

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q052

School Name:

P.S. 052 QUEENS

Principal:

LINDA POUGH

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P. S. 52 Queens School Number (DBN): 29Q052
Grades Served: Pre K - 5
School Address: 178-37 146th Terrace, Jamaica, NY 11434
Phone Number: 718-528-2238 Fax: 718-276-2854
School Contact Person: Linda Pough Email Address: lpough@schools.nyc.gov
Principal: Linda Pough
UFT Chapter Leader: Gail Jordan-Gold
Parents' Association President: Tomeeka Hamilton-Thompson
SLT Chairperson: Joanne Helenese-Barnett
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 29 Superintendent: Mr. Lenon Murray
CSD 29
Superintendent's Office Address: 222-14 Jamaica Avenue Room 217, Queens Village, NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: 7 - Queens Director: Marlene Wilks
Director's Office Address: 8201 Rockaway Blvd. Queens, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Linda Pough	*Principal or Designee	
Deborah Clark	*UFT Chapter Leader or Designee	
Inez Hawkins	*PA/PTA President or Designated Co-President	
Edith Frye	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joanne Helenese-Barnett	Teacher/Co-Chairperson	
Veronica Best	Teacher	
Sparkleann Spencer-Edwards	Teacher	
Gail Jordan-Gold	Teacher	
Susan Plummer	Parent	
Shavonne Michaels	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Julia Strachan	Parent	
Rachel Gibbs	Parent	
Taneeka Hamilton-Thompson	Parent/Co-Chairperson	
Veronica White	Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Public School 52Q is a four story brick structure that was constructed in 1926 . P.S. 52Q is located in the Southeastern Queens community of Springfield Gardens adjacent to Kennedy Airport amidst an area of private homes, multiple dwellings, and commercial/industrial buildings. P.S. 52 services 522 students in grades PreK-5 5Our school is located several blocks away from two temporary housing facilities who we partner with to best serve a population of students who reside in temporary housing. Many of our students reside with families caring for them in foster homes which contribute to a mobility rate that is greater than 15% and an attendance rate that is approximately 92%.

As stated in our school mission statement:

" WE CANNOT BECOME WHAT WE NEED TO BE BY REMAINING WHAT WE ARE."

Max DePre

It is our mission as educators to prepare all of our students to meet and exceed all established Performance Standards. We are striving to gain recognition as a school of excellence in achievement and character. By providing a learning environment that is safe and nurturing, our students will become life-long learners with goals of achieving excellence in all their endeavors. We will work with parents and the total community to produce well rounded students that are capable and socially conscious of their unique importance to our society.

We are a diverse staff that works collaboratively toward a common goal. Our staff has a vested interest in the school-wide goals and objectives and is committed to working toward improving student achievement. Our greatest accomplishment as a school community is our ability to collaborate across grades (vertically and horizontally) planning to address student needs and move our students forward.

Academic Achievements

- ◆ Our staff utilizes a combination of the Teachers College Reading and Writing program, the Teaching Matters Writing program, Achieve 3000 and our own teacher –created supplemental enhancements to implement reading and writing units of study throughout the school year.
- ◆ During the 2012-2013 school year we formed a three year partnership with Mind Research Institute to utilize a special mathematics program to improve student progress in mathematics. The professional development for the partnership was private fund through a grant received by Mind Research Institute. As a result of that commitment, funding obligations were shared between the school and the organization until the end of the 2014-2015 school year. Afterwards the school will continue the relationship with the not for profit organizations and have an opportunity to continue utilizing the program for students in the school in the future for a nominal fee.
- ◆ Approximately three hundred of our students utilize a program called Achieve 3000. Achieve 3000 is a web based, non-fiction reading program that differentiates reading instruction. Each student receives a daily e-mail assignment that is written on his/her own Lexile reading level. Teachers and students are provided with immediate feedback to monitor student progress. This program also offers home practice.

- ◆ We have expanded our science/engineering program and currently utilize cluster teachers to teach our STEAM (science, technology, engineering, arts and mathematics) to students in grades kindergarten through five.
- ◆ We are a school in good standing and have made gains in both ELA and Mathematics

Technology

- ◆ Smart Boards, laptops and document cameras are utilized as tools to assist teachers in providing 21st Century technology based lessons to support various learning styles.
- ◆ Our partnership with Mastery Connect assists us with providing instant results for assessments which in turn assists us with utilizing data to drive instruction.

Professional Development

- ◆ Differentiated professional development sessions are provided to staff members throughout the school year. Lead teachers, administrators, staff developers, and consultants provide these services.
- ◆ Collectively, our teachers make decisions about improving instructional practices for new and experienced teachers.
- ◆ Time is allocated specifically for teachers to look closely at student work. Specific protocols are followed and “next steps” are identified after each session.

Cultural

- ◆ CASA – CUNY Cultural Arts engage students through the use of movement, dramatic storytelling through literacy
- ◆ Scarsdale Strings – Partnership Music Program
- ◆ Thinking Games facilitated by select staff members.
- ◆ International Day - students research countries, looking at customs, dressing in traditional garb and preparing foods native to the country.

Health

- ◆ Snack – Healthy Snack – NYS Sponsored Fresh Fruit and Vegetable Program
- ◆ Movement Programs - Activity Works, Go Noodle

29Q052 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	514	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	73.3%	% Attendance Rate		91.1%
% Free Lunch	65.9%	% Reduced Lunch		1.8%
% Limited English Proficient	3.9%	% Students with Disabilities		20.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		89.4%
% Hispanic or Latino	7.1%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	1.0%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.35	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.4%	Mathematics Performance at levels 3 & 4		20.8%
Science Performance at levels 3 & 4 (4th Grade)	66.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

K – 2 ELA

Student performance trends can be easily identified from the results of the Fountas & Pinnell assessments. Fountas & Pinnell results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Ninety eight percent of our kindergarten students enter as non-readers, more than fifty percent of students entering grade one are below grade level.

3 – 5 ELA

Student performance trends can be easily identified from the results of the 2015 New York State English Language Arts Assessment. These results will allow us to monitor student proficiency, track student progress, target instruction and predict performance. The item skills analysis of New York State ELA results will assist in identifying areas of strengths and weaknesses which will allow us to improve instruction. Teachers will identify student needs by using the data from the New York State English Language Arts results and then differentiate instruction by content strand. Our third grade students have consistently scored lower than our fourth and fifth grade students. To rectify that situation, we will monitor student progress more specifically in grades 3, 4 and 5 and we have provided additional ELA professional development to support teachers in grades 2,3,4 and 5. Additionally, the data shows that our level 3 students are not showing growth. We will continue these supports and analyses throughout the 2015-2016 school year.

Student Performance Trends New York State English Language Arts Assessment

Grade	School Year 2012-2013	School Year 2013-2014	School Year 2014-2015
3	18.2%	12.3%	
4	21.6%	21.8%	
5	26.7%	29.2%	

K – 2 Math

Student performance trends can be easily identified from the results of the Pearson Unit Exams and Mind Research (Jiji). These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. Pearson Unit Exams results assist in identifying areas of strengths and weaknesses which allows us to improve instruction in early childhood. Teachers identify student needs by using the data from Pearson and Mind Research then differentiate instruction by content strand. Our early childhood students have consistently showed weakness in number sense and operations. We have been monitoring student progress with the assistance of a research based mathematics tool created by Mind Research Institute. It is a visually based teaching and learning mathematics program.

3 – 5 Math

Student performance trends can be easily identified from the results of the New York State Math Assessment. These results will allow us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State Math results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers will identify student needs by using the data from the math results and then differentiate instruction by content strand. We will be monitoring student progress more specifically in early childhood grades and we will provide additional math professional development to support teachers . The performance trends show that our students in grades 3 and 4 had an average scale score that was a high level two, and the students in the fifth grade had an average scale score of a mid- level three student. During the 2015-2016 school year, we will identify the students who have scored in the high two/low three category. They will be progress monitored more carefully and teachers will ensure they receive the small group instruction that is necessary to push them from a level 2 student to a level 3 student. Additionally, we will identify, monitor, and coach students who may have the potential to move from a level 3 to a level 4.

According to our School Quality Guide, the overall score for student progress was 28.9 out of 60 points. The percent of students scoring proficiency levels 3 and 4 was 17.6% compared to our peer group of students who scored 15.9% and the average city school which was 32.3%. The data indicates that our average proficiency score was 2.29%.

Student Performance Trends New York State Mathematics Assessment			
Grade	School Year 2012-2013	School Year 2013-2014	School Year 2014-2015
3	16.7%	26.0%	
4	14.3%	25.9%	
5	22.7%	14.4%	

Our students have struggled in reading and math problem solving. Therefore, our priority need is to develop literacy goals for children from when they enter the building and address students' reading deficits through careful monitoring of their progress.

Part 2 – Annual Goal

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

By June 2016, 70% of students in grades K-5 will demonstrate an increase toward achieving state and Common Core ELA standards as demonstrated by moving up two Fountas & Pinnell (F & P) reading levels from the September 2015 baseline to the end of year assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monitor student proficiency, track student progress, and target instruction using the data from Fountas and Pinnell. Differentiate instruction through flexible small groups and remedial strategies.</p>	<p>Classroom teachers of grades k-5</p>	<p>September 2015 – June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Professional development will be provided to improve instruction for the early childhood grades.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal and Lead Teachers</p>
<p>Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.</p>	<p>Grade level teacher teams</p>	<p>September 2015 – June 2016</p>	<p>Lead Teachers</p>
<p>Continue to Implement Common Core Learning Standards, Danielson Framework, Units of Study, and performance tasks during the winter of 2015-2016.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal and Assistant Principal</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>Use the Fountas and Pinnell Benchmark kit throughout the year to ensure that students are placed in appropriately leveled books for independent reading. The NYC Performance Assessment results will be used to address student needs. Teachers will meet at least once per week to discuss student progress.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	In Kind		Other

Part 5 – Progress Monitoring

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

By February, 2016, 70% of students in grades k-5 will increase one level on the Fountas and Pinnell assessment.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

According to the Quality Review from the 2014-2015 School Year, the school’s area of strength is teacher involvement in professional collaboration on teams using an inquiry approach. The reviewer states “distributive leadership structures are in place that supports teacher teams in meeting flexibility to consistently analyze assessment data and student work for students they share.”

Every grade in each content area has a teacher leader selected by administrators from among the highest rated staff across grades and content. Teacher leaders meet regularly with administration to discuss curriculum, student performance trends and the needs of the grade or department.

School leaders use Google systems to review teacher team meeting agendas and notes and to provide and receive feedback or units, lesson plans, student work products and teacher reflections. Administration promotes the implementation of Common Core Learning Standards; including the instructional shifts, by assuming planning and instruction directly connects with the curriculum.

Students in grades 3,4 and 5 are not showing adequate growth on the New York State ELA exams. A priority need is for teacher teams to focus on analyzing student work and developing strategies to address students’ deficits in comprehension and phonics through the use of data from Achieve 3000, grade level assessments, Fountas and Pinnell Running Records and Performance Series.

Part 2 – Annual Goal

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

3 – 5 ELA

By June 2016, students will demonstrate a 5% combined increase on the NYC Performance Series when compared to the baseline.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will establish and follow protocols to look at student work, identify deficiencies and determine specific instructional strategies to address students' weaknesses.	Teachers on teacher teams	September 2015 – June 2016	Grade leaders, school administrators
Teachers on grade teams will craft teaching points to address student gaps.	Grade teacher teams	September 2015 – June 2016	Grade leaders, school administrators
The reading assessment will be administered at least three times per year in grades 3-5.	Literacy teachers in grades 3-5	September 2015 – June 2016	Teachers, grade leaders, school administrators
Professional development will be provided to literacy teachers.	Literacy teachers	September 2015 – June 2016	Grade leaders, principal, assistant principal and NYCDOE trainers

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.											
Teachers will meet in teams on Monday and Tuesday afternoons and during the school day.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, 2% of students in grades 3-5 will evidence growth on the NYC Performance Series.

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

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

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

Part 1 – Needs Assessment

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

According to the Quality Review for the 2015-2016 school year, “School leaders consistently communicate high expectations including professionalism, instruction, communication and other elements of the Danielson Framework for Teaching to the entire staff and teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students. School leaders meet with each teacher individually at least two times per year to communicate expectations for professionalism and to discuss observation feedback and to create professional growth plan that is reviewed and revised throughout the year.”

Professional development has focused on the key components of the Chancellor’s initiatives, CCLS, and Danielson Framework. This year we will increase opportunities for teachers to share best practices with each other, to expand their leadership skills and provide increased opportunities for teachers to facilitate workshops during weekly professional development activities. The school was chosen to participate in the Framework for Teaching Clusters Pilot where a team of teachers and the principal will build knowledge of the Framework for Teaching and receive training on the use of the full twenty two components.

The priority need is to ensure the professional growth of teachers to develop and deliver support that drives student achievement.

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

By June, 2016, 10% of teachers will increase at least one level in Danielson Domain I and/or IV as compared to their 2015 school year end rating as a result of increased opportunities for professional learning and leadership opportunities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In consultation with the school professional learning committee teachers will receive professional development on Danielson components during Monday professional development activities.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Professional Learning Committee</p>
<p>Observations will be conducted for each teacher at least four times per year. There will be ongoing discussions between administration and teachers; feedback will be given following observations including next steps.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal</p>
<p>School team training on the Framework for Teaching Cluster Pilot will be facilitated by the NYCDOE.</p>	<p>Principal and three teachers</p>	<p>July 2015 – June 2016</p>	<p>NYCDOE</p>
<p>Schedule inter-visitation to allow teachers to observe best practices of their colleagues.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Highly rated teachers</p>

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

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

By February, 2016, 5% of teachers will increase at least one level in Domains I and/or IV.

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.

Part 1 – Needs Assessment

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

In recognition of the critical roles of parents as partners a priority need is for parents to be involved in their children’s educational experience. We are committed to building partnerships with partners through monthly parent activities including workshops focused on supporting students’ social, emotional and instructional needs. The attendance at workshops in the past has been low since we have a very transient population and high number of students residing in temporary housing. A priority need is to offer parents a variety of opportunities to be involved in their children’s educational experience.

Part 2 – Annual Goal

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

By June 2016 there will be a 10% increase of parents at school functions, parent association meetings and family events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create a parent survey to gather information about the types of workshops parents would be interested in attending.</p>	<p>Parents</p>	<p>September 2015</p>	<p>SLT</p>

Teachers will use parent outreach time on Tuesday afternoons to provide workshops around CCLS, NYS assessments, homework help, etc.	Parents	September 2015-June 2016	Teachers
Regular communication with parents through the school internet page.	Parents	September 2015-June	Grade leaders, school administrators
School activities included family events and workshops that address students' needs including SWDs and ELLS.	Parents of SWDs and ELLS	September 2015-June 2016	Teachers, principal, assistant principal and parent coordinator

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.											
School wide events calendar, Tuesday afternoon engagement, parent coordinator, internet web site											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February 2016, there will be a 5% increase in parent attendance at school-wide functions.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell Benchmark, NYS ELA results, NYC Performance Series and Teacher Recommendation	Fountas and Pinnell Intervention, Great Leaps, Achieve 3000, Differentiated Instruction in ELA classes, RTI	One fifty minute period three – five times per week based on student need. Teachers will meet with students individually and in small groups	Services provided during the school day and after school
Mathematics	Envision Baseline Data, NYS Mathematics results, NYC Performance Series and Teacher Recommendation	Differentiated Instruction in Mathematics classes, JJI (Mind Research Institute, Frequent Assessment, Small Group Instruction	One fifty minute period three – five times per week based on student need. Teachers will meet with students individually and in small groups	Services provided during the school day and after school
Science	Teacher Recommendation, Fourth Grade NYC Science MOSL and Fourth Grade NYS Science results	Hands on Experimentation infused within classroom instruction, science lab equipped to provide Tiers II and III intervention	One fifty minute period three – five times per week based on student need. Teachers will meet with students individually and in small groups	Services provided during the school day
Social Studies	Teacher Recommendation	Social Studies period tailored to meet individual students' needs with intervention as needed	Frequency based on need	Services provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Referrals	Group and individual counseling during the school day	Frequency based on need	Services provided during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Mentoring services will be offered to new teachers as well as senior staff members. Our lead teachers conduct professional development workshops and push into classrooms as needed. Coaching will be offered to all teachers periodically throughout the school year. Consultant services are contracted throughout the school year from various vendors to assist with technology initiatives and instructional improvement. Additionally, support is provided by borough field office support, the principal, data specialist, lead teachers, teacher effectiveness team and instructional team.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

--

Part 4: SWP Schools Only

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

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

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

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	212,742.00		
Title II, Part A	Federal	41,097.00		
Title III, Part A	Federal	0	X	
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,591,532.00		12, 16, 19, 20
----------------	-------	--------------	--	----------------

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

P.S. 52 Q School Parent Compact

Our school, P.S. 52Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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 29	Borough Queens	School Number 052
School Name		

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 Linda Pough	Assistant Principal Deborah Roney
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Jill Cagan	School Counselor
Teacher/Subject Area Jenae Canty/First Grade	Parent
Teacher/Subject Area	Parent Coordinator Donna Santana
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	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 <u>not</u> currently teaching in a bilingual program	0	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	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	519	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	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										0
DL										0
ENL	21			4			0			0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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	2	3		3	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1		1		1								0
Haitian		1		4		1								0
French					1	1								0
Korean														0
Punjabi				1										0
Polish														0
Albanian														0
Other	1		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)	3	3		2	1	2								0
Emerging (Low Intermediate)	1			1										0
Transitioning (High Intermediate)		2		3										0
Expanding (Advanced)			1	3	1	2								0
Commanding (Proficient)				1										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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				1										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	2	1			0
5	2				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		1	1						0
4	3								0
5	2								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			3						0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
To assess the early literacy skills of our ELLs, we are currently using Fountas and Pinnell. As a student reads from a benchmark book, the teacher is able to make notations on self-correction, meaning and structure. This information allows teachers to place the student at the developmentally appropriate instructional level and identify a student's independent reading level. The data from the running records shows that our ELLs in grades K and one are currently reading well below grade level. Students in grade two and up are also presently reading below grade level. Most of these students are actually reading about 2 or more levels below where they should be. This means that the ESL teacher will be working closely with the classroom teacher to address the deficiencies in reading skills. Most of our students are very good at decoding text but struggle with comprehension. Guided reading and shared reading will be used in the ESL class in order to build vocabulary and increase comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our Spring 2015 NYSESLAT scores showed that our students need to improve their listening, reading and writing skills across all grade levels. Of the students that took the exam at PS 52, 4 scored at the Entering level, 2 were Emerging, 5 were Expanding and 1 was Commanding. 3 of the 4 students who scored at the Entering level were brand new admints that started mid-way through the year and 1 of the students who scored at the Emerging level is in a self-contained Special Ed class and is functioning well below grade level. Of the students tested on the NYSITELL, 5 students scored at the Entering level, and 3 students scored at the Transitioning level. The ENL teacher will need to focus on reading, writing and listening skills during both push-in and pull-out instruction so that our students can make adequate yearly progress.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use information about Annual Measurable Achievement Objectives to help evaluate the success of our program and to see which students need targeted instruction. Information from the latest AMAOs show that our students are well below the targets for both AMAO 1 and 2. Our students are making progress in English Language Acquisition, but we did not meet the target number of 67.4% for Spring 2015. Only 1 student tested at the Commanding level on the NYSESLAT, which put us far below the target of 15%. This

data reveals that our students need more rigorous instruction in reading and writing which are our greatest areas of weakness on the NYSESLAT. The ENL teacher will focus on these areas in both the standalone and integrated ENL periods.

4. For each program, answer the following:

- a. 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?

Our ELL's are performing below the standards on the more rigorous New York state exams which represents a change from previous years. Our student who was a beginner last year took the Math exam in his native language and still only performed at Level 1. Of the 7 ELL students who took the NYS Math, only 1 third grade student scored a level 2 and the rest were only at level 1. On the ELA, one fourth grade student achieved a level 2 and the rest were at level 1. The three students who took the fourth grade science exam received a Level 2. Our focus this year will be on providing targeted instruction in both Math and ELA so that our students can be successful on the state exams. We will continue to provide after school tutoring, AIS and extended day services so that all of our ELLs can continue to meet or exceed the standards in these areas.

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

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*.]

Ours school uses data to guide instruction for ELLs within the RtI framework by providing instruction based on the changing needs of our students. Students are identified based on their results on the ELA, NYSESLAT and various periodic assessments and are given core literacy instruction that builds on and expands their existing oral language in order to support literacy learning and context knowledge. Students who are identified as being in Tier 1 are exposed to a rigorous, creative curriculum which includes language development for ELLs. Those students who are identified as Tier 2 participate in Academic Intervention groups where instruction and assessments are differentiated to meet their needs, in addition to teaching the core instruction. Intensive and individualized instruction that focuses on a small, targeted set of skills is given to those students identified as Tier 3 in a small group setting or one to one instruction for students who participate in the SETTS program. Data from periodic assessments and ongoing formal and informal assessments will be analyzed throughout the year so that all instructional decisions are made using the most current data.

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

All teachers are involved in the students second language development, not just the ENL teacher. The classroom teacher and the ENL teacher work closely together to plan instruction that best meets the individual needs of each student. We consider the child's age, grade, level of schooling in their native country, native language literacy, cultural background and their level of English proficiency in instructional decisions. Each child is unique and acquires language at their own pace and we try to meet their needs when making decisions regarding program placement, providing extra support and planning individualized instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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).

We evaluate the success of our ENL Program by collecting, analyzing and using the data obtained from NYSITELL, NYSESLAT, State ELA and Math tests and other informal assessments given to English Language Learners throughout the school year. Teachers use the data to measure the effectiveness of the program. We look at results from the Periodic Assessments as well as the NYSESLAT to determine if our students are meeting AYP for ELL's. This feedback helps to guide the instruction of the ENL program and assesses the needs of students in the four modalities. Although most of our ELLs are able to keep up with their monolingual peers and are functioning quite well in their classrooms, we will be closely monitoring our newcomers. We will provide as much support as possible so that these students can acquire content area knowledge and learn English at the same time. Success for these students will be measured by how they are performing in the classroom on a daily basis and not just on test results. We will look at student portfolios and notebooks, feedback from classroom and content area teachers, individual student conferences, and formal and informal assessments. The results on the NYSESLAT clearly show that our students are making consistent gains towards achieving language proficiency. Although reading and writing continue to be areas of weakness, we will address the needs of all our students so that they can reach proficiency level as quickly as possible. Our ESL teacher will continue to support the efforts of the mainstream teacher. All

teachers will scaffold academic language to support student's participation in the content areas. We will also continue to differentiate instruction in order to align with student's prior knowledge, learning and language needs.

Part IV: ELL Identification Process

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

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.

At registration, each parent is required to fill out a Home Language Identification Survey (HLIS) which indicates the language(s) spoken in the home. The ESL teacher, Mrs. Cagan, interviews the parent and the student to determine the parent's preferred language and administers the HLIS using bilingual staff members to translate when needed. If there are no staff members who speak the parent's native language, the translation unit is contacted. An informal interview is conducted with both the parent and the student in order to determine the student's dominant language. The formal initial assessment to determine language dominance is done by reviewing the answers on the HLIS (using the ½ formula) and taking into consideration the result of the interview. Students who enter in grades 3 and up will also be screened for SIFE status and administered the LENS, if necessary. If Mrs. Cagan is not available, the assessment will be conducted by Mrs. Canty, a first grade teacher, who has an ESL certification or our bilingual staff members who have been trained in administering the HLIS.

Once the HLIS is completed, a copy is made by the secretary and placed in the ESL teacher's mailbox for further review. The ESL teacher looks at each form and the results of the interview to determine language dominance. Once a child has been identified as speaking another language, the proper OTELE code is recorded on the HLIS and is entered into ATS by the pupil accounting secretary. Within 10 days of admission, Mrs. Cagan administers the NYSITELL and if needed, the Spanish LAB. Based on the results of the NYSITELL, we then determine if the student is an English Language Learner. At the end of the year the NYSESLAT is given in order to determine program placement for the following year. These results are communicated to the parents once they are available.

2. 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).
Although we do not currently have any SIFE students at PS 52, students are evaluated at admission to see if they meet the criteria. If a student enters our school in grades 3-5 and scores at the Entering or Emerging level we will then evaluate them within 30 days of enrollment for possible SIFE status. We interview the parents and the child and if we think a child may be SIFE we will administer the oral questionnaire. If we determine that there is a gap of two or more years we will administer the LENS before placing the student in a class.
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).
Newly enrolled students who have IEPs and a home language that is other than English will be discussed by the Language Proficiency Team which will include the ENL teacher, the Assistant Principal, a member of the SBST, the Director of Special Education and the parent of the student. If an interpreter is needed, one will be provided for the parent. Each newly enrolled student with an IEP will require a review to determine whether the student's disability is the determining factor in affecting whether the student can demonstrate proficiency in English. The team will review evidence of the student's English language development and make a recommendation to the principal as to whether or not the student should take the NYSITELL within 20 days of enrollment. If the principal agrees that the student should not take the NYSITELL, then the principal will notify the superintendent as well as the parents. If not, the student will take the NYSITELL. Parents will be notified of the final decision within 3 days. If a student is identified as an ELL as a result of the NYSITELL, they will be placed in a program within 10 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.
The ENL teacher is responsible for distributing both entitlement, continued entitlement and non-entitlement parent notification letters. Once the NYSITELL is scanned and the score is determined, a letter is sent home to the parents in both English and the native language informing them of the results and inviting them to attend a parent orientation session if their child is entitled to receive services. These letters are sent home within 5 days of scanning in order to insure compliance. Copies of all letters sent home are kept on file at the school.
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).

Once a child is identified as an ELL, the parent receives a letter inviting them to a parent orientation. This letter also informs the parent that they can request a review of their child's ELL status if they contact the ENL teacher within 45 days of enrollement. Letters are sent home by the ENL teacher in the parents preferred language . This issue will also be addressed at the parent orientation meeting. Parents will be told that they can appeal their child's ELL status if they feel that their child has been mistakenly identified as an ELL. Parents will be informed that they will need to put the request in writing and that the re-identification process will be completed within 10 school days. Copies of all letters sent home and any letters received from parents are kept in a binder in the ENL classroom.

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.

Letters are sent home to the parents of all ELLs informing them of their child's NYSITELL results and inviting them to attend a parent orientation session . These letters are sent home in English and the native language. The initial orientation session is scheduled within the first ten days of school and additional sessions are held throughout the year, as necessary. Parents who are unable to attend the meeting are offered additional dates to attend and individual meeting or phone conferences are held, if needed. All meetings are held within 10 days of the student's admission.

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

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.

The ENL teacher is responsible for distributing entitlement letters and Parent Survey and Program Selection forms. These letters are sent out at the beginning of the school year to inform parents about the results of the NYSITELL and which students are eligible to receive services. Parents receive these forms in their preferred language. Parents of students who took the NYSITELL and tested out will also receive notification of this. If forms are not returned after several attempts to get in touch with parents, students are placed in an ENL class. At parent orientation sessions, and during one on one conferences parents complete forms and return them to the teacher. Parents who do not attend orientations are called by the ENL teacher for one-on-one conferences. If that fails, the ENL teacher will call parents for a telephone interview or send e-mails to parents if available. Parent choice is then recorded in ATS using the ELPC screen. The ENL teacher stores copies of the forms in a locked cabinet and a copy is placed in the students' cumulative files. Parents also are sent letters when the results of the NYSESLAT are released. Continued entitlement, non-entitlement letters are also sent to inform parents of the results in both their preferred language. Copies of all letters sent home are maintained in a binder by the ENL teacher. The ENL teacher keeps in touch with parents on a regular basis.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher maintains a list of forms sent out and returned along with copies of everything. If a survey form is not returned, another one is sent home in the parents preferred language and the ENL teacher will call the parent and invite them in for a meeting. Additional letters and surveys will be sent home and either the ENL teacher or parent coordinator will keep trying to contact the parents. Every effort is made in order to have the survey forms filled out and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are sent out at the beginning of the school year by the ENL teacher after a student has been tested and throughout the year when new students are admitted. Letters are sent home with the child in both English and the native language and copies are kept in a binder at the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Documentation for each child is kept in the students cum folder and also in a binder that is maintained by the ENL teacher. Copies are kept of all HLIS, entitlement and non-entitlement letters, parent survey and selection forms and all other important documents.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ELL students at PS 52 take the NYSESLAT test every Spring during the testing period set by New York State. All students in the ENL program are tested and we run the RLER report to confirm that all eligible students are given the exam. The dates of the NYSESLAT administration are noted on a school calendar that goes home with each student and parents of ELL's are also informed of the testing dates in a letter written by the ENL teacher. The test is administered by our ENL teacher Mrs. Cagan and Mrs. Canty who also has ESL certification. A schedule is prepared in advance so that we have adequate time to administer all 4 sections of the test with time for make-ups, if needed. If students are absent on the day that a certain section is given, they are given every opportunity to make up that section when they return to school. If a student is absent for several days, we will contact the home and make sure that they return to school in time to complete the exam. We always ensure that our students take all four sections of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters and transitional support parent notification letters are distributed in September by the ENL teacher once the results of the NYSESLAT are available. Letters are sent home with each student and are given in the parents preferred language. Copies of all letters are maintained in a binder at the school.
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).

The ENL program continues to be the program requested by the parents based on their responses. Parents want their children to be taught in English. Parents are also aware that due to our small numbers, we currently only offer the ENL program at P.S. 52. All of the parents (100%) identify the ENL program as their first choice since they want their children to be taught in English only. The program we offer is currently aligned with parents' requests. All parent survey and selection forms are kept on file so that we can continually monitor parent choice and continue to meet the needs of our ELL's. Should the trend in population and parent requests change, we will re-evaluate our program to see if a bilingual class is needed in the future.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Our ELL students are grouped heterogeneously by grade level for their pull-out instruction, with no more than 2 grades together. Push-in instruction is done in 3 groups- one for grades k-1, one for grades 2-3 and one for grades 4-5. During this time the ENL teacher will be working alongside the classroom teacher during content area instruction. Students at the Entering and Emerging levels will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL. Students who are at the Transitioning level will receive 90 minutes of integrated ENL and 90 minutes of either standalone ENL or more integrated ENL. Students at the Expanding level will receive 180 minutes of integrated ENL and students who are commanding will receive 90 minutes of integrated ENL.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
All students are receiving their mandated instructional time each week from the ENL teacher. Our Entering and Emerging level students receive 360 total minutes of ENL instruction, our Transitioning and Expanding students receive 180 total minutes of ENL instruction and our Commanding students receive 90 minutes of instruction. All instruction is in compliance with the CR Part 154 requirements for English as a New Language. Students will receive the required minutes of both standalone ENL and integrated ENL based on their proficiency level. The proficiency level of each ELL is communicated with the classroom teacher so that differentiated instruction can be provided based on individual needs. Native language support is provided through the use of bilingual glossaries and

dictionaries, bilingual flashcards, trade books in the native language, peer tutoring and placement in a class with a teacher or student who speaks the child's native language(if possible). Several of our bilingual staff members provide additional support and individual assistance to students who are newcomers.

3. Describe how 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 ESL program provides both literacy and content area instruction. Data from interim assessments, running records, performance tasks, baseline assessments, individual student conferences and monthly assessments in math and ELA are used to drive instruction. Literacy instruction is provided each day through the use of read alouds, shared reading, guided reading, shared writing and individual writing. Grade level content instruction in Social Studies, Science and Math is also provided during integrated ENL instruction. The ESL teacher uses math manipulatives, posters, maps, pictures, graphic organizers, trade books, big books, realia, picture dictionaries and multi media support in order to make the content more comprehensible. Native language support through the use of picture dictionaries and peer tutoring is used when necessary. Academic rigor and consistency are the keys to our student's success. The ESL teacher works closely with the classroom teachers in order to align the ESL instruction with content area instruction in each grade. Scaffolding strategies such as pre-teaching vocabulary, using prior knowledge, modeling, and contextualization are woven throughout each lesson. Instruction is designed to address the needs of learners at each proficiency level so that language and cognitive skills are developed through content topics and themes. All content area instruction is aligned with the Common Core Standards in ELA and Math and the New York State Standards in Science and Social Studies. The ESL teacher and content area teachers use formal and informal assessments to determine movement toward content standards.

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

PS 52 ensures that ELLs are appropriately evaluated in their native language by providing translated versions of standardized tests in both math and science where applicable. Students also have access to glossaries in their first language and bilingual dictionaries and multi-cultural books to enhance their language acquisition.

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

Students in all grades are evaluated throughout the year in all four modalities of English acquisition in several different ways. All of our ELLs are evaluated through monthly performance tasks, beginning of year baseline assessments, running records, individual student conferences and their class participation. Formative assessments in reading, writing, listening and speaking are given throughout the year in order to determine student's strengths and weaknesses.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

. Currently there are no SIFE students at P.S. 52. However, if such students are registered their needs will be addressed by using differentiated instruction and ensuring that they are given their mandated hours of instruction based on their proficiency levels. Teaching skills and strategies will be modified to accommodate their academic profiles and learning styles.

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

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

Our former ELLs will continue to receive extra time on all assessments and will continue to receive AIS services. They will also receive 90 minutes of ENL instruction in the content area. They will also be invited to attend our after school ELA and Math test prep sessions. The ESL teacher will continue to monitor their progress and will confer with the classroom teacher to identify any areas of concern.

7. 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.

Chart 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 as defined in CR Part 154-2.3(i) 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. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?
- Our ELL-SWDs have access to word walls, picture dictionaries, flash cards, a photo library, the internet and other age and grade appropriate tools that are available to provide extra support when needed. The ENL teacher has a copy of their IEPs so that their assignments can be modified when necessary to best meet their academic needs and to ensure that they are receiving all mandated services. The ENL teacher uses multiple scaffolding strategies with these students in order to reinforce what they have learned, such as pre-teaching content vocabulary, using prior knowledge, providing sentence starters, using graphic organizers and modeling.
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?
- Our school provides every opportunity to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. We currently have only one student who is in a self-contained class. This student receives his ENL services in a group with regular ed children and is taught according to his individual needs. Curriculum is modified as needed, and individual assistance and peer tutoring is provided so that he can fully participate in the ENL class.

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)
Chart 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 Dually 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 <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.

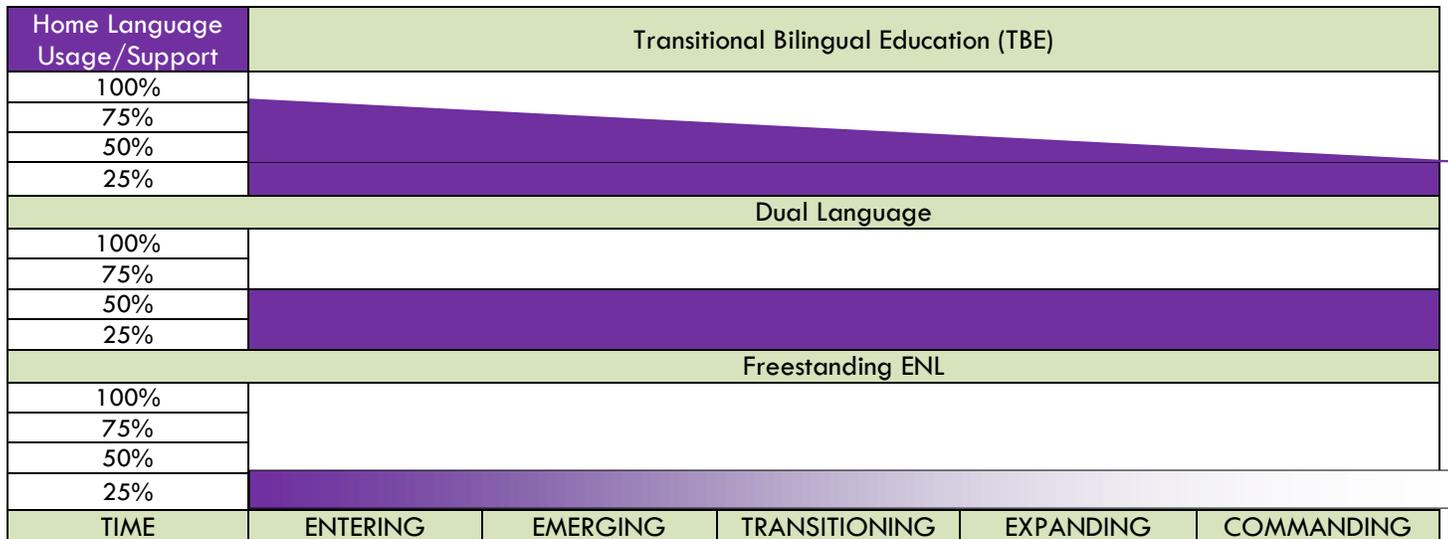


*Note: “other approved services” does not apply to New York City at this time.

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.



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.

Our school uses the ST Math online program across all grade levels. This program is a game based instructional program designed to boost math comprehension and proficiency through visual learning. It uses interactive, graphically rich animations that visually represent math concepts. Students progress through games at their own pace, advancing to the next level only by mastering the previous level. The program allows students to build their math skills regardless of language proficiency, so that even our beginning level ELLs can benefit from its differentiated instruction. Our students in grades 3-5 use Achieve 3000 to help improve their reading skills. This program allows each child to receive daily differentiated instruction for non-fiction reading and writing that's tailored to their own Lexile reading level. The program adjust to each child's reading level and adapts the material so that each child is reading at his or her individual level. Our students across all grades receive science instruction several times a week and our 3-5 graders participate in the STEM program. All ELL students also benefit from our daily AIS period which provides additional support in math and ELA. All of our ELL students are also invited to participate in our after school test prep sessions for Math and ELA that begin in January. Students for this program are identified based on formal and informal assessments in Math and reading that are given throughout the year.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is meeting the needs of our ELLs in both content and language development on many levels. Our students continue to make steady progress on the NYSESLAT exam and this year we had many students scoring at the Expanding level. Data from ongoing assessments such as performance tasks, teacher created tests and running records is looked at on a monthly basis in order to assess our student's needs. We are trying to mirror what is happening in the regular classroom in the ENL class so that our students can continue to gain both language and content area knowledge so that they can keep up with their peers. We will continue to provide academic rigor for our ELLs so that they can meet the challenges of the Common Core.
12. What new programs or improvements will be considered for the upcoming school year?

For the 2015-16 school year we are considering using the I-Ready program for our ELLs since the data from testing shows that they are weak in reading skills. I-Ready provides data-driven insight that will allow teachers to determine how to focus their instructional time to ensure that students are on track to meet the rigorous expectations of the Common Core. Students take diagnostic exams online in both math and reading that generate reports that help teachers understand what each student can do and next steps to inform instruction. The program provides on-line lessons that are differentiated according to each child's needs and provides on going assessment and feedback to the teacher.
13. What programs/services for ELLs will be discontinued and why?

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

The ELLs in our building are afforded equal access to all school programs. They participate in all class trips, assemblies, special events, after school programs and extra curricular activities. They all receive AIS instruction during our daily AIS time from 2:00-2:40. They are also invited to participate in our after school Young Scholars program that provides test prep for the New York State Math and ELA exams.
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.

Our ELLs are immersed in technology in both their regular classroom and the ENL classrooms. Through the use of Smart Boards, ST Math, Brain Pop and computer based research activities our students receive the extra support they need to meet the standards. Our students in grades 3-5 also use Achieve 3000 in school and have access to it at home. Achieve 3000 is a web based, non-fiction reading program that differentiates reading instruction. Each student receives a daily e-mail assignment that is written on his/her own grade level. Teachers and students are provided with immediate feedback with regards to student progress. In addition to technology, we use leveled books, picture dictionaries, maps, charts, graphic organizers, Big Books, picture cards, manipulatives, realia, books on tape and computer software to assist our ELLs in learning language and content.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support in the ENL program is delivered through the use of bilingual dictionaries and glossaries, trade books in the native language, peer tutoring and extra help from our bilingual staff members.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services support our ELLs based on age, grade and proficiency level. Students are grouped together to best meet their needs and differentiation is used so that each child can achieve the state-designated level of English proficiency for their grade. Groups are put together by grade level, with no more than 2 grades in the same group. Resources are carefully chosen based on the needs of each individual, taking into account their age and grade level. Services for our ELL-SWD's are adapted to correspond with their age and grade so that we can meet their cognitive 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).

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

19. What language electives are offered to ELLs?

Since we do not offer any language electives at PS 52, there are none 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)?

Paste response to question here:

B. Professional Development and Support for School Staff

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

Bimonthly meetings are held by the ELL Supervisor. Professional development focuses on the preparation of lesson plans that support academic rigor and high expectations for ELL students. All information from district and city wide professional development regarding ELL issues is then shared with both administrators and classroom teachers. ESL teachers and teachers of English Language learners have been trained to use SmartBoard technology and the internet to enhance instruction and expose students to 21st Century learning. Teachers also have common planning periods where they collaborate and discuss teachers' and students' needs. They identify areas to be addressed and refocused so that instruction to ELLs is enhanced and appropriate interventions implemented. In addition, other Professional Development Workshops are posted on the internet by the Department of Education, UFT workshops and weekend courses. Teachers are exposed to regular professional development on a weekly basis by school administration and will be provided information about the school's Language Allocation Policy as well as the Translation and Interpretation plan. One on one conferences are conducted with the secretary to apprise her of the current mandates and requirements for students and parents of English Language Learners. All teachers, para professionals, special education teachers, the guidance counselor, the parent coordinator and the assistant principal participate in our faculty conferences when professional development is conducted. Professional Development workshops are planned for the entire school year by Administration. During this time teachers collaborate in teams based on grades/subject area and discuss varied topics
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?

The ENL teacher attends all professional development at the school level every Monday and Tuesday afternoon, as well as full day staff development as scheduled and also the district-wide meetings for all teachers of ELLs. During these meetings issues related to supporting ELLs as they engage in the Common Core Learning Standards are addressed and teachers collaborate and share successful strategies for providing ways to help our students meet the standards. The ENL teacher will also attend city wide staff development sessions that pertain to ELL issues.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor focuses on the transition process from elementary to middle school. Workshops will be conducted for parents focusing on the middle school application process for various schools. Parents of ELL's will be invited to these meetings and notices will be sent home in the native language when necessary.
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.

Professional Development is scheduled by administration for the entire school year. A portion of all the professional development includes ELL training for staff in using ESL methodologies and strategies to use with English Language Learners. A minimum of 15% of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's. For the ENL teacher, a minimum of 50% of PD will be dedicated to those topics. During grade meetings, teachers are also exposed to ESL methodologies to be used with the English Language Learners in their classrooms. Teachers will document their time as they use a Sign-In sheet which would determine the number of minutes and the topics covered. These sign in sheets would be kept by Administration as evidence of participation. Some of the topics for ESL professional development include:

 1. Successful Strategies for English Language Learners
 2. Differentiated Instruction for ELLs
 3. Stages of Second Language Development
 4. Using Technology with English Language Learners
 5. Common Core State Standards - ELA/Math

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 addition to the mandated parent orientation meeting and scheduled parent -teacher conferences, parents will be invited to attend an individual meeting once a year to discuss goals of the program, progress in language acquisition, assessment results and the students individual language development needs in the content area. A letter will be sent home to the parent of each ELL asking that they make an appointment to meet with the teacher at a convenient time so that each child's needs can be addressed. Letters will be sent home in both English and the native language when necessary and phone calls will be made to those parents who do not respond. We will use on-staff translation whenever possible and will utilize the services of the Translation and Interpretation Unit by phone if needed.

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.

Parents will be asked to sign in for each meeting and the ENL teacher will keep notes regarding the areas that were discussed. Letters sent home will be copied by the ENL teacher and kept on file at the school and any phone calls made will be documented as well.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are involved in our school in many different ways. We have parent volunteers that assist in the office and in individual classrooms. Our Parents Association holds monthly meetings that address topics that are important to our school community. Our Parent Coordinator also schedules classes that will benefit parents in many ways. We have workshops on Nutrition, Lead Poisoning Prevention, CPR, ARIS, Literacy, and Energy Saving. We even have a book club that meets monthly. Our ELL parents are invited to the initial orientation with the ESL teacher in September and are encouraged to attend all meetings and workshops that are held in the building. Flyers for these meetings are translated into the native language when necessary. Our parent coordinator, Ms. Santana, also sends home notices from the Office of English Language Learners regarding city wide meeting and workshops that relate issues involving ELL students. Our ELL parents are invited to attend all school events like our fashion show, plays, holiday sing alongs, parties, the May Day dance festival and the year end barbeque. Interpretation services will be provided for those who need it by our bilingual staff members and parent volunteers. If necessary, we will contact the Translation and Interpretation Unit and use the over the phone services that are available.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school is continuing its partnership with Cornell to provide workshop on both parenting and nutrition. In October we will have a Breast Cancer Awareness workshop featuring Gwen Harrison, a volunteer at NY-Presbyterian Hospital in Queens, who is one of our former teachers and also a breast cancer survivor. Representatives from the New York City Fire Department will conduct a workshop on Fire Safety in November and will also give out smoke detectors to the parents that attend. In addition, our Parent Coordinator is organizing a Wellness Walking program that will take place every Monday morning from 9:00 - 10:00. Our ELL parents who need interpretation will be accommodated by our bilingual staff members, parent volunteers and the use of over the phone interpretation, if needed.

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

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

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

Our parental involvement activities address the needs of our parents because we try and provide workshops and services that are related to topics that they have expressed an interest in. Our parents have requested workshops on topics of health and nutrition and we have tried to provide several opportunities for them to learn about different aspects of health. Our parent coordinator is always striving to help our parents in any way possible and works with them to meet their needs.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **PS 52**

School DBN: **29Q52**

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)
Linda Pough	Principal		10/29/15
Deborah Roney	Assistant Principal		10/29/15
Donna Santana	Parent Coordinator		10/29/15
Jill Cagan	ENL/Bilingual Teacher		10/29/15
	Parent		
Jenae Canty	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q52** School Name:
Superintendent: **Lenon Murray**

Before you begin, please check the following:

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

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

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

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

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

In order to assess our schools written translation and oral interpretation needs, we surveyed our teachers, consulted with the Pupil Accounting Secretary and did a thorough examination of our Home Language Information Surveys and Student Emergency Contact cards. We also spoke with several parents and our bilingual staff members in order to determine what types of services were necessary so that all of our parents can receive information in a language they can understand. Finally, we ran the RAPL report in order to confirm our findings. Although 94% of our parents stated that English is their preferred language, we do have a number of parents that speak and read in Spanish, with smaller numbers indicating French or Haitian Creole.

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.

Based on our research, we have determined that we will require both written translation and oral interpretation in the 5 languages represented in our school. These languages are Spanish, Punjabi, Twi, French and Haitian Creole. Our ESL parents were informed of these findings during our parent orientation meeting and at individual meetings with the ESL teacher.

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.)

We will need to translate PTA meeting notices, calendars, after-school program information, parent newsletters, open school week invitations, parent/teacher conference notes, half-day notices and written notices from teachers. We will also provide information about New York State testing dates, grade level curriculum, and information about our school events.

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.

Our school had a meet the teacher night on 9/17 and will have parent-teacher conferences on 11/5, 3/3 and 5/12. Parents are also invited to workshops with our parent coordinator as well as PTA meetings and all school functions such as our fashion show, class plays, class trips, our May Day celebration and our school barbeque in June. Documents that need to be translated will be submitted the the T&I unit at least two weeks ahead of time.

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.

We will utilize the templates for school holidays, parent-teacher conferences and any other available DOE notices that are available on the Translation and Interpretation Unit intranet site. Any documents that need to be translated will be prepared well in advance so that we can ensure their timely delivery to the parents. We will translate our our documents in-house using our bilingual staff members, as well as parent volunteers when needed. We will also utilize the services of the Translation and Interpretation Unit when necessary. This will allow our parents greater access to information about important events in our school.

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.

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

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.)

All school staff will be provided training regarding translation and interpretation services during professional development workshops. The ENL teacher will provide information regarding the Language Identification Guide, the T&I brochure, and the Language Palm Card. All staff members will be given information regarding their responsibility to facilitate the provision of language access services to our ELL parents. Staff member will be given a copy of the "I Speak..." card which give the phone number for over the phone translation services and will be shown how to request written translation when needed.

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

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

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)

Our school will gather feedback from our parents regarding the quality and availability of our translation and interpretation services by providing parent surveys and using our bilingual staff members. Parents will be asked if they were satisfied with the service provided and how we can improve in the future.