy instructional program.</p> <p>To ensure uniformity and consistency of teaching and learning of units and lessons, both vertically and horizontally, across all grades, instructional staff participate in professional development with the Houghton Mifflin Harcourt (HMH) company and school level Instructional Coaching.</p> <p>During these sessions, staff utilizes but is not limited to the following:</p> <ul style="list-style-type: none"> -Strategies for Success with English Language Learners (ELLs) by Virginia Pauline Rojas - Houghton Mifflin Harcourt (HMH) Journeys Literacy Program including the newly revised 2015 Common Core aligned writing component. 			
<p>Strategies used to address the needs of students with disabilities, English Language Learners, and other high-need student subgroups include, but not be limited to:</p> <ul style="list-style-type: none"> - Strategies from the book written by by Virginia Pauline Rojas, Strategies for Success with English Language. 	<p>All instructional staff</p>	<p>September 2015 through June 2016</p>	<p>Instructional leaders, Classroom teachers, ENL Providers, Building Coach, Administration</p>

<ul style="list-style-type: none"> - Small group instruction - Testing modifications - Language scaffolding - Visual support differentiated instruction - Hands-on activities - Use of technology specifically "Think Central" games - Resources in English and Spanish from HMH - Saturday Academy for ELLs (from January through March) - Small group instruction with an "F" Status Reading Intervention teacher 			
<p>To expose parents and guardians to the ELA curriculum, increase their understanding of Rigorous Instruction and the Common Core, and to engage them in academically supporting their children at home, workshops including, but not limited to, the following, are offered:</p> <ul style="list-style-type: none"> - Reading level expectations - Reading behavior checklists - Vocabulary development strategies - Use of technology as an academic link between the school and home - Testing 	<p>Parents and Guardians</p>	<p>September 2015 through June 2016</p>	<p>Parent Coordinator, Instructional leaders, Building Coach, Administration, CBO Partners</p>

At minimum, these parent engagement meetings/workshops are arranged by the parent coordinator and the Parent Association President and conducted in grade clusters (PK-K), (1&2), (3,4,&5) monthly by the building coach and Administration.			
Through weekly Professional Development, Parent Workshops and Conversations parents and teachers will address the needs of the students ensuring student growth and success.	Families and Instructional Staff	September 2015 through June 2016	Parent Coordinator, Instructional leaders, Building Coach, Administration, CBO Partners

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.

Resources needed to implement this action plan, include, but are not limited to:

- Common Core aligned Literacy Program/Curriculum; Houghton Mifflin Harcourt (HMH) - Journeys & Senderos Literacy Programs
- Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for:
 - Technological Programs; Waterford Program, Think Central
 - Instructional Coaches and Consultant supports
 - Schedule adjustments for Grade Leaders to
 - attend PD
 - develop and plan presentations to turnkey information gained at the PDs
 - meet with instructional coach
 - inter-visitations
 - learning walks
 - materials needed for each activity
- Identification and commitment of Grade Level Leaders, in grade clusters of (PK-K), (1&2), (3,4,&5).
- Danielson Framework For Teaching
- Common Core Learning Standards
- Depth of Knowledge/Hess Cognitive Rigor Rubric
- Teacher Team Meetings during Professional Development and Other Professional Work Time (Mondays and Tuesdays) and a common prep period each week; PD Sessions with teachers during
- Teacher Team Meeting Protocols
- Assistant Principals to ensure consistency of practice

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		P/F Set-aside	X	21 st Century	X	C4E
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	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other
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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.

To ensure continuous improvement, progress will be monitored through ongoing monitoring of teacher informal observation and planning data and ADVANCE reports documenting teachers' implementation of common core strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula leading to improved teacher effectiveness in Domain 1: Planning & Preparation and Domain 3: Instruction

Increase in student outcomes from Beginning of Year Literacy Assessment (BOY/baseline) administered in October to Middle of Year (MOY/progress monitoring) that will be administered in January. Additionally in grade level Teacher Teams (TT) teachers will analyze the results of chapter/unit tests and in grades K-2 progress monitoring reports generated from the computer based literacy program, Waterford.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.

As indicated by the results of the 2014-2015 Framework for Great Schools Report, PS 152 scored 49 in the area of Classroom Behavior. A score of 75 is required to be considered as an area of strength. Based on the on patterns of child development, prevention research, and taking into consideration the demands placed on today’s students to perform at or exceed their current grade level CCLS, responding to student social and emotional developmental health needs are essential in addressing the whole child.

Analyzing the results of the 2014-2015 NYC School Survey Report, where teachers were asked if they felt that the students in their classes "behaved well in class even when the teacher isn't watching", 71% answered "often to always", 29% answered "sometimes" but 0% answered "rarely or never", the responses indicate that negative classroom behavior does not happen during instructional time between students.

Considering the findings of the Framework Report, the Survey and staff/community feedback, the school has determined that reducing negative student to student incidents is an area for improvement.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #2 To ensure that there are over-arching systems and understandings of how to support and sustain student social and emotional developmental health and academic success:

By June 2016, at minimum 8 monthly student assemblies or events will be held to promote lowering incidents of student to student negative interactions that will reduce, by 10%, the number of levels 3, 4, & 5 incidents reported into the OORS system.

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 and the Common Core 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? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers receive professional development and materials on the importance of:</p>	<p>General Education, ELL and SWDs in grades PK-5</p>	<p>September 2015 through June 2016</p>	<p>Classroom teachers by grade, building Instructional Coach, Instructional Leaders, Administrators, CBO Partners</p>

<ul style="list-style-type: none"> - Understanding and addressing social emotional learning, with a focus on: - Age appropriate behavior management - The NYC Behavioral Code of conduct - Bullying Identification and prevention - PRIM -The Pre-Referral Intervention Manual - Uniform implementation of the school's core non verbal "color" behavioral rules - Social emotional topics that students will be exposed to in monthly assemblies 			
<p>Students to participate in monthly Grade Cluster Assemblies and/or competitions to include, but not limited to,:</p> <ul style="list-style-type: none"> - NED (Never give up- Encourage others- Do your best) - Pacers- National Bullying Prevention Center-Unity Day - Assemblies Watching Wellcast Videos and interactively completing worksheets from WatchWellcast.com including but not limited to: <ul style="list-style-type: none"> • How to apologize • Dealing with embarrassment • Maintaining friendships • Anger Management • Puberty • Body Image 	<p>All students in grades K-5</p>	<p>September 2015 through June 2016</p>	<p>Classroom teachers</p> <p>Guidance Counselor</p> <p>CBO Partners</p> <p>Administration</p>

<ul style="list-style-type: none"> • Conquering fear • Testing 			
Families during Parent Association (PA) Meetings as well as in workshops with the guidance Counselor and Administration, will be exposed to the social emotional topics that their children will be exploring during monthly assemblies.	Parents and guardians of students in grades K-5	September 2015 through June 2016	Guidance Counselor Parents Association Parent Coordinator CBO Partners Administration
School Safety Team Monthly Meeting will include an analysis of occurrences as documented in the Online Occurrence Reporting System (OORS) and determine possible causes or common factors in recurring incidents in order to develop systems or structures to reduce specific behavioral incidents. Teachers and school aides will be engaged in professional development activities to identify resources that can be used to improve student behavior in the entire school, but, in particular, in the classrooms and the cafeteria.	Students, Teachers, School Aides, Parents Teachers and school aides will participate in PD once per month.	Monthly Beginning November through June 2016 Monthly Beginning November through June 2016	School Safety Team Guidance Counselor Parents Association Parent Coordinator CBO Partners Administration Building Administrators Guidance Counselor CBO Partners

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>Resources needed to implement this action plan, include, but are not limited to:</p> <ul style="list-style-type: none"> • Identification and commitment of Grade Level Leaders, in grade clusters of (PK-K), (1&2), (3,4,&5) to lead and plan developmentally appropriate assemblies and events to meet social emotional needs for each grade cluster • Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for:

- Schedule adjustments for Grade Leaders and support staff to
 - attend PD
 - develop and plan instruction
 - develop and implement assemblies and/or events
- contract consultants and/or presenters
- Instructional Coach to ensure that activities and/or events are aligned to the CCLS and are extended into the classrooms
- materials needed for each activity or event
- Guidance Counselor
- Behavioral Intervention Protocols
- Administration to ensure consistency of practice
- Services from Community-Based Organizations, to include parent/family outreach and mental health services

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		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 January 2016 the School Safety Team will analyze and compare the number of incidents occurring Sept. 2014 -January 2015 to the number occurring September 2015– January 2016 to determine progress towards reduction in the number of incidents occurring school-wide

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Building on the 2013-2014 Quality Review (QR) findings where the school earned proficient ratings for:</p> <ul style="list-style-type: none"> interesting and challenging curriculum effective teaching and learning how well the school Teacher Teams assess what students are learning together <p>as well as on meetings with the Administration, reflections indicate that, based on data that</p> <ul style="list-style-type: none"> 15% of the school's students have Individualized Education Plans (IEPs), 29% are English Language Learners (ELLs) who come from homes that speak seven (7) different languages, and that students who took the 2015 NYS English Language Arts Exam scored, on average, 40% for Vocabulary Acquisition and Use, <p>the school identified the need for teachers to provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that will offer multiple points of access for all students.</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #3 - To facilitate Teachers in providing coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

By June 2016, 100% classroom teachers will plan and teach to include data based differentiation as evidence by supervisory classroom observations.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>To ensure uniform content and CCLS aligned instruction for all students, the HMH English - Journeys and HMH</p>	<p>All students in grades Kindergarten through Grade 5</p>	<p>September 2015 through June 2016</p>	<p>Classroom teachers, Out of class Instructional Staff</p>

<p>Spanish - Senderos Literacy Programs is used across all grades Kindergarten through Grade 5. Further ensuring that all students are provided with multiple points of entry, students are assessed with a unit test at the end of each of the six units in these programs.</p> <p>Results from these assessments is used by teachers to monitor student learning and prioritize curriculum taught.</p> <p>Additionally, students in grades 2 through 5 take the grade appropriate NYC Literacy Task Assessments to launch the instructional path for the year.</p>			
<p>Using the data from Houghton Mifflin Harcourt (HMH) unit tests and the BOY-Beginning of Year, MOY-Middle of Year, and EOY-End of Year assessments taken by all students, all teachers, in grade Teacher Teams (TT) and individually, engage in professional development to:</p>	<p>Teachers and other instructional staff</p>	<p>BOY October 2015,MOY January 2016, May 2016.</p> <p>Unit tests every six weeks starting October 2015 through June 2016 Included in these assessments</p>	<p>Building Administrators, Building Instructional Coach, Grade Leaders, Teachers</p>

<ul style="list-style-type: none"> Analyze data generated by the results of the above mentioned assessments Plan lessons using the HMH resources to meet the learning needs linked to the CCLS with focus to the school's Key Focus Standards, the school's Instructional Focus of Language Development, as well as the more closely identified standards from the data analysis done in TTs 			
<p>Grade Level Teacher Teams, including out of class teachers and service providers, meet at least every six weeks to discuss and reflect on the data analysis, identify and target Common Core Learning Standards (CCLS) needing to be addressed for both whole class and individual instruction</p>	<p>Instructional staff,</p>	<p>Every six weeks starting October 2015 through June 2016</p>	<p>Instructional staff, Administration, Instructional Coach</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>Resources needed to implement this action plan, include, but are not limited to:</p> <ul style="list-style-type: none"> Teacher Teams to have Data Meetings Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for:

- Schedule adjustments for Grade Leaders and support staff to
 - attend PD
 - develop and plan instruction
 - conduct inter-visitations and learning walks
- contract consultants and/or presenters
- Instructional Coach to ensure that activities and/or events are aligned to the CCLS and are uniformly implemented both vertically & horizontally
- materials needed for each activity or event
- Administration to ensure consistency of practice

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, using the results of an item analysis from the literacy BOY Assessments across the grades and HMH units tests taken from October 2015 to February, data will be analyzed to identify trends, evaluate and revise instructional strategies, and prioritize curriculum to be taught for the rest of the year.

Ongoing monitoring of teacher observation data and ADVANCE reports documenting teachers’ implementation of common core strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula leading to improved teacher effectiveness in Domain 1: Planning & Preparation and Domain 3: Instruction

By February 2016, using the results of an item analysis from the literacy BOY Assessments across the grades and HMH units tests taken from October 2015 to February, data will be analyzed to identify trends, evaluate and revise instructional strategies, and prioritize curriculum to be taught for the rest of the year.

Ongoing monitoring of teacher observation data and ADVANCE reports documenting teachers’ implementation of common core strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula leading to improved teacher effectiveness in Domain 1: Planning & Preparation and Domain 3: Instruction.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>When comparing student performance in ELA from 2014 to 2015 the school enjoyed an overall 10.8% growth. Understanding the need to prioritize curriculum to improve critical individual and school-wide practices to effect even more growth in the 2015-2016 academic year, based on the Item Analysis Report, generated by the results of the 2015 NYS English Language Arts (ELA) Exam, “Key Focus Standards” were identified by the leadership cabinet, which is comprised of Principal, three Assistant Principals and the Building Instructional Coach.</p> <p>These Key Focus Standards were determined by averaging student scores for each CCLS assessed on the prior year’s ELA Exam and then selecting the ones in which the students scored the lowest points.</p> <p>Specifically these standards and their mastery averages percentiles are:</p> <ul style="list-style-type: none"> Integration of Knowledge -33% Craft And Structure – 38% Key Ideas and Details – 38% <p>Additionally, testing results confirmed with students scoring at an average of 40% that there is a need to increase vocabulary acquisition and use. Thus, the school’s instructional focus is Language Development through meaningful connections between Reading and Writing.</p>		

The priority need is therefore to ensure that the school-wide “Key Focus Standards” and Language Development are addressed by prioritized curriculum that is taught to and learned by all students.

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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #4 To ensure that leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices specifically in addressing the school’s “Key Focus Standards and Instructional Focus of Language development:

By May 2016, as evidenced in Teacher Observation Reports, supervisors will provide 100% of teachers with feedback aligned to Danielson's Framework for Effective Teaching, Component 3d, using assessment data that specifically speaks to student growth in the Key Focus Standards and Vocabulary Development linked to their instructional.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development Mondays to include:</p> <ul style="list-style-type: none"> • Cycles of grade planning in which teachers work together to prioritize and shape the delivery of the curriculum by sharing best teaching practices and ensuring that their planning and practice address the Key Focus Standards and the Instructional Focus 	<p>All teachers, all paraprofessionals, all supervisors</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>Principal, Assistant Principals, Instructional Coach, Consultants, Mentors, Grade Leader Teachers, Teachers</p>

<p>of Language Development.</p> <ul style="list-style-type: none"> • Reflections from both horizontal and vertical Inter-visitations between teachers to ensure uniformity of practice, sharing of best practices, curriculum selection and delivery • Differentiated support to address professional needs of teachers and paraprofessionals to support and strengthen teaching practices to address the diverse learning needs of ELLs and SWDs, as well as high performing students. 			
<p>Pre and post observation conferences between supervisors and teachers to include actionable feedback to teachers that focus on pedagogical practices addressing the Key Focus Standards and Language Development, using Charlotte Danielson's <u>Framework For Teaching Domain 3</u>, leading to the improvement of student learning outcomes for all sub group student populations.</p>	<p>All teachers, all supervisors</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>Principal, Assistant Principals, Teachers</p>
<p>Teachers to share curriculum and instructional expectations with families, as well as provide individual student progress and performance information to families .</p>	<p>All teachers, all families</p>	<p>Beginning in September 2015 and continuing on a weekly basis through May 2016</p>	<p>Teachers, Principal, Assistant Principals</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.

Resources needed to implement this action plan, include, but are not limited to:

- Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for:
 - purchasing additional HMH materials
 - the Licensing fee for the Waterford Program
 - support teachers and paraprofessionals’ professional development with consultants from
 - HMH
 - Reading Reform
 - Waterford program
 - Schedule adjustments for Grade Leaders and support staff to
 - attend PD
 - develop & plan instruction
 - implement assemblies and/or events
 - Building Instructional Coach

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		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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:

- All teachers will receive at least 2 to 4 observation reports with written feedback or more, as needed.
- Whole class as well as individual student positive progress trends on ELA Unit tests that include questions that directly address the Key Focus Standards, Vocabulary and its use.

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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>The school adheres to the belief that that strong Family-Community Ties are necessary for students' success, and that good two-way communication is essential to building these ties. Based on the results from the 2014-2015 NYC School Survey on questions related to strong Family-Community Ties, the school earned an average score of 96%. This high score indicates that parents agree that PS 152’s staff engages parents as partners in their children’s learning. However, upon further reflection, and also the feedback received from various school constituencies, the school has identified that it needs to enhance its communication to strengthen its Family-Community Ties.</p>		

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June 2016, all teachers and staff will participate in increasing by 20% in the number of families participating in school sponsored workshops & events, when compared to the level of parental involvement in the 2014-2015 school year, as measured and evidenced by agendas and sign-in sheets in order to increase the level of two way communication between the school and its families.</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 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Conduct parent workshops with topics that may include:</p> <ul style="list-style-type: none"> • technology training to build parents' capacity to: <ul style="list-style-type: none"> ○ access school data and school communications via the Internet 	<p>Parents, Families, Guardians</p>	<p>September 2015 through June 2016</p>	<p>Principal School Staff Parent Coordinator PA CBOs</p>

<ul style="list-style-type: none"> ○ help their children at home with school's Internet based academic programs • understanding student data • grade-level curriculum and assessment expectations • literacy • accessing community and support services 			
The Principal will continue to meet with the PA Executive Board monthly.	Parents, Association		Principal Parent Coordinator PA
Simultaneous translations will be available for Non-English speaking parents during all events/meetings, this will include language other than English and Spanish	Parents, Families, Guardians		Parent Coordinator Staff Members speaking languages other than English or Spanish

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.											
Resources needed to implement this action plan, include, but are not limited to:											
Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for:											
<ul style="list-style-type: none"> • Allowable funds to cover the costs associated with Parent Engagement activate • Per Session for in-house translators • Supplies for workshops and family events 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

In February 2016, SLT and PA Executive Board members, along with the administrative cabinet and the Parent coordinator, will analyze parent attendance in school activities data from the previous school year (Sept. 2014– Jan. 2015) and this year (Sept. 2015 - Jan. 2016) to determine if there has been an increase in the number of families participating in school sponsored events

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest 1/3	<p>Waterford ELA in grades K-2</p> <p>Grades 3,4, &5 Reading Intervention</p> <p>Saturday Academy</p>	<p>Technology based intervention at individual students' levels</p> <p>Small groups with Licensed Reading Teacher</p> <p>Small group instruction focusing on English Language Development</p>	<p>During the school day minimum of 45 minutes a week</p> <p>3 days a week during the school day</p> <p>Saturdays from January '15 through May '16</p>
Mathematics	Lowest 1/3	<p>Waterford Math for grades K-1</p> <p>Grades 2, 3,4, &5 ST Math Intervention</p> <p>Saturday Academy</p>	<p>Technology based intervention at individual students' levels utilizing PCs in the computer Lab.</p> <p>Technology based intervention at individual students' levels utilizing both ipads and PCs</p> <p>Small group instruction focusing on English Language Development through the content of Math</p>	<p>During the school day minimum of 45 minutes a week</p> <p>90 minutes a week during the school day</p> <p>Saturdays from January '15 through May '16</p>

Science	Classroom Observations and common Assessments	Science cluster teachers using Tier I strategies and hands-on experiments Science curriculum vocabulary and concepts is incorporated into the literacy block	Tier I -Small group differentiated instruction in classroom	During the school day
Social Studies	Classroom Observations and common Assessments NYS ELA Assessments	Social Studies curriculum incorporated into literacy block through the writing units that are aligned with the common core standards	Tier I -Small group differentiated instruction in classroom	During the school day
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher referral Parent request Attendance Records (ATS) OORS reports Common Assessments Student Portfolios	Guidance Attendance Committee intervention Administration in partnership with school staff and/or contracted vendors Partnerships with: - NY Presbyterian School Based Mental Health Clinic - The Children's Aid Society - City Connects Program From Boston University	1:1 Crisis Intervention Short cycles of Small Group sessions as needed to address social - emotional at school Home visits or outreach to families and referrals to CBOs for targeted assistance Assemblies to address the whole through social-emotional supports and self help strategies Small group and 1:1 sessions with licensed psychologist, Social Worker, or Social Worker interns supervised by on-site Licensed Social Worker	During the school day During the school day Monthly assemblies during the school day September 2015 through June 2016 (CBOs) Evenings and after school by appointment and as needed during crisis

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"> • All teachers are assigned within their license area • New teachers work collaboratively with their grade teams to develop, refine and revise CCLS aligned curriculum that supports college and career readiness. Additionally, new teachers receive mentoring above and beyond the required hours. This is accomplished through in class coaching support, regularly scheduled mentoring sessions, and network support in the form of professional development. Mentoring sessions take place 2 days per week and during the regular school day. The school mentor completed the DOE mentoring program. • The Principal, Assistant Principals and teachers collaborate to calibrate common language and understanding around use of the Danielson <u>Framework For Teaching</u>, 2013, that is used to inform pre- and post-observation conferences and rate teaching practices uniformly. • Teachers not yet tenured receive support from the instructional coach, the administrative cabinet, as well as consultants, in gathering artifacts and evidence for their portfolios to document their effective instructional practice during their probationary employment period. • Teachers working with a Teacher Improvement Plan (TIP) receive additional support to improve teaching practices. • In-house on-going professional development Includes cycles of Teacher Team Meetings focusing on: <ul style="list-style-type: none"> ○ Data Analysis ○ Common Planning ○ Sharing Best Practices ○ Curriculum Prioritization ○ Reflection • Since the majority of staff is senior and tenured, the need for recruitment is minimal. In the past 4 years, 10 teachers have left the staff. Eight of these teachers retired, one became an Assistant Principal and the other, via open market, left to accept an out-of class position at another school. Retention at PS 152 is extremely high as evidenced by the fact that the 3 least senior Common Branch teachers currently on staff have 1, 5, and 14 years of seniority, respectively. • When the need to hire arises, outreach is made to the borough Director of Human Resources, the Superintendent's office, other Principals and the on-line NYC Teacher Finder tool to find highly qualified and highly recommended candidates to interview.

2b. High Quality and Ongoing Professional Development

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

- High quality professional development for teachers, paraprofessionals, assistant principals, the principal, and staff that enables all students to meet Common Core State Standards (CCSS) is provided in-house by invited consultants, CBO partners, Grade lead-teachers, the building Instructional Coach, or through DOE support from either the Manhattan Borough Support Center or the Superintendent's office. Other professional development is provided by sending representatives from each of the various constituencies across the building to workshops outside of the building.
- Teacher growth is supported through Principal and Assistant Principals feedback that is specific, low inference, evidence-based, and part of their formative observations.
- One-to-one meetings with cabinet members that include the building Instructional Coach provide the support that can improve teaching practice are arranged on an "as needed" basis.
- Inter-visitation between teachers to share and reflect on best practices are encouraged and supported by schedule changes to support the visits.
- New teachers who have not yet obtained tenure, and teachers with "TIP" plans receive the maximum support. Experienced teachers have leadership opportunities to help support the professional learning throughout the school.
- Staff Development is monitored and revised, based on the results of student data and teacher effectiveness needs.
- Teachers have Professional Development opportunities to assist them in developing specific strategies to support the learning needs of ELLs and SWDs in reading comprehension, academic vocabulary, and written analysis of texts, both literary and non-fiction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section 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	412,252.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	223,660.00	X	
Title III, Part A	Federal	26,628.00		
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	3,248,816.00	X	

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 152M, Dyckman Valley School (06M152)**, 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 152M, Dyckman Valley School (06M152)**, will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

PS 152M, Dyckman Valley School (06M152), 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 06	Borough Manhattan	School Number 152
School Name Dyckman Valley School		

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 Julia Pietri	Assistant Principal Arlene Pedraza
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sonia Kim	School Counselor type here
Teacher/Subject Area Jenny Moon/ENL	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title)

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 not currently teaching in a bilingual program	6	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	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 not currently teaching in the ENL program	1	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	3

D. Student Demographics

Total number of students in school (excluding pre-K)	595	Total number of ELLs	184	ELLs as share of total student population (%)	30.92%
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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 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1	1	1	1								6
Dual Language														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)		179	ELL Students with Disabilities	27
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)		5	Long-Term (ELLs receiving service 7 or more years)	0

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

	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	104	2	4							104
DL										0
ENL	75		21	5		2	0		0	80
Total	179	2	25	5	0	2	0	0	0	184

Number of ELLs who have an alternate placement paraprofessional: 0

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
Spanish	17	15	25	17	13	17								104
SELECT ONE														0
SELECT ONE														0
TOTAL	17	15	25	17	13	17	0	104						

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

* 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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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: _____

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		21	16	22	13	6								78
Chinese														0
Russian		1												1
Bengali														0
Urdu			1											1
Arabic		1		1	1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Somali					1									1
TOTAL	0	23	17	23	15	6	0	84						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	14	8	10	3	9	7								51
Emerging (Low Intermediate)	1	3	7	5	5	1								22
Transitioning (High Intermediate)	4	4	10	7	4	4								33
Expanding (Advanced)	4	19	13	24	8	10								78
Commanding (Proficient)	10	10	4	5	6	4								39
Total	33	44	44	44	32	26	0	223						

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT AND 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								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		10	4	5	6	4								29

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	15	6			21
5	14				14
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	1								1
4	14		8		3				25
5	12		6						18
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	10		5		3				18
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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
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				
US History and Foreign Language				
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)	3	7	7	15				
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.
 PS 152 utilizes DRA2 to assess reading levels for grades K-5. MOSL, benchmark assessments in the beginning, middle, and end of the year from literacy curriculum (Harcourt Houghton Mifflin) are also used to assess literacy skills in reading and writing. The scores from these assessments show that our ELLs are performing below grade level in reading and writing. This DRA2 data, MOSL, and benchmark assessments help inform our school's instructional plan by diagnosing which literacy skills each child needs. The teachers use the information to guide their instruction in small group instruction, as well as the large group minilessons as they align with the Common Core Learning Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We are seeing that from this past school year, there are not as many "Developing ELLs" and that many students are testing out by 4th grade. We also have more Transitioning and Expanding students this year than previous years, especially as the grades get higher. Typically, the students who have been receiving services for more than 3 years and scoring as Entering or Emergent, have been our students with disabilities. We are also seeing that there are more students who have attended Pre-K before entering kindergarten. Most of those students, though they may speak a home language other than English, have been scoring "Expanding" or "Commanding" in the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We have used the AMAO tool to determine how many students achieved AMAO 1 and AMAO 2 to see the overall progress of our ELLs. We also look at which students met AMAO 1 & 2 and which programs they were placed in that year to see the effectiveness of the programs. The AMAO tool provides us a look at the needs of our ELL population by looking at the aggregated data to identify the levels of our ELLs as well as how to move our ELLs forward. So far this year, we have looked at the data to see which students are at risk, and which students made AMAO2. The data shows 14% of our students made AMAO2. It also reveals that 60% of our students are "at-risk".
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Upon review of the performance of our ELL students in standardized assessments, we have determined that they perform better in their home language assessments (ELE) than their English language assessment (ELA). In ELE, 68% of the students scored in the top 50th percentile, whereas the all of those students who took the ELE, excluding one, received a 1 on their ELA. There did not seem to be a pattern in their performance in the NYSESLAT in relation to their home language assessment.
 - b. Our school does not participate in the ELL periodic assessments.
 - c. Our school does not participate in 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](#).] After analyzing ELA and NYSESLAT data in the past couple of years, it was apparent that most of the students were in need of strong Tier 1 instruction. Therefore, one of the biggest shifts was that students would not miss their Tier 1 instructional time. During Tier 1 instructional time, teachers provide opportunities for students to work and interact with pairs or groups to develop their language skills in speaking, listening, reading, and writing. In addition, ENL is now more integrated and push-in at our school, therefore the ELLs are not missing their Tier 1 instruction. When a child is struggling with meeting classroom benchmarks, such as the results seen from classroom observations, unit assessments, or DRA levels being below grade level, the teacher and ENL teacher that is pushing in will meet those struggling students in a smaller group to scaffold their learning through different strategies, such as more explicit modeling or differentiation of materials or process.
6. How do you make sure that a child's second language development is considered in instructional decisions? In order to make sure that a child's second language development is considered in instructional decisions, the bilingual coordinator/assistant principal along with the ENL teachers, look at the students' assessment performance in the NYSESLAT to place the students in ELL classes. The classroom teacher and ENL teacher then work together to support their ELLs through a variety of strategies and through differentiation of materials. Using assessments such as DRA2, NYSESLAT, benchmark assessments, conference notes, work samples, and informal observations, the teachers adapt instruction to be more responsive to students' needs. The child's educational history and cultural background are also considered when looking at the child's progress, as well as how to provide intervention in the classroom and in ENL/TBE.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. 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). The ways in which we evaluate the success of the programs offered to our ELLs is use the data derived from the New York State ELA, Math, Science, as well as the data derived from the New York State English as Second Language Assessment Test. We also analyze the results from the DRA-2, MOSL, benchmark assessments, and the students' writing portfolios.

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. As part of the registration process, with the assistance of a pedagogue, parents complete a Home Language Identification Survey (HLIS), which includes an informal oral interview of the parent and child. If the parent speaks Spanish, the HLIS questionnaire is in Spanish and the interview is conducted by a Spanish speaking pedagogue or translated by the bilingual pedagogue or staff. If the parent speaks another language besides Spanish, the HLIS form is provided in their home language if available. However, we do not have a translator of other languages on hand. Therefore over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance. Once the HLIS is completed and the child has been interviewed in English, the licensed pedagogue determines the home language of the child. If the results of HLIS indicate that the child has a home language other than English, the child is tested by the ENL teacher with the NYSITELL within 10 days. Parents are informed that if the child passes the NYSITELL, they are not entitled to ENL services. If the child does not pass the NYSITELL, the parents are notified that their child is entitled to English language services. Also, if the child's home language is Spanish, then the LAB in Spanish must be administered. The NYSITELL and the LAB-Spanish are

administered to the students by the ENL teachers or a bilingual certified pedagogue in the building within 10 days of the admission of the students. Parents are also informed that students are evaluated every year, and that those students who do not pass the NYSITELL must be annually evaluated using the New York State English As a Second Language Achievement Test (NYSESLAT). Students must take the NYSESLAT yearly until they attain a score of Commanding, or a score of Advanced with an ELA score of 3 or 4. We use the RLAT, RNMR in order to identify students requiring the NYSESLAT assessment.

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).

In completing the HLIS, the parent is asked to indicate prior schooling. During that process, if the pedagogue conducting the interview finds that the child has attended school in the US for less than 12 months and has inconsistent or interrupted school prior to the arrival in the country, the pedagogue begins the SIFE determination. Within 30 days of enrollment, if the child has a home language of Spanish, a bilingual pedagogue administers the SIFE questionnaire in English, or Spanish if needed, in order to determine if the student has had a gap of two or more years in their formal schooling. Then the LENS is administered to Spanish speaking potential SIFEs to determine if that student is below two grade levels in literacy.

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

According to the newly revised CR Part 154, when a newly admitted child enrolls in our school with an IEP, we will form a LPT that consists of an ENL teacher, the proficient Spanish bilingual supervisor of ENL and Bilingual Services (Assistant Principal- Arlene Pedraza), the IEP Specialist, and the parent of the child. If the parent needs language support, The Translation and Interpretation Unit can be used as resources to assist with parent communication. The LPT then determines whether the child should be administered the NYSITELL through discussion of the child's language skills and needs and the child's history of language use in the school and home. If the child is eligible for NYSITELL, the NYSITELL is administered within the 10 days. If the team determines that the child does not have second language acquisition needs, the team sends the recommendation to the principal for review. The principal has 20 days to accept or reject this recommendation. If the principal rejects the recommendation, the NYSITELL is administered to the student. However, if the principal accepts, the recommendation is sent to the superintendent for a final decision. The superintendent has 10 days to approve or reject the LPT's recommendation. If the superintendent determines that the student has to take the NYSITELL, the school has 5 days to administer the test, as well as notify the parent. Once the entitlement of language services is determined, the parent will be notified of their status and placement within 5 days.

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.

Once the NYSITELL is administered and scanned, the score determines whether the child is entitled to ENL services. Then depending on entitlement, the ENL teachers print out the parent notification of entitlement or non-entitlement in English and the parents' preferred language if available to be sent home within 5 days.

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).

The ENL teachers notify parents of their right to appeal their child's ELL status within 45 days of enrollment in an entitlement letter sent home in English and the parents' preferred language if available. If the student is 18 years of age or older, the student must also receive a copy of the letter of their own right to appeal their ELL status. Each child has a cumulative ENL file that is kept and maintained by the ENL teachers. Copies of these entitlement letters are kept in the students' files for record.

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.

When parents are notified of their child's entitlement of language services, they are sent an invitation letter in the preferred language to meet with the ENL teachers and/or the bilingual coordinator/assistant principal, where they learn about programs offered in the city and the choices available. During these meetings, parents are required to watch a video that explains the three different types of programs available citywide. The videos are shown in the parents' preferred language. In addition, the bilingual coordinator/assistant principal explains the various programs available at our school and the right for the parents to choose a program that is not available at our school. A question/answer session is held following the viewing where the details of all the programs are then explained in full detail. After the meeting, the parent must return the completed and signed form (which is provided in English or the parents' preferred language) within 5 days. If parents choose a program not available at our school at the time of their selection, the parent is personally called if the program should become available in our school or a school that offers the preferred program. Based on the letters returned, the child is placed where the parents indicated on the form, if they aren't placed in that setting originally. If the parents does not return the form within 5 days, the student is placed in the default program of transitional bilingual education. In both cases, the ENL teachers send home a placement letter in English and the parents' preferred language, indicating that the child has been placed in a ENL or TBE class. The ENL teacher document the attempts to gather parent selection preference and the records are kept in the ENL student file.

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.
- We hold one evening and a daytime meeting at the beginning of the year to ensure that parents are able to come at their convenience. The ENL teachers and bilingual coordinator/assistant principal sits with the parents and assists in understanding how to fill out the forms if needed. If parents are unable to come to the original meeting, there is a makeup session offered to those parents. However, if they are unable to attend the makeup session, parents are called by the bilingual coordinator/assistant principal to invite them to come in to fill out a Parent Survey and Program Selection form. If they still unable to attend, the ENL teachers send home the form in their preferred language for parents to review on their own and return signed. If they do not complete and return the form, the child is placed in the default program which is TBE. Based on the parents' choice, the child is placed in the appropriate classroom, and then the parent is sent home a letter of their child's placement in English and their preferred language. These forms are collected and stored in the child's ENL files, maintained by the ENL teachers. Then the ENL teachers input their program choice in ATS under the ELPC screen. This also allows the ENL teachers to monitor the program choices and those who have not come in to fill out a form and those children's placements. If a parent chooses DL, which is not available at our school, if the program does become available at our school or another school that offers DL, we will inform the parents of that availability. This process is repeated throughout the year anytime a new student enrolls at our school and are first time admits to the NYCDOE (or within two years of being out of state).
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- If the parent does not attend either aforementioned meeting, the parent coordinator calls the parent and invites them to come in to meet with the bilingual coordinator/assistant principal to discuss the program selections and fill out necessary forms. However, there are times when the parent despite multiple efforts do not come in. Then by default, these students are placed into bilingual programs.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Once the placement of the student is complete, the parent notification of placement is sent home in the parent's preferred language by the ENL teachers.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- PS152 retains the original HLIS for each child in their cumulative folders, as well as keeping a copy of the HLIS, entitlement, and placement letters in the child's ENL files in one of the ENL teacher's rooms. The ENL teachers also keep a copy of the non-entitlement letters for NYSITELL and NYSESLAT in a separate 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.
- Upon identifying students that need to be tested using the RLAT and updated rosters, we make sure that there is a scantron for each student (whether it is pre-slugged or need to be filled in for the new students). We also identify ELLs with testing accommodations, to ensure that they are placed in the appropriate setting. The speaking test is administered one on one by the two ENL teachers within the given time period. The integrated listening, reading, and writing sections are administered by various teachers with the correct testing accommodations over the course of three days. Makeups are administered as soon as the child returns to school within the makeup window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- In the beginning of the school year, the ENL teachers look at the NYSESLAT results from the previous spring. The ENL teachers send home continued entitlement and transition support parent notification letters in English and the parents' preferred language before the start of the ENL programs. Copies of these letters are kept and maintained in their ENL files by the ENL teachers.
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).
- This year, the Parent Survey and Program Selections are reflected as such: 7 parents chose Freestanding ENL and 16 parents chose Transitional Bilingual. 11 parents did not come in to the parent orientation meeting, nor did they come in after repeated notices and phone calls home. Therefore, we based their placement in the default bilingual program. After the video was shown, the parents chose TBE and ENL as their top 2 choices. Therefore, most of the parent requests aligned with the programs offered at our school. Based on the needs of our school population, Dual Language programs have not been offered in the past few years and does not seem to be in the foreseeable future.

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.

We have put the ELLs in two class sections across each grade, enabling an easier push-in integrated unit as well as the pull-out standalone ENL unit. Typically, the ELLs in the classes are heterogenous, but groupings for Standalone ENL are more homogenous within the grade. There are only a couple of mixed grade groups, but they are placed together for Standalone ENL by proficiency level, and always no more than the span of two grades, unless it is a student with disability. Even then, it does not span more than 3 grade levels. The ENL teachers have been pushing into classes during ELA for the integrated unit to co-teach/support with the classroom teacher in the content area using ENL strategies. For the Standalone ENL unit, the ENL teachers have been pulling EN and EM students to provide smaller group instruction to meet their language acquisition needs.
 - b. TBE program. *If applicable.*

There is a transitional bilingual class in every grade, where the bilingual certified teacher provides ENL and HLA services within the school day, fulfilling the required hours for each child.
 - 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 organization of PS 152 staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Home Language is used for instruction in the self contained TBE classes and to support the ELLs learning. Language allocation of 60/40, 50/50, 25/75 is selected according to the student's level of English Language Proficiency. The home language for the students in our Transitional Bilingual Education class is Spanish.

Each period is 52 minutes long and there are 6 instructional periods in a day. In order to ensure students receive the mandated minutes of ENL instruction as indicated by CR Part 152, students are placed in the ENL program as per their proficiency level and across grade levels. Students in our ENL program receive English language instruction as per CR Part 154 mandates through Standalone ENL and Integrated ENL: 360 minutes for Entering and Emerging students, 180 ESL minutes for Transitioning and Expanding students, and 90 minutes for Commanding students.
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. In Freestanding ENL, our integrated units' instructional model uses the Balanced Literacy through the Houghton-Mifflin Harcourt curriculum, along with the Common Core aligned writing units. In the Standalone ENL unit, language acquisitions are addressed more intensively through materials that are designed for ELLs as well as materials the ENL teachers have modified to make the language more comprehensible.

In addition, differentiation of instruction is at the core of all our teaching. This approach enables the ENL teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks, content and language objectives, and targeted mini lessons are utilized to address the specific learning and language needs of our ELL population. Some examples of these approaches are: Read Alouds, Independent Reading and Writing, Shared and Guided reading instruction, and Academic Vocabulary Development.

All instructional decisions and planning for each program are based on the analysis of student data, such as benchmark assessments, DRA2, unit tests, teacher created assessments, informal observations, and student work. All our teachers are provided with the opportunity to receive ongoing professional development on how to use data to differentiate instruction. Teachers also meet in teacher teams, assigned by grade level, to analyze this data and discuss instructional strategies to best help our students.

In addition, the home language for the students in our Transitional Bilingual Program is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYSED Language Allocation Policy. All classes differentiate instruction based on individual student language proficiency levels and academic achievement (i.e. whole group instruction, small group instruction, one to one conferencing and differentiated tasks). The English Language proficiency levels for all ELL students are measured yearly with the administration of the NYSESLAT.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our pedagogical personnel ensure that the progress of our ELL students is consistently monitored. In the TBE classes, the students are assessed through Spanish literacy benchmarks from the curriculum (Houghton-Mifflin Harcourt) as well as take the ELE at the end of the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that all our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we provide opportunities through activities and assessments that measure understanding and growth in all modalities. For speaking, ENL teachers use informal observations of classroom discussions and individual conference conversations to evaluate progress throughout the year. For listening, the ENL teachers provide multiple opportunities to practice and be assessed in listening through oral tasks and listening comprehension practice questions. The students are also assessed on their ability to comprehend and recall details from the text from read alouds. For reading, students are given texts to read and assessed on their comprehension with questions about the text. They are also required to often respond to reading by writing about what they read and supporting their ideas with details from the text to show a deeper comprehension. For writing, students are assessed on their writing throughout the units with a holistic rubric that is aligned with Common Core Learning Standards in Writing for that grade. They are also assessed in writing when the ENL teacher grades daily writing assignments.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. Currently, the SIFE are speakers of Spanish, and therefore placed into TBE classrooms. The TBE teacher differentiates instruction for SIFE by supporting the student in their native language to help them develop higher levels of their home language skills while they acquire English. These students follow the 60\40 model of language allocation throughout the school day. Teachers are notified as to who their SIFE are so that they can plan accordingly by using home language materials as well as English materials, both at the level that is appropriate for the student. If a SIFE that speaks a language other than Spanish, and there is no teacher that speaks that home language, the challenge is to provide them with materials in English at their level to provide intense literacy and language instruction in small groups, as well as provide them with external resources such as educational websites.
- b. Newcomers who are EN or EM are addressed through an emphasis of English language vocabulary development. To best support their academic needs, if they speak Spanish, they are placed in the TBE program, where the 60\40 model of language allocation along with flexible grouping and continuous assessments are utilized in the planning and implementation of instruction. ELLs in the testing grades third, fourth or fifth, are taught emergent literacy simultaneously in English and Spanish in the TBE classes. All newcomer students that score EN or EM in NYSITELL, whether they are in TBE or ENL, are provided intensive language development through increased use of strategies that encourage language use and expression. These students are exposed to daily read-alouds, graphic organizers with home language support if possible, increased opportunities for accountable talk, and picture support. They also have access to emergent literacy skills through technology, such as Houghton-Mifflin Harcourt supplemental materials online and Waterford Early Literacy Software Program.

The newcomer students who are not EN or EM, but have some level of English language proficiency are provided with differentiated instruction, much like our EN and EM newcomers. Through observation and class assessments, the ENL teacher can see their specific areas of need and address those needs in small group or individual conferences during reading or writing conferences. These students may need more help with developing a wider vocabulary or focused grammar instruction, in addition to their ELA curriculum.

- We currently have 5 ENL students who have been receiving services for four to six years. They receive additional support in literacy and language when they participate in our early winter Saturday Academy Program. Instruction for the developing ELLs is focused on their writing skills, along with grammar, using Step Up to Writing strategies, as well as their reading skills, using close reading and inferential comprehension strategies.
 - We currently have no long term ELLs who have received more than 6 years of ESL instruction. With LTE, ENL teachers emphasize skills in writing, academic vocabulary, active engagement, and oral language to build their literacy and language proficiency. Also because orally, they may sound native-like, but still lack academic language, the ENL teachers focus on language forms and functions to build their oral language, which then transfers to their written language.
 - Former ELLs will be provided with two additional years of support through integrated ENL for 90 minutes a week. They are provided with testing accommodations of extended time and separate location during the administration of the New York City and New York State tests or assessments and during classroom quizzes.
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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the

Chart 5.1 parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee.

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?

All instruction for ELL-SWDs is differentiated as per Individual Educational Plan. Classroom, SETTS, and ENL teachers modify curriculum and materials to differentiate instruction for the ELL-SWD students. For example, the ELA curriculum comes with an ELL component that has modified language, yet target the same skills and vocabulary. ENL teachers use these materials, along with other grade appropriate materials and scaffold their learning through use of graphic organizers, visual aids, explicit vocabulary instruction, and modeling. Also, many of our ELL-SWDs are placed in ICT classrooms, in order to provide the extra support needed for the children. Throughout the content areas, there is an increase of instructional scaffolding through the use of mini-lessons, conferencing and graphic organizers. For K-3, students are supported with Orton Gillingham/Reading Reform strategies and instruction. All ELL-SWD students are also exposed to grade level texts in the content areas of Social Studies and Science as shared readings. Technology software is also used to differentiate and provide grade level activities through Waterford in K-2 and ST Math in grades 2-5. These learning software programs are provided as intervention across the whole school to focus on phonics and brain based thinking. In addition, the use of SMART technology in the classrooms support ELL-SWDs, with use of various interactive activities and lessons.

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?

To enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency, students benefit from differentiated instruction that is data driven. Students receive literacy instruction in small guided reading groups and literature circles. Teacher and students schedules are monitored so ELL-SWDs lose as little mainstream instructional time as possible. With the new revision of CR-Part 154, where half the instructional minutes must be integrated ENL, ELL-SWDs will not lose as much instructional classroom time as previous years because the ENL teacher will be co-teaching in the classrooms. When there is a need to pull a student out during a content area for Stand Alone ENL, every effort is made to provide ENL services through this area of instruction. Mainstream, Special Education Service providers, and ESL teachers articulate in order to continuously monitor students progress in all academic areas.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.



* Chart 5.2 “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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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.
A part time ELA Academic Intervention Teacher provides intervention reading services to ELL students in grades 3, 4 and 5 in English. Targeted students are provided services in English Language Arts, depending upon individual assessments such as the DRA2 and Beginning of the Year Benchmark Assessments. ELLs with 4-6 years of service, as well as ELL-SWDs, are invited to attend Saturday Academy. All ELLs in our school also receive math intervention through ST Math, which is provided twice a week in the computer labs. ELLs in K-2 also participate in Waterford Early Literacy Software program twice a week to work on their math and reading skills as a form of intervention in English. Specific targeted interventions for Science and Social Studies are not provided in small group settings.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In 2014-2015, the ENL program consisted of pull-out and push-in models, as well as the bilingual model, which have proven to be effective in meeting the needs of our ELLs in both content and language development. In accordance to CR Part 154.2, in 2015-2016, more than half the instructional time will be shifted to co-teaching/integrated ENL. This will address the issue we had in previous years of students missing their mainstream classroom instruction while being pulled out in ESL. This year, we meet the needs of our ELLs as they are being supported in the classroom through integrated ENL. With continued efforts to collaborate with classroom teachers, the ENL program and bilingual programs are aligned with the school curriculum, which has proven to be successful in supporting the ELLs. In efforts to focus on content and language development, the ENL teachers gave a professional development workshop on writing content and language objectives to the classroom teachers, cluster teachers, and paraprofessionals. This will enable teachers to mindfully plan their lessons with a focus on language forms and functions to meet the content objectives. Our ELLs continue to improve in all modalities of language development, as seen in the results of the NYSESLAT, as well as classroom activities and assessments.
12. What new programs or improvements will be considered for the upcoming school year?
No new programs will be implemented this school year.
13. What programs/services for ELLs will be discontinued and why?
At the present time, there are no plans to discontinue any of the ELL programs or services in place.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all programs available in the school. ELLs in grades 2-5 are invited to participate in the Saturday Academy offered throughout the winter and spring. All ELLs also have access to the technology lab through ST Math (grades 2-5) and Waterford (K-2) programs. Children's Aid offers an afterschool enrichment and academic program, which is available to ELLs in our school. Flyers are sent to all students in the school in English and in Spanish to invite the parents to register their child in the CAS afterschool program. There are 140 students currently enrolled in the program, 41 of which are ELLs. The CAS staff provide enrichment and academic support in English and in Spanish, as all the students currently enrolled speak only English and/or Spanish.
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.
All classrooms throughout the school use technology, in one form or another, to support our ELLs in the classroom and content areas. Interactive SMART boards are available in many classrooms for teachers to use to provide visual support, as well as use interactive activities to complement their lessons. The ELA curriculum (HMH) provides interactive grammar and reading skills activities for the SMART board, which the teachers use to support their ELLs and SWDs. The computer lab and iPads are available for use by the whole school through ST Math and Waterford, which differentiates and individualizes to students' needs. The ELA (HMH), GoMath, and Social Studies materials are available in Spanish for bilingual students. Though the science textbooks are not available in Spanish, the Science teacher supplements her program with Spanish language instruction and materials for the bilingual classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home Language support is delivered in the Traditional bilingual Education program through the home language literacy periods. Additionally, among other methods in both TBE and ENL classes, are the following: language objectives, linguistic lesson summaries, frequent use of cognates, realia, peer support. Home language materials are available for student use such as Spanish and Arabic dictionaries, Picture dictionaries, Spanish classroom libraries, and content area textbooks (ELA, Math and Social Studies). These are typically used in the TBE classrooms, however, ENL teachers and students have access to these materials as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The school ensures that the required services, supports and resources correspond to the needs of the ELLs by teachers providing services to the ELLs according to their grade level and ages. Groupings do not span more than 2 grade levels. Additionally, grade appropriate curricular resources for the specific ELL groups are used in all content areas. The ENL and classroom teachers support their ELLs by scaffolding and differentiating materials and assignments based on their language needs.

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).

Most newly enrolled ELL students are identified at the beginning of their enrollment. These students are identified during registration through the ELL identification process. However, if registration occurs in the spring for incoming kindergarteners or the summer for the upper grades, there are no specific activities to assist these newly enrolled ELLs before the beginning of the school year. As for the students who enroll throughout the school year, besides support provided on an individual needs basis by the teachers, parent coordinator, or counselor, there are no specific activities provided for newly enrolled ELLs at our school.

19. What language electives are offered to ELLs?

As an elementary school, we presently do not offer electives for ELLs.

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)?

N/A

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.)
PS 152 offers a series of professional development for its teachers. With the revised regulations, the school will be providing all staff with ELL-related professional development, making up 15% of their PD hours. Some of these hours may be provided by the school's two ENL teachers to address the needs of the ELLs. To meet the mandatory hours for ENL teachers, additional professional development to our ENL and bilingual teachers is provided in the areas of scaffolding for ELLs and differentiated instruction.
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?
ENL Teachers meet weekly with teacher teams to discuss and share strategies to be implemented with their groups as well as in the mainstream classroom, where they also analyze student data and discuss curriculum. They also discuss the Common Core Learning Standard aligned writing units, to be aware of what the expectations are for the ELLs. In addition, they partake in faculty meetings and professional development that support the staff with CCLS implementation.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
in order to ensure a successful student transition to middle school, our school staff is informed of middle school programs for our ELL population. the guidance counselor is instrumental in providing Professional Development to our staff with regard to expectations and procedures. We also keep the staff updated as to middle school fairs so that parents may be well informed when asking a staff member for guidance.
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.
As per CR Part 154.2, 15% of total professional development hours for all teachers will be provided in school during professional development days, as well as during professional time on Mondays. In addition, ENL teachers are encouraged to attend professional development courses offered by the DOE and borough offices to fulfill their required hours. Teachers are responsible to keep records of professional hours through archiving agendas on their own.

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?

In the upcoming school year, the ENL teachers will invite parents to come in during parent involvement time on Tuesdays after school to meet individually to discuss the student's goals, development progress, and any test results from the spring's NYSESLAT at least once a year. If translation is needed, the bilingual supervisor/assistant principal will be available to interpret and translate. If the parent cannot make it on a Tuesday, the ENL teachers will accommodate the parent by meeting before school or after school any other day. When this is not possible, a phone conference will be made. ENL teachers will keep records of sign-ins as well as the letters sent home to invite the parents for the meeting.

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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. (Response for #2): Each ENL teacher is responsible for keeping a log of parent meetings for their students. When meeting with the parents, in the invitation letter sent home, it will ask if the parent needs translation services. If this is the case, we will ask the bilingual coordinator/assistant principal to translate if the preferred language is Spanish. Otherwise, we will offer to provide translation through the over the phone translation services offered by the Translation & Interpretation Unit. Records for general parent meetings that are held by the ENL teachers with the bilingual coordinator/assistant principal are maintained by the ENL teachers and kept in the ENL Compliance binder.

(Response for #3)

Parent involvement at PS 152 is an integral part of our school community. We have an active Parent Association that works closely with classroom teachers and the school in various school-wide events, such as Bear Day, kindergarten and 5th grade graduation. Additionally, the parent coordinator is informed of the admission of new ELLs to our school, in order to address the personal needs of these parents. Parent volunteering opportunities are also available, upon completing Learning Leaders training. The Parent Association also runs courses such as English and Zumba during the day throughout the week. In addition, they run parent workshops with the guidance counselor on topics such as behavior and counseling, as well as technology and math workshops with the math coach. As always, language interpretation is offered in Spanish through Spanish speaking pedagogues/administrators, as well as through over the phone translation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 152 has a long standing relationship with our on site Community Based Organization, The Children's Aid Society. The CAS director and the principal meet on a regular basis to articulate upon the needs of our shared students. In addition, the CBO offers parent workshops and classes such as Yoga and Nutrition. They also have parent volunteers in their Early Head Start and Head Start classrooms which run in our school.
5. How do you evaluate the needs of the parents? The needs of parents are evaluated through surveys conducted by our Parent Coordinator, as well as, articulation at PA meetings and Parent Teacher Conferences. Also, the parents have an opportunity to fill out the city-wide Parent Survey about the school and its programs.
6. How do your parental involvement activities address the needs of the parents? Parents have expressed an interest in various workshops. Our Parent Coordinator and CBO have been instrumental in bringing these to fruition. Workshops including GED, Crafts, Culinary Arts, Sewing, Cake creations, etc, play an essential role in motivating our parents to be vital parts of our school and community, as well as provide them with marketable skills. Parent volunteering opportunities are also available, upon completing Learning Leaders training.

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.

n/a

Part VI: LAP Assurances

School Name: **Dyckman Valley School**

School DBN: **06M152**

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)
Julia Pietri	Principal		10/30/15
Arlene Pedraza	Assistant Principal		10/30/15
	Parent Coordinator		
Sonia Kim	ENL/Bilingual Teacher		10/30/15
	Parent		
Jenny Moon/ENL	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

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

C. School Information

District 06	Borough Manhattan	School Number 152
School Name Dyckman Valley School		

D. 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 Julia Pietri	Assistant Principal Arlene Pedraza
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sonia Kim	School Counselor type here
Teacher/Subject Area Jenny Moon/ENL	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title)

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 not currently teaching in a bilingual program	6	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	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 not currently teaching in the ENL program	1	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	3

D. Student Demographics

Total number of students in school (excluding pre-K)	615	Total number of ELLs	223	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 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1	1	1	1								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	223	Newcomers (ELLs receiving service 0-3 years)	200	ELL Students with Disabilities	
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	2

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

	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	129	10	2							0
DL										0
ENL	71		17	21		13	2		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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	26	24	26	16	16	21								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	12	18	19	9	12	17								0
Chinese														0
Russian	1													0
Bengali														0
Urdu		1												0
Arabic	1		1	1		1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Somali				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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					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									0
5									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									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:

9. 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.
 PS 152 utilizes DRA2 to assess reading levels for grades K-5. MOSL, benchmark assessments in the beginning, middle, and end of the year from literacy curriculum (Harcourt Houghton Mifflin) are also used to assess literacy skills in reading and writing. The scores from these assessments show that our ELLs are performing below grade level in reading and writing. This DRA2 data, MOSL, and benchmark assessments help inform our school's instructional plan by diagnosing which literacy skills each child needs. The teachers use the information to guide their instruction in small group instruction, as well as the large group minilessons as they align with the Common Core Learning Standards.
10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 To be determined once data comes in for the 2014-2015 school year.
11. 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 determine the needs of our ELL population by looking at the aggregated data to identify the levels of our ELLs as well as how to move our ELLs forward.
12. For each program, answer the following:
 - d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Upon review of the performance of our ELL students in standardized assessments, we have determined that their performance presents challenges in both their native and English languages. Most of our students lack literacy skills in their native language, thereby weakening their transference abilities.
 - b. Our school does not participate in the ELL periodic assessments.
 - c. N/A

13. 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](#).] After analyzing data in the past couple of year, it was apparent that most of the students were in need of strong Tier 1 instruction. Therefore, one of the biggest shifts was that students would not miss their Tier 1 instructional time. Students do not receive AIS pull out anymore and instead receive more focused Tier 1 intervention whole class. During Tier 1 instructional time, teachers provide opportunities for students to work and interact with pairs or groups to develop their language skills in speaking, listening, reading, and writing. In addition, ELLs are provided with opportunities to demonstrate their understanding in a variety of ways, including their native language.
14. How do you make sure that a student's new language development is considered in instructional decisions? ENL as well as classroom teachers use a variety of ESL strategies such as building background knowledge through visual media through technology, as well as explicit vocabulary instruction. In the lower grades, the use of realia, repetition, and songs and chants are used in scaffolding instruction. All teachers also use graphic organizers to organize thoughts in reading and writing. Through interactive read alouds, sequencing, predicting, inferring, and story mapping strategies are taught through explicit modeling and independent practice.
15. 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
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The ways in which we evaluate the success of the programs offered to our ELLs is use the data derived from the New York State ELA, Math, Science, as well as the data derived from the New York State English as Second Language Assessment Test. We also analyze the results from the DRA-2, MOSL, benchmark assessments, and the students' writing portfolios.

Part IV: ELL Identification Process

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

14. 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.
- As part of the registration process, with the assistance of a pedagogue, parents complete a Home Language Identification Survey (HLIS), which includes an informal oral interview of the parent and child. The interview is conducted in English or Spanish, depending on the parent's preference. The interview is conducted by an ENL teacher or a licensed pedagogue or assistant principal. Once the HLIS is completed and the child has been interviewed, the licensed pedagogue determines the home language of the child. If the results of HLIS indicate that the child has a native language other than English, the child is tested by the ENL teacher with the NYSITELL within 10 days. Parents are informed that if the child passes the NYSITELL, they are not entitled to ENL services. If this is the case, parents are then informed that they have the right to select a Dual Language Program based on availability. Parents of children who score out of bilingual entitlement, are informed, that their children will be transferred to the monolingual program and will not receive ENL services. The school communicates to the parents that, immediately after students are identified as potential English Language Learners (ELLs), they must take the NYSITELL. If the child does not pass the NYSITELL and the child's home language is Spanish, then the LAB in Spanish must be administered. The NYSITELL and the LAB-Spanish are administered to the students by the ENL teachers or a bilingual certified pedagogue in the building within 10 days of the admission of the students. Parents are also informed that students are evaluated every year, and that those students who do not pass the NYSITELL must be annually evaluated using the New York State English As a Second Language Achievement Test (NYSESLAT). Students must take the NYSESLAT yearly until they attain a score of Proficiency, or a score of Advanced with an ELA score of 3 or 4. We use the RLAT, RNMR in order to identify students requiring the NYSESLAT assessment.
15. 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).
- Our identification of SIFE students relied upon student/family interviews and assessment of student work. Beginning September 2015, we shall add the implementation of the SIFE questionnaire in order to acquire a more accurate picture of a SIFE status.
16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

According to the newly revised CR Part 154, we have begun to make a LPT. Currently, the members of this team are as follows: ENL teachers, Supervisor of ENL and Bilingual Services, and the IEP Specialist. As the child enrolls, we speak with the parent of the child about their language skills and needs through an informal interview. Upon meeting the parent, the team convenes to discuss the child's NYSITELL eligibility. If the child is eligible for NYSITELL, the NYSITELL is administered within the 10 days.

17. 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.

Once the NYSITELL is administered and scanned, the score determines whether the child is entitled to ENL services. Then depending on entitlement, the parent notification of entitlement or non-entitlement is sent home within the given time allotment.
18. 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).

Hopefully, once the newly revised entitlement and non-entitlement letters are published on the NYCDOE website, we can include information to let the parents know of their right to appeal the ELL status within 45 days of enrollment.
19. 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.

At the beginning of the year, parents of identified ELLs are sent an invitation to attend a session where they learn about programs offered in the city and the choices available. Meetings are conducted for the parents of newly arrived students. During these meetings parents are required to watch a video that explains all the different types of programs available citywide. During this meeting, the bilingual coordinator/assistant principal explains the various programs available. A question/answer session is held following the viewing where the details of all the programs are then explained in full detail. The Assistant Principal, ENL teachers, and the parent coordinator are responsible for informing the parents of all the programs available citywide and in our school. After the group presentation is completed, individual interviews with parents are conducted to help them select the program that best addresses the needs of their children. After the initial parent meeting at the beginning of the year, as new students enroll at the school and are identified as ELLs, in the entitlement letter, the parents are invited to make an appointment with the bilingual coordinator/assistant principal. When the parent comes in, the bilingual coordinator/assistant principal provides the same information that is listed above. If parents choose a program not available at our school at the time of their selection, the parent is personally called if the program should become available in our school or a school that offers the preferred program.
20. 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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

We hold one evening and one daytime meeting at the beginning of the year to ensure that parents are able to come at their convenience. The ENL teachers and bilingual coordinator/assistant principal sits with the parents and assists in filling out the forms if needed.
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the parent does not attend either aforementioned meeting, the parent coordinator calls the parent and invites them to come in to meet with the bilingual coordinator/assistant principal to discuss the program selections and fill out necessary forms. However, there are times when the parent despite multiple efforts do not come in. Then by default, these students are placed into bilingual programs.
22. Describe how your school ensures that placement parent notification letters are distributed.

Once the placement of the student is complete, the parent notification of placement is sent home in the parent's preferred language.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

PS152 retains ELL documentation for each child in their cumulative folders, as well as keeping a copy in the ELL compliance binder.
24. 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.

Upon identifying students that need to be tested using the RLAT and updated rosters, we make sure that there is a scantron for each student (whether it is pre-slugged or need to be filled in for the new students). We also identify ELLs with testing accommodations, to ensure that they are placed in the appropriate setting. The speaking test is administered one on one by the two ENL teachers within the given time period. The integrated listening, reading, and writing sections are administered by various teachers with the correct testing accommodations over the course of three days. Makeups are administered as soon as the child returns to school within the makeup window.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In the beginning of the school year, the ENL teachers look at the NYSESLAT results from the previous spring. Then the information aggregated by the AMAO tool is plugged into the continued entitlement and transition support parent notification letters before the start of the ENL programs.
26. 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).

According to last year's Parent Survey and Program Selection form, the program choices are reflected as such: 9 parents chose Freestanding ESL and 26 parents chose Transitional Bilingual. 16 parents did not come in to the parent orientation meeting, nor did they come in after repeated notices and phone calls home. Therefore, we based their placement in the default bilingual program, unless the informal conversation during the completion of the HLIS form indicated preference for Freestanding ESL. Most parents knowing that Dual Language is not offered at our school chose not to put Dual Language as the top preference for their child. Therefore, most of the parent requests align with the programs offered at our school. Based on the needs of our school population, Dual Language programs have not been offered in the past few years and does not seem to be in the foreseeable future.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).

d. Freestanding ENL program.

To be determined in Fall 2015.

e. TBE program. *If applicable.*

There is a transitional bilingual class in every grade, where the bilingual certified teacher provides ENL and HLA services within the school day, fulfilling the required hours for each child.

f. DL program. *If applicable.*

N/A

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The organization of PS 152 staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Home Language is used for instruction in the self contained TBE classes and to support the ELLs learning. Language allocation of 60/40, 50/50, 25/75 is selected according to the student's level of English Language Proficiency. The home language for the students in our Transitional Bilingual Education class is Spanish.

Each period is 52 minutes long and there are 6 instructional periods in a day. In order to ensure students receive the mandated minutes of ENL instruction as indicated by CR Part 152, students are placed in the ENL program as per their proficiency level and across grade levels. Students in our ENL program receive English language instruction as per CR Part 154 mandates through Standalone ENL and Integrated ENL: 360 minutes for Entering and Emerging students, 180 ESL minutes for Transitioning and Expanding students, and 90 minutes for Commanding students.

23. 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.

Our instructional model uses the Balanced Literacy through the Houghton-Mifflin Harcourt curriculum, along with the Common Core aligned writing units. The Mathematics curriculum is also aligned with the common core standards and citywide instructional expectations. Differentiation of instruction is at the core of all our teaching. This approach enables our teachers to reach the needs of all our ELL students individually. Individual teacher/student conferences, differentiated tasks and mini lessons are utilized to target the specific learning and language needs of our ELL population. Some examples of these approaches are: Read Alouds, Independent Reading and Writing, Shared and Guided reading instruction, and Academic Vocabulary Development. All instructional decisions and planning for each program are based on student data and its analysis. All our teachers are provided with the opportunity to receive ongoing professional development on how to use data to differentiate instruction. Teachers also meet in teacher teams, assigned by grade level, to analyze data and discuss instructional strategies to best help our students.

In addition, the home language for the students in our Transitional Bilingual Program is Spanish. Both Native (Spanish) and English Language instruction in this program are aligned with the NYC Language Allocation Policy. All classes differentiate instruction based on individual student language proficiency levels and academic achievement (i.e. whole group

instruction, small group instruction, one to one conferencing and differentiated tasks). The English Language proficiency levels for all ELL students are measured yearly with the administration of the NYSESLAT.

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

Our pedagogical personnel ensure that the progress of our ELL students is consistently monitored. In the TBE classes, the students are assessed through Spanish literacy benchmarks from the curriculum (Houghton-Mifflin Harcourt) as well as take the ELE at the end of the school year.

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

To ensure that all our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we provide opportunities through activities and assessments that measure understanding and growth in all modalities. Some examples are observations of classroom discussions, listening comprehension practice, reading texts and answering higher order thinking questions about the text, as well as writing throughout the units aligned with Common Core Learning Standards.

26. How do you differentiate instruction for each of the following ELL subgroups?

f. SIFE

g. Newcomer

h. Developing

i. Long Term

j. Former ELLs up to two years after exiting ELL status

a. PS 152 differentiates instruction for Students with Interrupted Educations (SIFE) by having teachers who speak the student's native language help them develop higher levels of their home language skills while they acquire English. These students follow the 60\40 model of language allocation throughout the school day. Teachers are notified as to who their SIFE students are so that they can plan accordingly.

b. Newcomers are addressed through an emphasis of English language vocabulary development. To best support their academic needs, if they speak Spanish, they are placed in the TBE program, where the 60\40 model of language allocation along with flexible grouping and continuous assessments are utilized in the planning and implementation of instruction. ELLs in the testing grades third, fourth or fifth, are taught emergent literacy simultaneously in English and Spanish in the TBE classes. All newcomer students, whether they are in TBE or ENL, are provided intensive language development through increased use of strategies that encourage language use and expression. These students are exposed to daily read-alouds, graphic organizers with home language support if possible, increased opportunities for accountable talk, and picture support. They also have access to emergent literacy skills through technology, such as Houghton-Mifflin Harcourt supplemental materials online and Waterford Early Literacy Software Program.

c. We currently have 21 ENL students who have been receiving services for four to six years. They receive additional support in literacy when they participate in our early winter Saturday Academy Program. General classroom teachers and ENL teachers use the results of the NYSESLAT, as well as other school-wide assessments to differentiate their lessons for these ELLs. Instruction for the developing ELLs is focused on their writing skills, along with grammar, using Step Up to Writing strategies, as well as their reading skills, using close reading and inferential comprehension strategies.

d. We currently have 2 long term ELLs who have received more than 6 years of ESL instruction. As per their IEPs, they receive additional services from their special education teachers through ICT and SETTS. We also support these students with support in their reading, writing, and higher order thinking skills.

e. Former ELLs will be provided with two additional years of support through integrated ENL for 90 minutes a week. They are provided with testing accommodations of extended time and separate location during the administration of the New York City and New York State tests or assessments and during classroom quizzes.

27. 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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee.

28. 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?

All instruction for ELL-SWDs is differentiated as per Individual Educational Plan. Classroom, SETTS, and ENL teachers modify curriculum and materials to differentiate instruction for the ELL-SWD students. Many of our ELL-SWDs are placed in ICT

classrooms, in order to provide the extra support needed for the children. Throughout the content areas, there is an increase of instructional scaffolding through the use of mini-lessons, conferencing and graphic organizers. For K-3, students are supported with Orton Gillingham/Reading Reform strategies and instruction. All ELL-SWD students are also exposed to grade level texts in the content areas of Social Studies and Science as shared readings. Technology software is also used to differentiate and provide grade level activities through Waterford in K-2 and ST Math in grades 2-5.

29. 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?

To enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency, students benefit from differentiated instruction that is data driven. Students receive literacy instruction in small guided reading groups and literature circles. Teacher and students schedules are monitored so ELL-SWDs lose as little mainstream instructional time as possible. With the new revision of CR-Part 154, where half the instructional minutes must be integrated ENL, ELL-SWDs will not lose as much instructional classroom time as previous years because the ENL teacher will be co-teaching in the classrooms. When there is a need to pull a student out during a content area for Stand Alone ENL, every effort is made to provide ENL services through this area of instruction. Mainstream, Special Education Service providers, and ESL teachers articulate in order to continuously monitor students progress in all academic areas.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

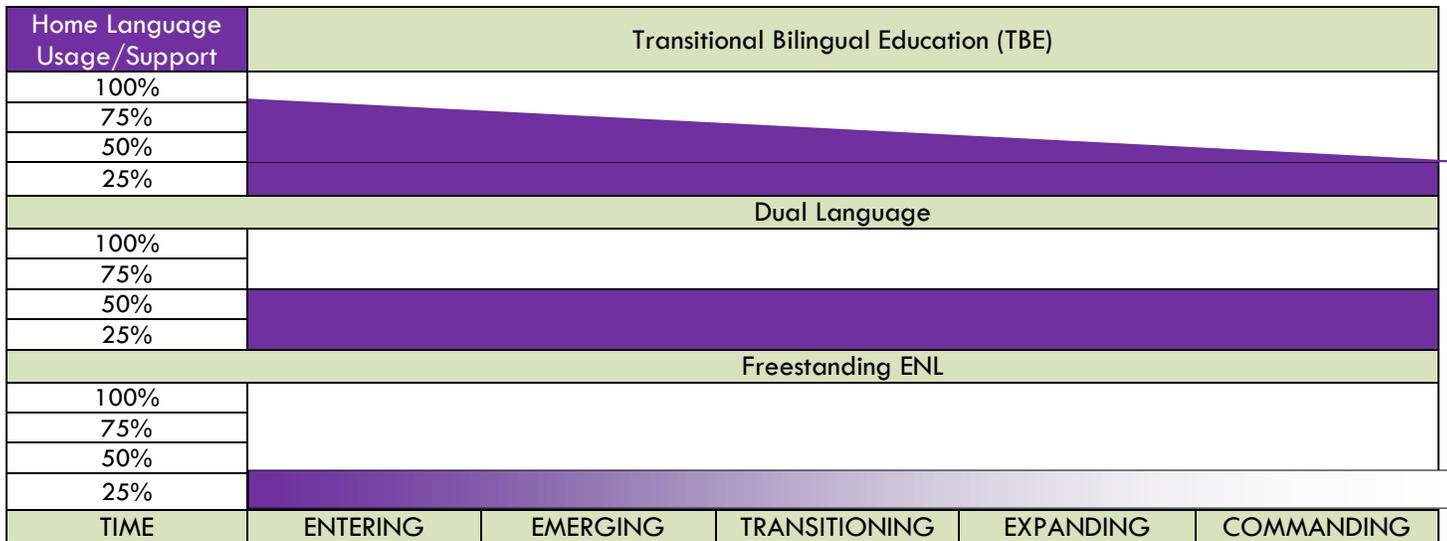


*Note: “other approved services” does not apply to New York City at this time.

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.



E. Programming and Scheduling Information--Continued

30. 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. A part time ELA Academic Intervention Teacher provides intervention reading services to ELL students in grades 4 and 5. Targeted students are provided services in English Language Arts, depending upon individual assessments. ELLs with 4-6 years of service, as well as ELL-SWDs, are invited to attend Saturday Academy. All ELLs in our school also receive math intervention through ST Math, which is provided twice a week in the computer labs. ELLs in K-2 also participate in Waterford Early Literacy Software program twice a week to work on their math and reading skills as a form of intervention in English.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In 2015-2016, the ENL program consisted of pull-out and push-in models, as well as the bilingual model, which have proven to be effective in meeting the needs of our ELLs in both content and language development. In accordance to CR Part 154.2, in 2015-2016, more than half the instructional time will be shifted to co-teaching and integrated ENL. This will continue to meet the needs of our ELLs as they are losing minimal classroom instructional time. With continued efforts to collaborate with classroom teachers, the ENL program and bilingual programs are aligned with the school curriculum, which has proven to be successful in supporting the ELLs. In efforts to focus on content and language development, the ENL teachers gave a professional development workshop on writing content and language objectives to the classroom teachers, cluster teachers, and paraprofessionals. This will enable teachers to mindfully plan their lessons with a focus on language forms and functions to meet the content objectives. Our ELLs continue to improve in all modalities of language development, as seen in the results of the NYSESLAT, as well as classroom activities and assessments.
32. What new programs or improvements will be considered for the upcoming school year?
Due to the newly revise CR Part 154, there will be many changes in our school for the upcoming school year. One of the major changes is the integrated ENL, where the ENL teachers will be co-teaching with classroom teachers for half if not all their ELLs' mandated minutes. In addition, support for our former ELLs will be more explicit through their 90 minutes of integrated ENL. A clearer plan for the identification of our ELLs will prevent clerical errors and will help us remain in compliance.
33. What programs/services for ELLs will be discontinued and why?
At the present time, there are no plans to discontinue any of the ELL programs or services in place.
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all programs available in the school. ELLs in grades 2-5 are invited to participate in the Saturday Academy offered throughout the winter and spring. ELLs also have access to the technology lab through ST Math (grades 2-5) and Waterford (K-2) programs. Children's Aid offers an afterschool enrichment and academic program, which is available to ELLs in our school.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All classrooms throughout the school use technology, in one form or another, to support our ELLs in the classroom and content areas. Interactive SMART boards are available in many classrooms for teachers to use to provide visual support, as well as use interactive activities to complement their lessons. The computer lab and iPads are available for use by ST Math and Waterford, which differentiates and individualizes to students' needs. The language arts and Social Studies materials are available in Spanish for bilingual students. Though the science textbooks are not available in Spanish, the Science teacher supplements her program with Spanish language instruction and materials for the bilingual classes.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home Language support is delivered in the Traditional bilingual Education program through the home language literacy periods. Additionally, among other methods in both TBE and ENL classes, are the following: language objectives, linguistic lesson summaries, frequent use of cognates, realia, peer support.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The school ensures that the required services, supports and resources correspond to the needs of the ELLs by teachers providing services to the ELLs according to their grade level and ages. Groupings do not span more than 2 grade levels. Additionally, students are also grouped according to their individual needs, and academic levels. Grade appropriate curricular resources for the specific ELL groups are provided in all subject areas.
38. 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).
Newly enrolled ELL students are identified at the beginning of their enrollment, usually at the beginning of the school year, not before. These students are identified during registration through the ELL identificatino process in order to provide them with

necessary supports. At PS 152, the teachers are trained to be culturally sensitive and are encouraged to embrace and celebrate multiculturalism within their classrooms.

39. What language electives are offered to ELLs?

As an elementary school, we presently do not offer electives for ELLs.

40. 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)?

N/A

F. Professional Development and Support for School Staff

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

PS 152 offers a series of professional development for its teachers. There is one full-time Literacy Coach who provides constant professional development to teachers servicing ELLs in both monolingual and bilingual classes. With the revised regulations, the school will be providing all staff with ELL-related professional development, making up 15% of their PD hours. Some of these hours may be provided by the school's two ENL teachers to address the needs of the ELLs. To meet the mandatory hours for ENL teachers, additional professional development to our ENL and bilingual teachers is provided in the areas of scaffolding for ELLs and differentiated instruction. Additionally, ELL personnel are encouraged to attend professional development courses offered by the DOE and participating network, in the following areas: Cultural and Linguistic Diversity, Stages of Language Acquisition, Context-embedded vocabulary and Comprehensible Input.

6. 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?

ENL Teachers meet weekly with teacher teams to discuss and share strategies to be implemented with their groups as well as in the mainstream classroom, where they also analyze student data and discuss curriculum. They also discuss the Common Core Learning Standard aligned writing units, to be aware of what the expectations are for the ELLs. In addition, they partake in faculty meetings and professional development that support the staff with CCLS implementation.

7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? In order to ensure a successful student transition to middle school, our school staff is informed of middle school programs for our ELL population. The guidance counselor is instrumental in providing Professional Development to our staff with regard to expectations and procedures. We also keep the staff updated as to middle school fairs so that parents may be well informed when asking a staff member for guidance.

8. 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.

As per CR Part 154.2, 15% of total professional development hours for all teachers will be provided in school during professional development days, as well as during professional time on Mondays. In addition, ENL teachers are encouraged to attend professional development courses offered by the DOE and borough offices to fulfill their required hours. Teachers are responsible to keep records of professional hours through archiving agendas on their own.

G. Parental Involvement

7. 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?

In the upcoming school year, the ENL teachers will invite parents to come in during parent involvement time on Tuesdays after school to meet individually to discuss the student's goals, development progress, and any test results from the spring's NYSESLAT at least once a year. If translation is needed, the bilingual supervisor/assistant principal will be available to interpret and translate. If the parent cannot make it on a Tuesday, the ENL teachers will accommodate the parent by meeting before school or after school any other day. When this is not possible, a phone conference will be made. ENL teachers will keep records of sign-ins as well as the letters sent home to invite the parents for the meeting.

8. 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.

Paste response here:

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement at PS 152 is an integral part of our school community. We have an active Parent Association that works closely with classroom teachers and the school in various school-wide events, such as Bear Day, kindergarten and 5th grade graduation. Additionally, the parent coordinator is informed of the admission of new ELLs to our school, in order to address the personal needs of these parents.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 152 has a long standing relationship with our on site Community Based Organization, The Children's Aid Society. The CAS director and the principal meet on a regular basis to articulate upon the needs of our shared students. In particular, the CBO is aware of the identification of our ELLs that they service. In addition, a faculty member of PS 152 serves as the Academic Liason for CAS to ensure the needs of all students are met, including the ELLs. Moreover, the CBO offers parent workshops and classes.
11. How do you evaluate the needs of the parents? The needs of parents are evaluated through surveys conducted by our Parent Coordinator, as well as, articulation at PA meetings and Parent Teacher Conferences. Also, the parents have an opportunity to fill out the city-wide Parent Survey about the school and its programs.
12. How do your parental involvement activities address the needs of the parents? Parents have expressed an interest in various workshops. Our Parent Coordinator and CBO have been instrumental in bringing these to fruition. Workshops including GED, Crafts, Culinary Arts, Sewing, Cake creations, etc, play an essential role in motivating our parents to be vital parts of our school and community, as well as provide them with marketable skills. Parent volunteering opportunities are also available, upon completing Learning Leaders training.

H. 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.

n/a

Part VI: LAP Assurances

School Name: <u>Dyckman Valley School</u>		School DBN: <u>06M152</u>	
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)
	Principal		1/1/01
Arlene Pedraza	Assistant Principal		6/26/15
	Parent Coordinator		1/1/01
Sonia Kim	ENL/Bilingual Teacher		6/26/15
	Parent		1/1/01
Jenny Moon/ENL	Teacher/Subject Area		6/26/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 0 School Name: 152
Superintendent: M. Ramirez

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.learn DOE.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.

-Staff members conducting interviews for HLIS forms, note family's preferred language of communication
-ATS reports are downloaded twice a year to ensure communicative accessibility to all families.
-Families are asked to provide "translator" on student emergency cards, in case of urgency.
-Families are provided with access to NYCDOE translation unit.

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.

-English
-Spanish
-Urdu
-Arabic

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.)

-Parent Teacher conference announcements-to be distributed two weeks and one week prior to meetings.
-Family Workshop announcements , presentation and materials-to be distributed one week and two days prior to workshops.
-NYS and school testing information-to be distributed one week prior to event.
-School calendar and events to be distributed within one week of availability.
-School specific academic programs- to be distributed one week before presentations.
-Curriculum information and night- to be distributed within two weeks of the beginning of the school year.
-Letters from school leadership-to be distributed as needed
-Letters from teachers-to be distributed as needed.

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.

-Guidance Counselor outreach to parents- as needed
-Middle School Information session- held in first week of October
-Curriculum Night-second week of September as determined by NYCDOE
-Parent Involvement meeting-Conducted on a weekly basis.
-

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.

-Translation needs are provided by school staff members.

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 are provided by school staff members.

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.)

-Language Palm Card distributed to all families at the beginning of the school year
-T&I brochures made available to parents during all Parent Teacher Conferences.

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

-Language needs are assessed within the first 30 days of the academic year. Families are thereby provided all pertinent materials in their language of choice.

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)

-Language needs are informally assessed by the Parents' Association at each monthly meeting.
-In order to reflect upon school protocols, parents are asked to complete survey at the end of the academic year.