

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q152

School Name:

Q152 - P.S. 152 GWENDOLINE N. ALLEYNE SCHOOL

Principal:

VINCENT VITOLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: THE GWENDOLINE N. ALLEYNE
SCHOOL, P.S. 152Q. School Number (DBN): 30Q152

Grades Served: PRE K - Grade 5

School Address: 33-52 62nd Street, Woodside New York 11377

Phone Number: 718 429-3141 Fax: 718 779-7532

School Contact Person: Enid Maldonado-Salgado Email Address: emaldon3@schools.nyc.gov

Principal: Vincent J. Vitolo

UFT Chapter Leader: Mario Sideridis

Parents' Association President: Karla Manzano

SLT Chairperson: Elizabeth Economakos

Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A

Student Representative(s): N/A

District Information

District: 30 Superintendent: Dr. Philip Composto

Superintendent's Office Address: 28-11 Queens Plaza North, LIC NY 11101

Superintendent's Email Address: pcompos@schools.nyc.gov

Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: Northern Queens Director: Lawrence Pendergast

Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101

Director's Email Address: LPender@schools.nyc.gov

Phone Number: 718-391-8222 Fax: 718-391-8320

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)
Vincent J. Vitolo	*Principal or Designee	
Mario Sideridis	*UFT Chapter Leader or Designee	
Karla Manzano	*PA/PTA President or Designated Co-President	
Donna Hillegass	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>	
Tiah Moe	CBO Representative, if applicable	
Elizabeth Economakos	Member/ Chairperson	
Enid Maldonado-Salgado	Member/ Administration	
Renee Sciaca	Member/ Teacher Grades 4-6	
Kesly Coba	Member/ Teacher Grade 2-3 / OTPs	
Christine Connors	Member/ Teacher Grade Pre K - 2	
Luz Acevedo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Samia Sultana	Member/ Parent	
Tahmina Begum	Member/ Parent	
Jakeya Sultana	Member/ Parent	
Salina Akter	Member/ Parent	
Miskat Jahan	Member/ Parent	
Lily Foley	Member / Parent	

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.

We view our school as a community whose members are committed to creating a safe, respectful, collaborative climate in which educational and cultural opportunities provide rich, creative, and diverse experiences for all learners. Within this environment, learners can build a foundation of knowledge with strong academic, technological, artistic, flexible, and practical life skills to realize success and fulfillment. Ultimately, these learners will develop the critical thinking skills, problem solving abilities, college and career readiness skills, social intelligence, organizational, and communicative skills needed to solidify their options as family members, professionals, and citizens.

Mission

We at P.S. 152Q. are committed to providing a student-centered educational environment that enables each student to reach the highest standard of academic rigor and excellence. We will provide a safe, nurturing, diverse, collaborative, and challenging environment in which optimal learning can take place and children can experience the highest level of academic success. Through the collaborative efforts of parents, teachers, administrators, students, and community we will support and promote the intellectual, social, emotional, and physical growth and development of each child ensuring our commitment to college and career readiness for all learners. We are a community of lifelong learners where the unique talents and abilities of our students generate a valued identity, positive attitudes, and respect for all.

Composition

P.S. 152 is composed of students from Central and South America, the Middle East, Asia, and the Caribbean. The latest data shows that the ethnic composition of our student population is comprised in its majority of Hispanic and Asian or Pacific Islanders. Presently an excess of 40 percent of our students are former or currently English Language Language Learners (Fells / Ells). The diversity of the languages spoken in the homes of our children includes Spanish, Hindi, Punjabi, Chinese, Arabic, Bengali, Urdu, and Tibetan. Since our school is frequently the first stop in the journey of many of our parents, our population is mobile, yet our attendance continues to be high.

In addition to our population of Ells and Fells, P.S. 152 also provides for the needs of a varied group of Students with Disabilities in flexible programs including Integrated Co-teaching (ICT), self-contained 12:1:1, and related services. Language learning and meeting the needs of students with disabilities is an evolving process that P.S. 152 fully embraces and works toward improving each year through professional learning, inquiry team analysis of best practices, and the study of successful models.

Collaborations, Partnerships, and Initiatives:

Authors and Illustrators Magnet School We host an annual week-long Authors and Illustrators Expo (with a variety of engaging activities including an author's visit) to celebrate magnet work created throughout the year.

Project Arts: All students from Grades K–6 further their understanding of curricular content through the arts, culminating in a final production organized collaboratively across grades. Students engage in performing arts, drumming, Islamic Art, origami, architecture, journalism, graphic arts, and theater productions through our partnership with Marquis Studios. Parents, family members, siblings, and other classes are invited to the various Project Arts events.

P.S. 152 is a showcase school for Marquis Studios by hosting potential and current funders for the Arts and guest observers for potential agreements with Marquis Studios.

Ballroom Dancing : Our fifth graders engage in ballroom dancing instruction to heighten poise, confidence, respect for self, and presentation abilities. The partner organization, Dancing Classrooms transforms previously disaffected girls and boys into mature, self-reliant, highly motivated, elegant young ladies and gentlemen who are successful team players. In a short period of time, the program transforms the grade 5 classrooms into supportive, learning-enhancing environments based on mutual respect, courtesy, and cross-cultural understanding. Skilled dancers are chosen to form a team, which competes across the city and performs at a variety of venues in the community for charity.

PENCIL: Through our partnership with Scholastic News, we receive complimentary weekly student magazines and our students have had the opportunity to be published and interviewed for the magazine. Our teachers and students learn first hand to provide feedback and critique sources of information in a professional forum by relating to one of the editors of the magazine.

School-Wide Enrichment Model: Through the Renzulli School-wide Enrichment Program, students in grades four through six select interest-based clusters, which meet for two periods each week for one semester.

COMPASS/CBO-Woodside-On-The-Move Through a partnership with a community-based organization, we have established an after-school tutoring and recreation program from 2:30 pm to 5:30 pm during the school year and a Summer Camp during July and August for Grades K-6. Additionally, Woodside-On-The-Move offers Adult ESL Classes, Judo, Computer Classes, etc. to community. The above information is shared by Woodside-On-The Move's main office staff at an information and sign-up booth during the Fall and Spring Parent-Teacher Conferences.

Respect-For-All Award School (2013 & 2015): The New York City Department of Education named P.S. 152Q as a Respect-For-All Award School in 2013 and 2015.

Technology Initiatives : The 2015 – 2016 school year will include an innovative phase of college and career readiness by continuing the work in e-portfolio and Google Docs and adding a one to one computer rollout that will allow teachers to foster writing with real world purpose and enhance content instruction while fostering higher levels of comprehension of non fiction text.

Framework for Great Schools:

Successes:

Effective School Leadership –fostering professional growth and enabling teacher leadership is a clear feature of this administration. The teachers of this school are empowered to make suggestions that impact on instruction and the curriculum. Their professional input is valued, respected, and appreciated. Professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement has been at the heart of all of the learning endeavors for years. The leaders foster teacher teams who collaborate for change. Professional Learning Community periods have been a priority of the administration for many years and something the Principal worked into the daily schedule four days per week for 50 minutes prior to the advent of the Monday sessions because of the value leadership sees in teacher empowerment.

Collaborative Teachers – the initial part of this aspect of the framework holds great success in P.S. 152. Through Inquiry our teachers have collaborated in teams that have impacted on teaching at a variety of levels. Teacher collaboration can be seen through inter-visitation when sharing best practices, in the launching of innovative techniques as was the school wide launch of Smart Response as a formative assessment capturing tool, in grade planning to decide on a grading policy and assessment rubrics, and in partnering experienced teachers with new teachers joining the school community. Teachers are committed to the success and improvement of their classrooms and the school.

Supportive Environment : The data shows that P.S. 152 has a very low incidence rate. Students are supported by an Assistant Principal that moves with them from grade to grade. These leaders know the children and relate to them and their families. Teachers maintain ongoing dialogue and are always accessible to children.

Key Area of Focus:

Rigorous Instruction –Currently we have had success in matching instruction to the CCLS to ensure instruction is customized, inclusive, and motivating. High standards are set in classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. However, the cohesion of this element across all classrooms is not equitable and forces us to revisit the pedagogy and explore venues by which to solidify the practices across all classrooms at an analogous level.

Collaborative Teachers –While the school has experience huge success in building a collaborative community of educators, we will continue to look at how this element can support the work needed to increase rigorous instruction.

Strong Family-Community Ties –P.S. 152Q firmly believes that an enlightened knowledgeable parent is the difference between a child that feels supported and the one that struggles with learning. Parents can only feel welcome when they know that they have something to offer to the system that at times may seem foreign to them. This is especially true of the parent that does not understand the language of the school or the system of instruction. Partnerships with families will be fostered through links to learning in various sources explored throughout the year.

30Q152 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	1387
			SIG Recipient
			N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
			# Self-Contained English as a Second Language
			N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A
			# Integrated Collaborative Teaching
			N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A
			# Drama
			N/A
# Foreign Language	N/A	# Dance	N/A
			# CTE
			N/A
School Composition (2013-14)			
% Title I Population	74.8%	% Attendance Rate	95.9%
% Free Lunch	62.0%	% Reduced Lunch	1.3%
% Limited English Proficient	27.9%	% Students with Disabilities	12.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.1%	% Black or African American	0.2%
% Hispanic or Latino	43.9%	% Asian or Native Hawaiian/Pacific Islander	49.7%
% White	4.0%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.5	# of Assistant Principals (2014-15)	3
# 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)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	8.78
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	41.5%	Mathematics Performance at levels 3 & 4	53.9%
Science Performance at levels 3 & 4 (4th Grade)	92.9%	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	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	N/A	Multi-Racial	YES
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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

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

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.

Strengths:

- The teachers are combining questioning and technology through the use of SMART Response. This practice leads to high student engagement for all learners. The product of this practice leads to data results that then are analyzed and used for specifically driven instruction.
- The use of varied levels of questions allows for multilevel discussion amongst learners.
- Essential questions are used with more regularity as a form of inquiry to launch a lesson and later to a degree to measure student learning.
- The school assures that common assessments are aligned to instructional goals by looking at summative assessments. They represent the culmination of units of study/chapters as scored against a grade-wide rubric.
- The school uses common assessments to determine student progress via the review of data collected from formative and summative assessments to track and maintain student growth. Collected data drives the tiering of students for instructional purposes.
- The administration ensures that teachers effectively adjust curriculum and instruction based on common assessment results that are collected and reviewed three times per year. Supervisors review teacher plans and student work.
- Teachers are providing students with an understanding of what they are doing well through descriptive feedback that links to classroom learning, and gives specific input on how to reach the next step in the learning progression.

Needs:

Student performance data (tasks, iReady diagnostic, student writing samples) continue to show weakness in performance linked to instructional gaps. While mastery of content, rigor, and English Language Arts performance has increased, the increase can be seen among students or average to above average ability levels. English Language Learners (Ells), Students with Disabilities (SWD), and low performing general education students though making progress are not maintaining the same pace as the children in the higher group when analyzing progress data. Data gathered from iReady Diagnostic and currently running records (May 2015) shows that 41.3 % of the readers are meeting the grade level expectations of the Common Core Learning Standards.

Quality teachers embrace life-long learning, teach with commitment, and are reflective upon their teaching practice . They teach subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to vary instructional techniques to meet the needs of the children they teach. They set high expectations and support

students in achieving them. In order to ensure that learners are truly learning what is being taught our teachers must take a closer look at how students are managing the new knowledge. In order to genuinely

know that and act upon it, a teacher must understand formative assessment and its interactive or cyclical nature. At the classroom level, for example, teachers should collect information about a student's learning, make corresponding adjustments in their instruction, and continue to collect information. Formative assessment can result in significant learning gains but only when the assessment results are used to inform the instructional and learning process. Recent data is showing that our teachers are falling short at sustaining this process. The use of generic checklists are capturing certain behaviors but not informing the instruction as needed to make adjustments to meet the needs of learners.

The 2014-15 Quality Review data shows a weakness in the outcomes of data collection as well as the use of several tools as these pertain to the impact on instruction. When the tools being used do not provide the most accurate data, the results are marred and may mask weaknesses that go undetected or ignored. This weakness impacts on student results and is reflected in the formal and informal observations conducted by supervisors during the 2014 – 2015 school year. In the 2014 – 15 school year data from formal and informal observation sources (New York City Advance and "TeachBoost") show that:

- In Component 3d, Using Assessment in Instruction, with eliciting evidence of student understanding, providing timely, constructive, and substantive feedback that provides students the guidance they need to improve their performance, and where students monitor their own learning and take appropriate action, teachers of the early grade (K – 2) classes averaged 2.53 (Developing) while teachers of the upper elementary grades 3 to 6 showed an average score of 3.18 (Effective).

Priority:

- Increase teacher ability across all grades to develop meaningful formative assessment that captures learning.
- Increase teacher ability to use the data that emanates from well-designed checklists and other formative assessment to adjust instruction in a way that addresses the needs of the students reducing intervals that affect student understanding.
- Increase student ability to self assess and be reflective of their own learning.

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, students in grades K to 5 will be immersed in a rigorously challenging, assessment driven, cohesive instructional model resulting in a 3% increase in the number of students who are reading at or above grade level as measured by the school wide Fountas and Pinnell level based running records

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will engage in professional learning and collaborative team sessions to study Common Core Learning Standards based English Language Arts lesson plans to identify elements of cohesion from teaching point / learning target to assessment seeking an alignment that sustains the rigor throughout the instructional process. Use Blooms Taxonomy Model of how to assess types of learning as an example to develop one that can be used school wide.</p> <p>The teachers of English Language Learners will ensure that learning targets sustain the focus on language development as well as literacy including scaffolding for each target in accordance with language proficiency levels.</p> <p>Teachers of Students with Disabilities will use Individual Education Plan goals and modified criteria elements in mapping out the learning targets to ensure success and proper path toward progress monitoring.</p>	<p>Classroom Teachers of Grades K - 5</p>	<p>September 2015 to June 2016</p>	<p>Classroom Teachers, Assistant Principals, Literacy Coach</p>
<p>Teachers will list the learning targets and assessment criteria items in a parent friendly format. The collection for each unit will be shared with parents. During parent-teacher sessions, parents will learn how to use the identified learning targets to guide discussion with their children at home in order to continue to support the learning. (Where possible translated versions of the learning targets will be made available to parents)</p>	<p>Parents of Grade K to 5 students</p>	<p>October 2015 to June 2016</p>	<p>Classroom Teachers, Assistant Principals, Literacy Coach</p>
<p>Teachers will list the learning targets and assessment criteria items in a student friendly format. A discussion of the learning targets will be discussed prior to launching each unit. Students will collaborate with peers and the teacher to contribute ideas toward the assessment. Learning Targets will be used during lessons for the</p>	<p>Students Grades K – 5 Teachers Grades</p>	<p>October 2015 to June 2016</p>	<p>Classroom Teachers, Assistant Principals, Literacy Coach, Afterschool supervisor, Saturday school supervisor</p>

<p>children to reflect upon, discuss with peers, and evaluate their own progress. The self-reflection will serve to support student independence, and self-monitoring.</p> <p>Students with Individual Education Plans (IEPs) and English Language Learners at varied language development levels will receive learning goals with scaffolding modifications and language learning goals.</p> <p>Each student will be given the assessment criteria and taught how to monitor their progress, as well as, how to ask the teacher and their peers questions about their learning.</p> <p>In order to ensure lasting impact on instruction and continuous rigor students at risk of not meeting promotional standards and English Language learners will participate in an After school or Saturday Academy program. Ells will engage in a supplemental program to sustain learning targets based on language development and at risk students will participate in a Title I program that will aid in reducing learning gaps by teaching through hands on structured lessons, reflections on reading, and additional strategies that support learning targets in literacy.</p>	<p>K -5</p> <p>Teachers participating in After school, and Saturday Academy</p>		
<p>School leaders and the literacy coach will work closely with each Team of teachers to provide support. A series of professional learning sessions will be presented by the Assistant principals on developing learning targets that support rigorous instruction and discuss the assessment that will ensure mastery of each target.</p>	<p>Classroom Teachers of Grades K - 5</p>	<p>October 2015 to June 2016</p>	<p>Classroom Teachers, Assistant Principals, Literacy Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Classroom Teachers of Grades K – 5, Assistant Principals, Literacy Coach, Professional Learning Community sessions (period 7) pending funding availability, Professional Library (titles pending).</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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016 the following data will be used to assess progress:

- Students: Running records (Fountas and Pinnell) leveled midpoint targets identified in the schoolwide grading policy will be used to assess how many students are on pace to achieve on grade to above grade levels by June. The 3% increase noted as a measure for this goal should be reflected in the pace of the benchmark data.
- Teachers: Using data from Advance and TeachBoost, Component 3d will be averaged across all classrooms teachers to assess the average performance to data. The data will be divided into early childhood and upper elementary grade teachers. The expectation is an average of 3.28 for upper elementary teachers and 2.63 (out of 4) or higher for early childhood. Both benchmarks denote a .10 average above performance in the 2014 – 2015 school year in this component.

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.

Data sources show that across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best, which is driven by the Danielson Framework for Teaching, and the instructional shifts. Our school community believes that students learn best when they are highly engaged in rigorous instruction, which allows for multiple entry points for all learners. Common pedagogical approaches and strategies that are evident across classrooms include, but are not limited to:

- Clear instructional outcomes that are set in order to develop essential questions.
- Lessons that are differentiated through the inclusion of tiered work, as well as, expectations for student performance.
- Flexible grouping that is used based on formative assessments.
- Small group instruction, as well as Guided Reading, that are provided in order to meet the needs of all learners in each subject area to reduce performance gaps.

Strengths:

- Work during the 2014 – 2015 school year has provided a forum for student interaction that strengthens student engagement. With the school wide instructional focus of: *increasing student engagement by employing a range of clear sustainable techniques and practices, in addition to interactive technology, that empowers learners and fosters student autonomy and achievement*, P.S. 152 made gains in addressing a weakness noted in prior data pertinent to how children interacted with the concepts being taught, their teachers, and each other.
- As a learning community, teachers have embrace the professional learning model previously a part of the instructional day through 7th period Professional Learning Community 50 minute blocks and now added to the Monday and Tuesday extended time.
- Teacher led Data Inquiry Team cycles yield systemic change that impacts on delivery of instruction, curriculum decisions, and unit variations that increase rigor for all learners independent of subgroup.
- Instructional resources are aligned to the Common Core Learning Standards (CCLS).
- Technology use has expanded across grades changing the delivery of instruction and the method of learning. Students are empowered through varied tools that motivate and increase access to real world experiences.

· Through the use of questioning, the teachers facilitate classroom discussions and create opportunities for higher order thinking. For example, teachers pose different levels of questions to meet the needs of all learners.

The 2014-15 Quality Review data disclosing the most recent qualitative data denotes a disparity in overall management and functionality of the pedagogical techniques amongst the early childhood and upper elementary teachers. This disparity impacts on student expectations and is reflected in the academic rigor noted in formal and informal observations conducted by supervisors during the 2014 – 2015 school year. In the 2014 – 15 school year data from formal and informal observation sources (NYC Advance and Teach Boost) confirm these findings as follows:

· In Component 1e, Designing Coherent Instruction that reflects *the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources* , teachers of the early grade classes averaged 2.57 (Developing) while teachers of the upper elementary grades 3 to 6 showed an average score of 3.15 (Effective) out of a possible 4.

· In Component 3b, Questioning and Discussion techniques specific to the rigor of instruction and discussion amongst students the following were noted: questions asked of learners in the early childhood classes are guided, knowledge based, and with recall and reproduction purposes. Questions of deeper understanding, synthesizing, application of the learning, reasoning of ideas, and judging could be found in scarcely 2 percent of the lessons observed. This data varies greatly in the upper elementary classes. A summary of the performance of educators in this component showed a level disparity of Developing (2.87) at the early childhood grades and Effective (3.28) in the upper elementary level.

Priority Areas:

· Increase cohesion across the school ensuring balanced teacher performance in planning coherent rigorous instruction.

· Minimize the gap between early childhood and upper elementary pedagogical techniques that ensure rigor of instruction including, but not limited to questioning and discussion, and active engagement.

· Work to move to the next level in active engagement where the focus on argumentation, forms a foundation for learners to practice logical reasoning.

Part 2 – Annual Goal

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

By June 2016, students in grades K to 5 will be immersed in a rigorously challenging, collaborative, school-home-community cohesive instructional model resulting in a 3% increase in overall student performance in English Language Arts as measured by the school wide rubric assessed on demand writing and Fountas and Pinnell running records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Beginning in October, teachers will engage in a “buddy” system to share best practices, gain an understanding of developmental learning, and share ideas for units of study as follows:</p> <ul style="list-style-type: none"> • Teachers of Kindergarten with Grade 3 teachers. • Teachers of Grade 1 with Grade 4 teachers. • Teachers of Grade 2 with Grade 5 teachers <p>In order to ensure that practices are shared based on needs and student population, teachers of early childhood English Language Learners and Students with disabilities will be paired with upper elementary grade teachers of same populations.</p>	<p>Teachers of Grades K – 5 General Education, Special Education, Bilingual, ESL</p>	<p>October 2015 – June 2016</p>	<p>Teachers of Grades K – 5 General Education, Special Education, Bilingual, ESL</p> <p>Assistant Principals</p> <p>Coach</p>
<p>Collaborating Teacher will meet biweekly to collaborate for 50 minutes on Mondays increasing the time if needed. Sessions will include:</p> <ul style="list-style-type: none"> • Sharing common projects • Study of literacy outlines to develop questions using the levels of depth of Knowledge for discussion in “Team Talk”. • Sharing of discussion techniques that foster interaction, where students are called upon to explain their thinking and to cite evidence to support their position. • Identify ways to design instruction that is rigorous and trackable. • Study lesson plans to identify elements of cohesion from teaching point / learning target to assessment seeking an 	<p>Teachers of Grades K – 5 General Education, Special Education, Bilingual, ESL</p> <p>Students in Grades K - 5</p>	<p>October 2015 – June 2016</p>	<p>Teachers of Grades K – 5 General Education, Special Education, Bilingual, ESL</p> <p>Assistant Principals</p> <p>Coach</p>

alignment that sustains the rigor throughout the instructional process across grades and programs.			
Collaborating Teachers will participate in professional learning sessions spearheaded by the grade administrators that supervise the partnered teachers, school coach, and teacher teams to share research and literature on varied topic of child development and rigorous task development and cohesive instructional models, launch ideas for inquiry, and other topics that stem from the interaction between partnerships.	Teachers of Grades K – 5 General Education, Special Education, Bilingual, ESL	October 2015 – June 2016	Teachers of Grades K – 5 General Education, Special Education, Bilingual, ESL Assistant Principals Coach
Learned concepts will be shared with parents in small group sessions during Parent sessions on Tuesdays.	Teachers Parents	October 2015 – June 2016	Teachers of Grades K – 5 General Education, Special Education, Bilingual, ESL Assistant Principals Coach

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 (Grade K to 5), Assistant Principals, Literacy Coach, Professional Learning Community period 7 (subject to funding), Professional books and articles. Technology equipment, curriculum timeline, teachers’ editions of the school wide literacy program.											
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	X	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.
Mid Point will include two items of measure:
Student Impact: mid point progression toward the 3 percent increase in student performance levels based on the mid iReady assessment scores in early February.
Teacher Impact: Administrators will review Teach Boost data for teacher results noted in Component 1e and 3b in January and compare the data to prior year’s results for the teachers in the early childhood grades. A .15 percent increase from 2.18 average to an average of 2.23 will indicate a growth toward the expected outcome.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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.

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.

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>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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.)
<p>English Language Arts (ELA)</p>	<p>Students who were found to be performing below the NYS designated scale score for each grade level on the State ELA Exam, Spring 2015</p> <p>Students who did not meet criteria for promotion in ELA</p> <p>Students who are not performing at grade level on current school year’s assessments, and students who are holdovers or were identified as possible holdover in the previous school year</p>	<p><u>Tier I & II for At-Risk children (Provided by classroom teacher in K-5):</u></p> <p>Classroom instruction reflecting NY state, NYC, and school curriculum.</p> <p>Differentiation of whole class instruction to target the needs of students with focus on process and product.</p> <p><u>Materials used :</u> <u>ReadyGEN</u>, Literacy <u>by Design</u> guided reading program, goal instructional materials, (modeling and reteaching /scaffolding,) and FUNdations/ Double Dose Component</p> <p>MyOn and MindPlay as well as iReady are technology resources used by the teachers for academic intervention. All assessment based, the children are placed on a continuum of learning with lessons</p>	<p>Small group instruction, 6-8 students in a group. Tier II teacher also provides one-on-one during pullout</p> <p><u>After School Extended & Saturday Academy AIS</u></p> <p>Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses</p>	<p>During the day</p> <p>After school, Saturday Academy</p>

		<p>that target specific weaknesses noted in their assessments.</p> <p><u>After School Extended AIS</u></p> <p>Differentiation of whole class instruction to target students who are performing at or below level 2; and at or below level 3 who experienced negative gains on the State ELA (Spring 2015).</p> <p><u>Saturday Academy</u></p> <p>Targeted instruction specific to needs identified in interim assessment item analysis</p>		
<p>Mathematics</p>	<p>Students who were found to be performing below the NYS designated scale score for each grade level on the State Mathematics Exam, Spring 2015</p> <p>Students who did not meet criteria for promotion in Mathematics</p> <p>Students who are not performing at grade level on current school year's assessments, and students who are holdovers or were identified as possible holdover in the previous school year</p>	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Classroom instruction reflecting NY state, NYC, and school curriculum.</p> <p>Differentiation of whole class instruction to target the needs of Tier I students with focus on process and product.</p> <p>Materials used for Tier I: <u>Go Math</u> (Houghton Mifflin) Reteach and Tier I activities, and goal instructional materials</p>	<p>Small group instruction, 6-8 students in a group. Tier II teacher also provides one-on-one during pullout</p> <p><u>After School Extended & Saturday Academy AIS</u></p> <p>Teachers work with whole class and small groups of students to further develop skills reflected in the data as weaknesses</p>	<p>During the day</p> <p>After school, Saturday Academy</p>

		<p><u>Tier II for At-Risk children (Provided by Pull-out Teachers)</u></p> <p>Small group instruction is provided using the, program with an emphasis on targeted math skills in both computation and word problem solving.</p> <p>iReady Math provides for one on one support in weakness areas identified in the assessment. Assigned lessons are targeted and specific to the needs of the learner.</p> <p><u>After School Extended AIS</u></p> <p>Differentiation of whole class instruction to target students who are performing at or below level 2; and at or below level 3 who experienced negative gains on the State Math (Spring 2015).</p> <p><u>Saturday Academy</u></p> <p>Provides students performing at Level 1 and 2 (State Math 2015) with targeted instruction specific to needs identified in interim assessment item analysis.</p>		
Science	State Science and Teacher observations	<u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u>	Small group	During the day After school, Saturday Academy

		<p>Classroom instruction reflecting NY state, NYC, and school curriculum.</p> <p>Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.</p> <p>Tier I intervention is done by the classroom teacher for at-risk students based on literacy skills weaknesses that affect the way students interpret nonfiction content material.</p> <p>Tier II for At-Risk children (Provided by Reading</p> <p>Students who were found to be performing at Level 1 or 2 (State Science Spring 2015), students who are not performing at grade level on current school year's assessments, and students who are holdovers or were identified as possible holdover in the previous school year participate in Tier II At-Risk. Teacher input and Academic Intervention Services team evaluation are also part of the</p>		
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		<p>process, which identifies Tier II students.</p> <p><u>After School Extended AIS</u></p> <p>Differentiation of whole class instruction to target Grade 4 students who are performing at or below grade level.</p>		
Social Studies	Teacher observation and conferences	<p><u>Tier I for At-Risk children (Provided by classroom teacher in K-6):</u></p> <p>Targeted students are provided with differentiated instruction and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.</p> <p>Tier I intervention is done by the classroom teacher for at-risk students based on literacy skills weaknesses that affect the way students interpret nonfiction content material.</p>	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation.	<p><u>Guidance Counselor:</u></p> <p>Outreach program in support of students with prolonged attendance concerns.</p> <p>Self-esteem building sessions with</p>	<p><u>Guidance Counselor:</u></p> <p>One-On-One</p> <p>Small group</p>	<p><u>Guidance Counselor:</u></p> <p>All year on a needs basis</p> <p>Fall semester</p>

		<p>students who did not meet promotion criteria in the previous school year.</p> <p>Collaboration with the classroom teacher at the classroom level with strategies and techniques to handle varied social emotional issues impacting daily performance in school.</p> <p>Prepare students for transition to middle school.</p> <p>Support for at risk students who are not meeting expectations or making necessary progress as measured by ongoing assessments and teacher judgment.</p> <p><u>School Psychologist:</u></p> <p>Push in program for students in least restrictive environment.</p> <p>Observation and recommendation for additional intervention or teacher assistance.</p> <p>Behavior management plans follow-up and recommendations.</p>	<p>Once week for 6 week cycle</p> <p>Once a week for 3-6 week cycle</p> <p>Small group for six week cycle</p>	<p>One cycle for Fall and one cycle for Spring</p> <p>One cycle for Fall and one cycle for Spring</p> <p><u>School Psychologist, Social Worker, Health-Related Providers:</u></p> <p>Services provided during the school day</p>
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		<p>Ongoing dialog with teachers on behavior plan management and adjustment.</p> <p><u>Social Worker:</u></p> <p>Independent sessions with students with behavior management concerns that are affecting academic progress.</p> <p>When needed push-in support for students with social emotional concerns in order to support the classroom teacher with additional intervention suggestions</p> <p>Outreach to parents to secure information pertinent to social-emotional development of the student in order to reach a full understanding of the child and develop a full intervention</p> <p><u>Health-Related Services:</u></p> <p>Oversee services related to health concerns that affect</p> <p>Provide support provided by paraprofessional when health concern impedes student progress at the social emotional and academic level.</p>	<p><u>School Psychologist, Social Worker, Health-Related Providers:</u></p> <p>One-on-one</p> <p>Small group</p>	
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		<p>The paraprofessional provides ongoing engagement and social-emotional support under the guidance of the classroom teacher and other support personnel.</p> <p>The school nurse works with the student, family, and classroom teacher to ensure that health the health condition of the student does not impede academic and emotional progress.</p>		
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Ensure that teachers are able to benefit from the learning that emanates from the classroom of highly qualified colleagues through inter-visitation and shared planning.

Strong mentoring, which includes on-the-job observations and coaching in the classroom as well as support for teacher planning by experienced highly effective teachers.

The Principal attends Teacher Fairs and interview potential candidates. Those who are a match based on their interview are invited to conduct a lesson in one of the classes. The Principal, Assistant Principal, and at times a teacher from the staff will then discuss the lesson and identify features in the teacher that might make the candidate a possible match for the position.

Through observations conducted by school leaders strengths and weaknesses are identified based on the components of the Danielson Teacher Effectiveness Framework rubric. Teachers presenting weaknesses in common components are groups for professional learning sessions and sharing of best practices as well as possible inter-visitation with colleagues who have highly effective practices in their classrooms. The coach continues to follow-up with support as needed.

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).

Professional Learning ensures that teachers are trained in the most updated and effective methods and techniques. At P.S. 152, we understand the critical importance of establishing a common focus for guiding professional development that will maintain our teachers prepared to impart the highest level of standard based instruction. Professional development provided enables teachers to shift their focus on teaching through extensive self-reflective opportunities. Teachers are able to customize instruction to meet the individual needs of students. Professional training also prepares our staff to increase their ability to assess students' reading/math needs and design and deliver prescriptive instruction through modeling, shared experiences, guided and interactive practice, and collaborative and individual workshop sessions. Inter-visitation where teachers can observe literacy/math lessons and later convene to discuss and reflect on their observations is also a part of the training received by our staff that enables them to impart highly qualified Common Core Learning Standards (CCLS) based instruction that engages and reaches all learners. Experience in developing CCLS aligned tasks in prior years and using these to conduct Inquiry studies in Literacy and Mathematics, have prepared teachers to sustain instruction specific to the learning standards.

Professional learning sessions follow targeted cycles following the format delineated in the Handbook for Professional Learning: Research, Resources, and Strategies for Implementation. These sessions allow teachers to build on their own abilities through varied resources based and paced specifically to their needs. Teacher Teams work together to improve their delivery of instruction and use of techniques and technology. Through collaborative planning and decision making teachers develop ideas and support resources, implement in the classroom, track student outcomes and impact, and discuss results in their teams for modification or sustained practice. After each study cycle of 5 to 6 weeks, teachers are able to make decisions on their next phase of learning and the resources needed to meet their learning targets. Each cycle supports the instructional focus.

A mentor teacher continues to work with new teachers and teachers in year two of their careers. Experienced “Buddy” teachers assigned to new teachers also provide ongoing support.

Supervisory formal and informal observations serve to identify pedagogical weaknesses. Teachers work jointly with the supervisory staff and seasoned teachers on their progress.

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.).

Experienced teachers, resource and extended services personnel as needed, will support transition from pre-school to our Schoolwide early childhood program. P.S. 152 has trained the Pre Kindergarten teachers on the Kindergarten instructional programs. These teachers attend professional development sessions and grade conferences with the Kindergarten teachers in order to continue to grow in their understanding of the curriculum. The goal of this practice is for teachers at this level to comprehend what is expected developmentally of the children at the Kindergarten level in order to include those socialization and instructional techniques that will facilitate transition in the beginning of the following new school year.

Moving to kindergarten will usually mean that a child will enter a new setting. However, if both programs are developmentally appropriate, children will be more likely to find similar activities that will allow them to begin their kindergarten experiences confident that they have the ability to accomplish certain tasks. Knowing what is expected adds to the children's self-confidence, encourages their attempts to try new activities, and facilitates continuity in their development.

Pre K teachers make sure children have important skills such as the ability to retell a simple story and to recognize the letters in their names when they enter kindergarten. They focus on skills such as tracing the shapes of letters and numbers on paper, following simple instructions, recognizing the title of a book, and matching rhyming sounds.

Those children who come to P.S. 152 after attending preschool at other sites are given transitional experiences with the assistance of the Kindergarten teacher. The Kindergarten teacher ensures that the environment is welcoming and inclusive of the child's world (pictures associated to names on the word wall, cubbies with the children's picture and name, tables grouped for socialization, etc)

The Kindergarten teachers work at making the new environment familiar so that the children look forward to the new experience with a sense of excitement and anticipation rather than feeling threatened and fearful of what lies ahead. Transition activities for young children are like those that prepare them for anything new and can include discussions, stories, games, dramatic play, and field trips.

In addition the following are transitioning practices followed with pre-schoolers coming to our school:

Before the children commence Kindergarten, we hold an open house for parents to visit the school with their child.

In September, we hold a back-to-school evening so that parents can visit the classroom, take part in sample activities, and participate in a discussion of the expectations for the Kindergarten student.

The Administration offers an orientation for the parents on the first day of Kindergarten availing parents of all of the information pertinent to the practices specific to the grade. Plan to phase in groups of children during the first week of school in order to provide more individual attention to each child.

We encourage parents to become volunteers by participating in preparation programs that will allow them to work in classrooms assisting in varied aspects.

We provide a parent orientation package including: the child's new schedule, transportation procedures, required school forms, food service, and other program information.

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.

All discussion of data begins in the School Leadership Team meetings. Because each school constituent is represented in the Team, the results of all discussions are later shared with teachers and other staff. Team members share the interpretation and results of all assessment data with their respective constituent during common preparation periods and grade conferences. Conferences are conducted amongst concerned groups to discuss findings further and develop plans of action for intervention. Subcommittees of the School Leadership Team conduct further research and report on alternatives for action. These are proposed to the School Leadership Team for further consideration.

Teacher Teams spearheaded several in depth studies of the data results found in various sources. Through target group studies, teams have quantified findings that have been shared with teachers. Systemic change has taken place where weaknesses have been noted. Multi-level teams worked on student deficiencies found in the data and addressed in the Comprehensive Education Plan Goals and Action Plan. Teacher teams meet one to two sessions per week on Mondays (2:25 to 3:45 PM) and Tuesdays (3:05 to 3:40 PM). During these sessions teachers manage and make decision about their learning, analyze student work and outcomes as these impact on their learning, and discuss intervention options.

Teachers develop strategies and techniques for intervention to address weaknesses observed in the student samples. They identify potential instructional gaps while considering:

- Is literacy and content instruction emphasizing depth and recognition of pre-requisite concepts (
- Are teachers using best pedagogical practices and research-based approaches? (
- Is instruction accessible to all groups of students through differentiation of process?

The techniques and strategies are then implemented in the classroom and tracked. Student performance is assessed at a mid point and the results are discussed by the teacher for instructional adjustments. A final task serves as the decision making piece that leads to systemic change.

Professional development regarding the use of assessment results to improve instruction is ongoing. Teacher Teams are guided throughout the investigative and evaluative process by Team leaders that collaborate with the Data Specialist. During these sessions, team leaders are trained in the use of data analysis, highlighting trends, researching and discussion options for intervention, tracking alternatives, and other topics of preference identified by the Teams.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to 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	632,425.00	X	5A, 5C, 6, 7
Title II, Part A	Federal	168,521.00	X	5C

Title III, Part A	Federal	45,536.00		5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,661,237.00	X	5A, 5C, 6, 7

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.

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC)

P.S. 152Q. in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>152`</u>	DBN: <u>30q152</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The New York City results on the New York State 2014 English Language Arts (ELA) test data results specific to English Language Learners (Ells) indicates that 32.7 of Former Ells (reaching proficiency 2 years or less) were found to be performing at grade level while only 6.8 or Ells reached grade level performance at or above Level 3. When observing data results specific to the New York State English as a Second Language Achievement Test (NYSESLAT) student performance in the literacy (Reading and Writing) continue to be the modalities of greater difficulty for students to reach proficiency across all grade levels.

Data specific to English Language Arts denotes additional concerns and the need to address this subgroup with techniques and strategies that will enable them to reach Level 3 performance across all grades. When analyzing the data specific to each of the grade levels in ELA we found that English Language Learners tested in Grade 3 and who are currently in Grade 4 achieved gains. This group must be supported to allow them to continue the positive trends in literacy and language proficiency noted in the 2013 – 2014 school year. Former Ells in grade 5 are a group of focus due to the results observed in the data and the extend of content demands.

With the Standards based literacy shift leaning toward heavy reliance on content based non fiction reading and writing, background knowledge, foundation, vocabulary, and exposure have become key to the success. The Instructional focus of the supplementary program for Ells will include an increase in interactive technology based lessons, exposure to real world experiences through multimedia and virtual learning in an effort to customize visual presentation of information, and exploring multiple ways of presenting verbal information so that it transfers to learning.

Instructional decisions have to focus on literacy instruction through methods of language development. The core of the deficiencies in readers whose first language (L1) is other than English is routed in the weaknesses found in the second language (L2) instruction and how well students are able to transfer concepts and experiences from one language to the other. With this in mind, we will offer a program that builds on the structures of language while approaching literacy from the perspective of the development of language. Teaching literacy skills and strategies will be strategic and structured to ensure that structures are being put in place for the student to move from one level to another through carefully mapped plans.

Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. A high percentage of these children are not “literate” in a first language, therefore transference of skills from L1 to L2 is not possible. The instructional model however, is built on the premise of a preexisting L1 knowledge that is simply not there with many of our learners. Since the child’s level of sophistication in the second language (L2) will dictate their ability to tackle grade specific reading selections, our efforts must focus on maximizing and strengthening language development from its initial stages through exposure to meaningful language experiences that tap into all modalities. There is a need to continue to teach Ells in a rigorous literacy model providing a balance of explicit instruction and student-directed activities that incorporate aspects of both traditional and meaning-based curricula from an L2 perspective with specific context embedded vocabulary instruction and language centered goals.

Therefore the focus of both extended day afterschool and Saturday Academy programs will be Literacy and academic language development in the content area. The extended day supplemental program will be Literacy based with a focus on nonfiction informational text reading and response to literature with an emphasis on quoting from text and using context vocabulary based on the Common Core Learning Standards for English Language Arts.

Part B: Direct Instruction Supplemental Program Information

Academic English is the language of school-based learning and entails understanding the structure of language and the precise way that words and phrases are used, including content-specific vocabulary. More nuanced and de-contextualized than conversational English, it requires a high degree of precision in reading, writing, listening, and speaking. This becomes especially difficult for readers of nonfiction therefore when ELLs read this genre, instruction will focus on the specifics of how to interpret subtitles, diagrams, illustrations, charts, and other text features that aid in understanding the content. Teachers will focus on teaching students strategies that they are able to transfer to their daily reading when interpreting unknown vocabulary, new words in their reading, and new text. Students will work on strategies for writing about reading using techniques that substantiate their thesis with events from their reading. For this purpose, graphic organizers that “chunk” information will be instrumental. Read alouds, “think alouds”, modeling, structure instruction using procedural strategies will serve to guide students in strengthening this method of writing.

Teachers will provide scaffolding through vocabulary word study and pictorial interpretation to facilitate the children’s understanding of concepts and text. Additionally, given the demands of content and the ELLs ability to comprehend and respond to content embedded vocabulary, one session per week of afterschool and one hour and thirty minutes of the Saturday Academy session will address Mathematics and Science specific language learning.

Technology provides an additional forum by which to provide differentiation challenging accelerated learners and remediating for those who are struggling. Computer programs and Internet sources will be used as support. BrainPOP for interactive instruction, Reading A – Z, Raz Kids, MyOn, and MindPlay for small group differentiation and literacy support for all learners. These programs will be available to the Afterschool and Academy Teachers at no cost to Title III.

Program:

The supplemental language instruction programs under Title III will support ELLs and former ELLs in an extended instructional day program that will include grades 4 - 5 After school and grade 3 – 6 in a Saturday Academy.

The supplemental language instruction program funded under Title III will take place after school in an extended day schedule for 1 hour and 50 minutes (from 3:10 PM to 5:00 PM) two days per week (Wednesdays and Thursdays) as follows: one in grade 4 and one in grade 5; from October to May for a total of 54 sessions taught by 2 certified ESL teachers. An additional supplementary program addressing literacy skills will take place on Saturdays to support ELLs in grades 3 – 6 as follows: one bridged 3rd and 4th grade group and one bridged 5th and 6th group. Saturday Academy sessions will run for 4 hours from 8:00 AM to 12:00 PM from January to May for a total of 15 sessions. Instruction in the Saturday Academy will be provided by a total of 2 certified ESL teachers. The Saturday Academy will be open to English Language learners only for the purpose of this supplementary program. The supervisor will oversee the program and serve as the instructional leader guiding all decisions specific to curriculum and, instructional support for the ELL staff. These will include 15 sessions for 5 hours from 7:30 AM to 12:30 PM in order to oversee student management, curriculum preparation for each session, and teacher feedback sessions to continue to improve teacher performance and execution of duties. The target population of both programs will include ELLs that are at the Beginner, Intermediate, and Advanced proficiency levels as well as Transitioning ELLs who reached proficiency on or after the Spring of 2013.

The language of instruction for both the After school program and the Saturday Academy will be English.

Materials

The extended day afterschool and Saturday program teachers will use the Ready Extended Math (Curriculum Associates) Getting Ready for the NYSESLAT, and Buckle Down ELA (Triumph Learning) for skills development as they deliver instruction; Reading A - Z in conjunction with Non Fiction reading units in writing; MyOn Learning, RazKids, MindPlay, and BrainPop technology resources (available at no cost to Title III). Materials and supplies for the student’s portfolios and the delivery of instruction will be included.

Part C: Professional Development

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

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

Begin description here: _

The Title III Professional Development

P.S. 152's schoolwide instructional focus centers on student engagement. Language development is at the center of our focus and therefore professional learning sessions on Mondays from 2:25 to 3:40 hosts varied sessions around our focal theme with prolonged study around language development with our teachers of ELLs.

We will follow the Citywide Professional Learning Model for the purposes of the Title III Saturday Academy and Afterschool programs. Teachers leading the instruction in the programs will comprise one of the study groups that will meet on Monday, December 8, 15, 22, January 5 from 2:25 to 3:45 PM (1 hour and 20 minutes) along with Tuesday, December 9, and January 6 from 2:25 to 3:05 (40 minutes) for professional learning focused on the language and literacy needs identified in the data specific to ELLs in grades 3 – 6. The program supervisor (also ESL certified) will engage in the study phase with the teachers. The teachers will use a session to isolate deficiencies and strategize for intervention. Sessions 2 and 3 will include methods / techniques research and familiarize themselves with the research and success rates of the techniques of preference. The following session will include planning for implementation beginning with inter/intra-visitation where techniques and practices are being executed successfully followed by planning for implementation. Teachers will maintain logs of the implementation phase. Student data collected during this phase will be brought to sessions when the team of teachers meets to discuss results and next steps. Teachers will have the opportunity to invite colleagues with expertise to their session as well as view instructional video to support their learning and increase discussion. The concluding session will include an overall evaluation of the process with recommendations for systemic structures to follow across the ELL programs.

All teachers attend the 7 hours on ESL methods.

Following the research based study, analysis, implementation, and documentation phase of their learning, ELL teachers will continue their learning by focusing on workshops that lead to the overall improvement of ESL and content teaching through differentiated needs based instruction. The teachers providing instruction in the program will partake of monthly data analysis and goal setting session. During this time they will discuss data results and analyze each item for strengths and weaknesses connected to each of the language strands. This will enable them to make decisions as to the next instructional steps to follow on the instructional continuum.

Additional sessions in professional development for Title III will include:

- Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.
- Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what the learn. Using technology (multimedia and equipment) to achieve differentiation and tap into modalities in varied and diverse ways.
- Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution. Sustaining ongoing discussion and reasoning of mathematical problem solving in accordance with the Common Core Learning Standards.
- How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

Funding for professional development is provided by sources other than Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: _

The ESL Coordinator and the Program Supervisor (ESL certified) will plan and conduct sessions for the parents of ELLs. The goal is to enable parents to build literacy and math skills in the home through strategies that engage and support learning. Parents will attend sessions during the school day from 8:30 to 9:50 for 1 hour and 20 minutes one day per month and on Tuesdays during the Months of January and February from 3:05 – 3:40 (35 minutes). The latter of these sessions held on Tuesdays will include parents in small groups according to program participation. Notices will be sent home with the children identifying the sessions that the parent can attend. By running sessions in series parents have a greater selection available for them to attend as they deem needed. A monthly Newsletter and Calendar sent home with the child will include reminders of these sessions for the parents to sign up and attend. Additionally through funding provided by Title I parents attend workshops on a variety of Language Development topics will have access to translated versions of the resources and materials (Translation Interpretation Title I SWP funding).

Topics will include understanding the Common Core Learning Standards and how these impact on each child; understanding educational accountability grade-level math and reading curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity access student data online.

Sessions are provided at no cost to Title III.

Part E: Budget

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

Allocation Amount: \$_____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 152
School Name Gwendoline N. Alleyne School		

B. Language Allocation Policy Team Composition

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

Principal Vincent J. Vitolo	Assistant Principal Enid Maldonado
Coach Liza Dimitriades	Coach Sari Madden
ENL (English as a New Language)/Bilingual Teacher Kelsy Coba	School Counselor Daniel Stegner
Teacher/Subject Area Ester Lim/ESL/CB	Parent Lily Foley
Teacher/Subject Area Renee Sciacca/ESL/CB	Parent Coordinator Wanda Gonzalez
Related-Service Provider Maria Bonacci	Borough Field Support Center Staff Member Gary Goldenback
Superintendent Dr. Philip Composto	Other (Name and Title) Elizabeth Economakos, A.P.

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	24	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	20
Number of certified bilingual teachers currently teaching in a bilingual program	3	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]	9	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1230	Total number of ELLs	396	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1											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	396	Newcomers (ELLs receiving service 0-3 years)	344	ELL Students with Disabilities	42
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	52	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	58									0
DL										0
ENL	286		20	52		22				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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 Spanish	16	21	21											0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>N/A</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	33	38	36	31	25								0
Chinese	2	2	2	8	4	2								0
Russian														0
Bengali	21	22	22	21	17	9								0
Urdu			3	6	2	4								0
Arabic			2			1								0
Haitian														0
French														0
Korean														0
Punjabi	1	2	1	6	3	7								0
Polish														0
Albanian														0
Other	6	7	9	5	6	7								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)	21	4	4	1	2	2								0
Emerging (Low Intermediate)	26	12	16	2	9	6								0
Transitioning (High Intermediate)	20	13	13	2	12	2								0
Expanding (Advanced)	18	68	46	23	18	12								0
Commanding (Proficient)	9	9	17	23	5	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		10	29	45	16	15								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	17	5	0	0
4	16	6	2	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	20		16		4	0	2		0
4	10	3	11	1	3	1	0		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		2	5	2	17	1	2		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.

In the 2014 – 2015 school year literacy skills were assessed through the use of the Fountas & Pinnell Benchmark Assessment System (BAS). This assessment system, allows teachers to monitor reading level three times each year. It yields level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension in reading. For writing the children are assessed using on demand narratives that are assessed schoolwide using a common grade specific rubric.

The data for English language learners showed the following

Running Records for ELLS:

Grade	% on Grade Level	Grade Level
Kindergarten	56%	Level D or higher
First Grade	10%	Level J or higher
Second Grade	26%	Level M or higher
Third Grade	9%	Level Q or higher
Fourth Grade	0%	Level T or higher
Fifth Grade	31%	Level V or higher

A summary of these results indicates that approximately 34 percent of the ELLs in the early childhood grades (K-2) met the grade level proficiency in reading by the end of the school year. 51 percent of their English Proficient (EP) peers met grade level proficiency in reading by the end of the school year., therefore creating a seventeen percent disparity between the two populations. The results also show that approximately 14 percent of ELLs in the upper grades (3-5) met the grade level proficiency in reading by the end of the school year. After looking closely at the data, it was noted that 73% of the students in grades three and four were newcomer ELLS with 0-3 years of service.

On demand writing narratives were tracked throughout the school year to assess progress in organization, word use, development of ideas, use of transitional words, and grammar including punctuation. We later added the children's ability to state an idea / position and justify it through text evidence, facts, and other methods for proof. It was noted that while progress in the length of written pieces and proliferation of ideas was noted by the end of the school year, writing still lack sophistication with simple sentences dominating most pieces. Justifying in writing after stating an opinion was a weakness across most Ells. Guided practice only allowed for very structures responses to reading but they usually lack evidence / details from the text. Progress in writing could be linked to when children wrote personal narratives, yet when asked to write on topic, Ells would often fall back into the models of personal narrative. It is evident that given the requirements of the Common Core Learning Standards in literacy new methods and exposure to this later method of responding to ready will have to be the focus of the instructional program with a link to how this process of thinking and responding is linked to reading when discussing text as a whole group and in small more focused text driven conversation.

Given the extreme demand set by CCLS, there is a need to prioritize the teaching of literacy in these grades. Reducing reading gaps as time goes on becomes a difficult task when a reader is starting at a disadvantage especially given the transition they must be prepared for in Grade 3. Grades PreK to 2 must be working toward establishing the foundation necessary in reading and writing to facilitate that transition to comprehension and writing about reading in Grade 3. This is compounded by the language deficiencies The impact of this data will guide instructional teams of teachers in decision making and the course of action to follow when planning lessons that address language development while promoting literacy. The success of the literacy instruction in the 2015 – 2016 school years will be in the teachers' abilities to continue teaching the rigor of the Common Core Learning Standards through the school wide program Pearson's ReadyGen, while not losing sight of the language development needs of the Ells so that the instruction has a solid and meaningful impact. This will rely heavily on the teachers' abilities to differentiation by process allowing children to reach the common Standard goal all other children must achieve by through a diversified and unique path.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns reveal by the NYSESLAT data indicate a large majority of children across all grades performing at proficiency level Expanding and Commanding: 73% in Kindergarten, 73% in Grade 1, 90% in Grade 2, 50% in Grade 3, and 63% in Grade 4. The results noted in the Spring 2015 NYSESLAT show an improvement in language development. The results indicate and decrease in students performing at the Beginner level and an increase in students at the Expanding level and those reaching Commanding levels. Paste response to question here:

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across modalities are used to establish the instructional priorities for each groups of students. Differentiation of curriculum and instructional focus will shift according to the strengths and weaknesses observed in the modalities. For Ells with respect to making annual progress in English, attaining English proficiency on the NYSESLAT, and meeting Annual Measurable Objectives (AMO) in attaining academic proficiency the focus of the school continues to be the progression of learners along the language development continuum: Beginner to Intermediate, Intermediate to Advanced, Advanced to Proficient. There must be an annual increase in the percentage of students identified as Ells who attain English language proficiency on the NYSESLAT

The most recent data shows that Adequate Yearly Progress (AYP) for the LEP subgroup fared as follows:

ELA –with an effective EAMO of 44, the performance index (PI) achieved by the 100% tested was 83.

Mathematics –with an effective EAMO of 47, the PI achieved by the 100% tested was 105.

Science –the PI for the 100% tested was 190.

The subgroup made AYP and the Accountability Status for all three subject areas is In Good Standing.

The data allows the school to set targets for the subgroups each year. Instructional decisions are based on the results but also on the expectations for the year ahead. Each year, the school targets Ells in the Comprehensive Education Plan to ensure that purpose of addressing language needs and developing a purposeful plan of action that is assessed throughout the year is in place for this group. Additionally matching goals to funds in the budget based on the action plan ensure that each strategy highlighted in the CEP for Ells is properly funded for success.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

All data is specific to children in Free-standing ENL classes since TB classes in P.S. 152 can be found in the Early Childhood classes only. Additionally, all students were tested in English.

English Language Arts

When observing all ELLs and their performance on the New York State English Language Arts Test it is evident that instructional priorities must continue to address how we are preparing our ELLs.

The data for all ELLs tested in ELA shows that 55% scored at Level 1 and 35% scored at Level 2 for a total of 90% of the group performing below the State Standard Level 3 and only 10% on Level.

48% of ELLs tested in Grade 3 were found to be performing at Level 1; 40% scored at a Level 2; and only 12% reached a Level 3.

When analyzed independently for the subgroups, the overwhelming percentage of children performing below standard level 3 is impressively high. Yet when comparing the data to their English Proficient (EP) counterparts it showed that these results were a grade level occurrence independent of language proficiency. While the data shows that amongst EPs the percentage of children performing at Level 1 was much lower ((17% of EPs at level 1), and 39% for those performing at Level 2, the total percentage of EPs below grade level was at 56%

Of the Grade 4 ELLs tested only 8% were found to be performing at or above the standard Level 3. This indicates that approximately 90% of the ELLs tested in Grade 4 are performing below the standard.

Mathematics

When observing all ELLs and their performance on the New York State English Mathematics Test the data is showing that ELLs perform better as a group in Mathematics than they do in ELA. However, the shift in Mathematics assessment to content that is more literacy loaded has now created a bigger challenge of ELLs. Where it is possible to bypass language dependence in computation, it is not as simple to sustain comparable levels when answering word problems, tasks, and multistep problems that require the student to have a mastery of content vocabulary and higher order thinking to understand the “word play” of such problems.

The data analyzed for ELLs tested in ELA in grades 3 and 4 shows that 71 children were tested. Of this group 46% scored at Level 1 which is significantly lower than what was observed at this level amongst ELLs in ELA but just as impacting. Additionally 39% scored at Level 2 for a total of 85% of the group performing below the State Standard Level 3 and only 15% performing at or above the Standard Level 3.

Of the 33 ELLs tested in Grade 3, 48% were found to be performing at Level 1; 38% scored at a Level 2; and only 10% reached Level 3 and 4% scored at a level 4. When analyzed independently for the subgroups, the overwhelming percentage of children performing below standard level 3 is impressively high.

Of the 29 Grade 4 ELLs tested 14% were found to be performing at or above the standard Level 3. This indicates that approximately 86% of the ELLs tested in Grade 4 are performing below the standard

Other summative assessments, such as Go Math chapter tests are used to gather as much information on the student’s learning and to diagnose deficiencies from the language perspective versus the literacy perspective in order to work prescriptively toward instruction that is as needs specific as possible.

The Inform which provides specific references to relevant instructional within these specific curricula are not useful to the school because the programs they recommend are not part of the collection of resources we provide for our students and teachers, however the item analysis still allows tailoring the instructional resources we do provide that address the specific standards and performance indicators covered on the ELL assessment.

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](#).]

Given the analysis of all data results, students are provided with increasingly intensive, targeted instruction designed to match their learning needs. It is expected that by assuming a diagnosis-prescriptive model in which differentiation serves to scaffold the learning, children will be able to complete rigorously challenging tasks required as part of the Common Core Standards, The overall goal within the specific monitoring of RtI is further enhanced by knowing the data specific to the learner in order to avoid misconceptions on a child’s inability to complete assignments, tasks, and/or activities used to measure the progress. Data allows us to determine whether students are benefiting from the instructional program in order for the school to make decisions about the effectiveness of the program for the children; allow for the school to vary instruction and measure the effectiveness of varied forms of instruction; target instruction so that we are able to reduce the number of unwarranted referrals to special education

Data analysis is not restricted to assessments and tests, we capture the learner holistically to avoid missing opportunities to reach the essence of the child’s instructional struggle. Effective targeted prevention and intervention can only result from understanding the individual, group, and collective data as well as knowing the qualitative sources of information on children.. When evaluated collectively, this information serves to promote discussion about classroom- and school-level models of prevention that will meet the needs of ELLs at-risk for academic difficulties.

6. How do you make sure that a student’s new language development is considered in instructional decisions?
At P.S. 152 curriculum does not drive instruction, children do. When classes are reorganized each year, the focus on placement for ELLs is carefully studied to maximize instructional opportunities. When the NYSESLAT results are available, a look at the data serves as a source for making changes to benefit the newest language status of the child.

The teachers working with ELLs understand the needs of the children. They use their knowledge of the curriculum to make decisions on the scaffolding and differentiation needed to allow all learners access to the grade appropriate content. In doing so, teachers and administrators are consistently working to adjust for the demands of the curriculum to fit the new language development of the students. Entering ELLs are presented with more visual and auditory stimulated lessons that are less dependent on written forms of the language.

Although the Common Core Learning Standards are a requirement in all classrooms and the push for college and career readiness is the methods by which new language learners get to that common goal varies. We make sure that teachers of ELLs are prepared to differentiate the learning experiences through processes that are a better match for the student by providing Professional development that explores this type of teaching, constantly seeking scholarly and field studies on this topic, using methods of instruction such as Universal Design for Learning

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).

Success of ELL programs are measured based on progressive growth in language development. Each year the data specialist will compare the data results from one year to the next as follows:

How many ELLs reached Proficiency on the schoolwide and on each grade compared to the prior two years

How many ELLs reach each of the proficiency levels, Beginner, Intermediate, Advanced schoolwide and on each grade compared to the prior two years.

Was AYP met for ELLs in Math, ELA, Science

Did the school meet the Comprehensive Education Plan goal specific to the ELL population

How did the ELL students perform on the ELA and Math tests compared to the ELLs tested the prior year

How did the ELLs of P.S. 152 perform in ELA and Math compared to other ELLs in the District and Citywide

Did the school receive extra credit for the performance of ELLs in Closing the Achievement Gap as identified on the Progress Report

All of this data is compiled in spreadsheets and presented to the School Leadership Team and the staff. We use the data to measure how goal targets were reached and if they were not, what the next steps are to address where we fell short. Extraneous factors and variables are assessed to identify other situations that may have impacted on performance. All variables being equitable, program changes are explored and discussed by all constituencies for next steps.

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.

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS), administered by an English as a New Language (ENL) Coordinator or School Administrator in English or the parent's language of choice. The ENL Coordinator certified by New York State as a teacher of English to Speakers of Other Languages (TESOL) and the City of New York as teacher of English as a New Language and Common Branches (N-6) speaks English. Additional personnel consisting of two administrators may also engage the parent in interview and administer the HLIS. The senior administrator (Assistant Principal) is English and Spanish dominant and holds New York State certification as teacher and supervisor of Bilingual Education programs (elementary) and certificate from the City of New York as a teacher of Common Branches N-6 with a Bilingual –Spanish extension and is certified as a Supervisor of Bilingual Education programs. The second administrator who engages in this screening process is certified by the State of New York in TESOL, the City of New York to teach English as a New Language and to teach Common Branches N-6. This second administrator is monolingual. In circumstances in which the language of the parent's preference is not spoken by the interviewers, the services of the translation unit of the Department of Education may be used. Additionally, parent volunteers who speak the languages of the community may serve as resources during this process. The administering personnel will interview the parent in English or the parent's language of choice (through interpreters when needed).

If the HLIS indicates that the child uses a language other than English, he or she is interviewed by the ESL coordinator or trained

licensed pedagogue. If it is determined that the child is eligible to take the NYSITELL, the ESL coordinator or a trained licensed pedagogue administers the NYSITELL Assessment to determine English proficiency within ten days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If NYSITELL results show that a child is an ENL and Spanish is used in the home, he or she is also given the Spanish LAB to determine language dominance.). Once identified, students are serviced in accordance with CR Part 154. English Language Learners are assessed each spring using the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency is achieved in all modalities of the assessment – Speaking, Listening, Reading, Writing.

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).

As described in the ELL Policy Reference Guide, the first step in identifying a SIFE student is the review of the answers on the Home Language Identification Survey regarding his or her former schooling. The student then continues through the ELL Identification Process which includes the administering of the NYSITELL. Within this process, if there is continued evidence of a disruption of education, the school then proceeds to follow the steps for the SIFE identification process which includes the oral interview questions and if available, completes the Literacy evaluation for Newcomers. In addition to the Oral Interview and LENS assessment, within the 30 days, the school conducts a Fountas and Pinnell Running Record, from the Fountas and Pinnell Assessment System, a Math Inventory and the Go Math (Houghton Mifflin) Beginning of the Year exam for the grade level of the child. Evaluation with these assessments are continued until the grade level of instruction is determined for the child.

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).

For newly enrolled students with an IEP, PS 152 follows the process described in the ELL Policy and Reference Guide. A review of the Home Language Identification Survey is conducted to determine the home language. If other than English, the LPT interviews the student and reviews the student's work when possible. The student's parent or guardian is part of the LPT and is provided with interpreter/translation services if needed to meet the parents' preferred language needs. Interpreter or Translation services can either be provided through the use of bi-lingual school staff members or the NYCDOE over-the-phone interpretation services. The LPT determines NYSITELL eligibility. Two Assistant principals, the supervisor of Special Education and the ESL supervisor sit on the LPT. Both administrators are ESL certified. The ENL Coordinator also sits on the LPT in addition to the IEP teacher. The LPT meets with the student's parent to make the final determination of NYSITELL eligibility for the student with the IEP. If the LPT determines that the student with the IEP is not eligible for the NYSITELL, the principal must approve and then the superintendent makes the final decision. If the principal rejects the LPT's recommendation, the students must immediately take the NYSITELL.

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

The ESL Coordinator prepares, disseminates, and collects all entitlement letters. Entitlement letters are backpacked and sent home with a tearoff that the parent signs and returns to the school acknowledging receipt. All entitlement letters are sent in the parents' preferred language. If the child does not return the receipt, a second letter is backpacked after a phone call to the parent making them aware that the second letter is being sent home. If the parent does not return the second receipt, the parent is provided with a third letter after an additional call. What follows if needed if the third notice is not successfully returned, is a notarized letter with a request to see the parent, at which time the parent is given an additional copy and asked to sign the receipt at the school's main office.

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).

An explanation of the right to appeal an ELL status is explained in the Entitlement Letter. The entitlement letters are sent in the parents' preferred language. The ENL Coordinator explains the appeal process at the Parent Orientation meeting. A copy of the entitlement letter is placed in the student's permanent record folder and one is placed on file in the ESL coordinator's office.

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.

The following procedures are followed to ensure that parents are provided with necessary program documents and letters:

- Parents are invited to attend orientations given as groups of students are admitted throughout the year. The ENL Coordinator, Parent Coordinator, and the Assistant Principal that supervises ENL and Bilingual Programs are available during these meetings to discuss the methods and purpose of each program. Translators/ Interpreters are available during the meeting to provide support for parents in the interpretation of key information.

- The parents watch an information video that describes each of the programs available for the English Language Learner. There is an opportunity during the meeting for parents to ask questions in their language of preference. Parents also have the option to contact the Parent Coordinator should additional concerns result during the year.

-Written forms of the information provided in the meeting is available in the parent's home language.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL coordinator organizes and monitors the distribution and collection of Parent Surveys and Parent Selection forms. The Parent Surveys and Parent Selections are distributed in the parents' preferred language during orientation meetings. Follow up copies in the preferred languages are backpacked and sent home with the children as needed. Classroom teachers follow-up with the children if these are not returned as a first outreach attempt. The ESL coordinator, Parent Coordinator, and administration outreach to parents that do not return the signed forms until all forms are returned.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
All Parent Survey and Program selection forms are sent home in the parent's preferred language. The ENL coordinator monitors the dissemination and collection of Parent Survey and Program selection forms. The ENL coordinator identifies any missing Parent Survey and Program Selection forms and notifies the student's teacher. Once the classroom teacher does the first outreach, the Parent Coordinator, ENL Coordinator, or Supervising Assistant Principal will make follow-up phone / e-mail contact with parents as needed. Outreach is logged
Once the forms are collected, the ENL coordinator will review each form with the specific roster of each ELL.
Students identified as Spanish speaking based on the HLIS that have not returned the Parent Survey and Program Selection or that lack a program choice are placed in the Transitional Bilingual Education classes as per CR Part 154.
Forms completed by the parents are stored in each child's permanent folder and in the ENL Coordinator room by current class and ATS roster. This process continues during the school year as new students are registered and parents attend the orientation meeting.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL Coordinator ensures that placement parent notification letters are sent home with the child in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL coordinator is responsible for maintaining all ELL documents. ELL documents are placed in the students' permanent folder. The ENL Coordinator also retains a file with all important ELL documentation for each child.
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.
As indicated in prior New York State School Report Card, we strive to ensure that 100 percent of our students are administered the New York State English as a Second Language Achievement test each year. All test components are scheduled in accordance with the State testing calendar. Parents are notified of the testing via the school calendar prior to the actual commencing date of testing. Additionally teachers will outreach to parents of absentee students to ensure that they are present for testing. If a child is not present when one of the parts is administered he/she is tested on the first day back in attendance as long as he/she returns within the testing window set by New York State Department of Education. Attendance incentives are used to ensure that there are motivators in place for the children to want to be present each day.
After each day of testing, absentee data (if any) is collected from each teacher on a specific roster delivered to the teacher with all testing materials. The rosters are copied and made available to the parent coordinator who calls the home or the absentee student and documents the reason for the absence as well as discusses the details to the child's return to school. The parent coordinator relays the details of each conversation to the testing coordinator. The absentee student's test is package in an envelope with the information of the teacher that will administer the test upon the child's return. Once tested, the students' document is housed as needed for delivery.
During testing rosters are printed each day to ensure all children on register who are ELLs are tested. Additionally rosters identifying new admits as eligible for testing are administered the NYSITELL to ensure they are ELL. If so, that child is added to the roster of students who need to take the NYSESLAT and they are tested. Finally, the daily registers are checked in the main office to ensure that no child was registered and is pending entry in ATS who may require testing as per their HLIS.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL coordinator identifies all students in need of parent notification of continued entitlement and transitional support. All continued entitlement and transitional support parent notification letters are sent home in the parent's preferred language. Continued entitlement and non entitlement/transition letters are backpacked and sent home with the children in the beginning of the school year. The letter includes a tear-off that must be returned to the ENL coordinator. The classroom teacher conducts the first outreach of not returned. The Parent Coordinator and ENL Coordinator continue with the outreach until all tear-offs are collected.
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).

After reviewing the Parent Surveys and the Parent Continuation letters for the past few years, we continue to note a consistent trend. Analysis of the 2014 parent choice documents revealed that approximately 15.9 percent of the parents opted for the Transitional Bilingual Education program (TBE) while 84.1 percent opted for Freestanding English as a New Language. With a minimal percentage of the parents requesting Dual Language (after parent interviews parents in this group opted for ENL). These results repeat trends noted in prior years. In 2013 parent choice documents showed 15.9 percent of the parents opted for the TBE program while 83.1 percent opted for freestanding English as a New Language (ENL) with minimal percentage of parent requesting Dual Language. In 2012, 21.21% of the documents reflected a parent choice for the Transitional Bilingual Education program, while 76.1% of the remaining letters and surveys denoted a choice for the freestanding English as a New Language model. Further analysis of the Parent Surveys and Parent Continuation letters also reflect a tendency for parents to opt for the Transitional Bilingual Education program in the early childhood grades (Kindergarten to Grade 2). The choice for freestanding ENL increases significantly once the children reach grade 3 while the choice for TBA dramatically decreases in this grade. Dual Language program options remain low amongst the parents of P.S. 152. We continue to offer the programs that are aligned with the choices made by parents in the Parent Continuation letters and Parent Surveys.

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.

Ells participate in an instructional program that is based on the Common Core Learning Standards. The instructional program is rigorous and holds learners to high expectations as are the resources and materials used to teach.

Every grade level (K-5) has at least two ENL or ENL/FELL self-contained classes with an ESL/Common Branch teacher. Within the ENL classes, every effort is made to have all EN and EM students placed together in one class and the TR and EX in the other ENL class. Ells who have recently reach Commanding proficiency are heterogeneously grouped in a class with English Proficient (EP) students and receive 90 minutes of intergated ENL instruction. If the classroom teacher is ESL/CB, then the teacher prvides the 90 minutes og ENL intergrated instruction. If the FELL students are placed with a General Education teacher, then the ESL Common Branch Cluster teachers provide them with the ninety minutes of integrated ENL. The ENL service is given within a fifty minute period for Science and/or an additional period for ELA.

Students at the Entering and Emerging levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Transitioning and Expanding proficiency levels receive 180 minutes of ENL instruction as per CR part 154 regulations. The ESL/Common Branch teacher provides the stand-alone model of ENL instruction to the EN and EM students within the classroom.

The ENL integrated model of ENL instruction is also provided to all levels of ELLs within the classroom by the ESL/Common Branch teacher.

English Language Learners are grouped for instruction within the classroom in varied configurations in order to meet the needs identified in literacy, content, language, and other forms of testing and assessments. Lessons begin with a teaching purpose (Teaching Point) and/or an essential question. The teacher models and engages children in discussion through guided multi level critical questions to cultivate purposeful conversation. During this discussion the teacher is targeting discourse and oral production skills as well as language structures and functions. The teacher models the use of specific language, vocabulary, and content specific terms (in content lessons). Examples and samples are modeled, discussed, executed by children with teacher prompting, and reinforced before the children are asked to work independently or in groups. The children are then asked to work on a task linked to the teaching to further practice what was taught while the teacher works with a targeted group on a skill, strategy, or reinforcement / reteach guided by the goals of the group of children being taught. In literacy, social studies and science lessons the children are working on reading / writing skills as well as content specific skills during this time. When the teacher is directly engaged in the group instruction specific skills are targeted and that guide the production of language both in verbal and written form. Instruction in small group is never random, and is always routed in the needs

highlighted in the data sources. The teacher then checks in on students working outside the group and closes the lesson with the essential question. Teachers use a rich repertoire of scaffolds to support students' understanding of the main academic content. Scaffolds can take place before, during, and after a lesson as required by the student(s). Instructional materials include a wide range of print, visual and digital resources judiciously selected to increase English language proficiency.

b. TBE program. *If applicable.*

Common Branch teachers with bi-lingual/ESL extensions teach the TBE classes in grades K-2. English as a New Language instruction is designed to develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the pupil's age, grade level and English language skills. The time requirements for ENL instruction within a bilingual education program shall be the same as those established for the ENL instruction within a freestanding ENL program as per CR Part 154. In addition to ENL instruction the students in the TBE program also receive HLA instruction and are provided instruction in their home language in the content areas of Math and Social Studies/Science. The minutes of bilingual content area instruction reduces for the children that are gaining English Proficiency.

The TBE classes (grades K – 2) lessons follow a structure similar to the ENL free standing self-contained class. The marked difference is in the language of delivery and the use of resources and materials in the native language. With the adoption of Pearson's ReadyGen as the Common Core Literacy program promoted Citywide, the resources of the program fail to provide an equitable set of materials in any language other than English, therefore, the instructional challenge for the TBE classes has increased. Teachers are supplementing the English instruction through added resources in the native language. Teachers are consistent in the language usage as per the delineation of the program under CR Part 154. The language arts instructional components include English language arts (ELA) instruction, home language arts (HLA) instruction, bi-lingual content instruction in Math and Social Studies/Science, and English as a new language (ENL) instruction. The learning standards for ELA and ENL, and key ideas and performance indicators for such standards, are basis for the HLA and ENL curricula as per CR Part 154.

c. DL program. *If applicable.*

N/A

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

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

The administration reviews all ELL student class placement, the students' proficiency levels, the ESL/Common Branch and TBE teacher's program cards, schedules, lesson plans, and daily, "Flow of the Day," charts to ensure that all minutes of ENL instruction are provided for as stated in the CR Part 154 for ENL classes and additionally for the TBE classes with a designation of periods of HLA and bi-lingual content instruction.

The organization of the staff at P.S. 152 is strategic and based on the language development needs and mandates for the English Language Learners. One hundred percent of the educators teaching the free standing ESL self-contained classes are fully licensed and certified in Common Branches (or Early Childhood) and English as a Second Language. The educators teaching TBE classes are fully licensed and certified to teach Common Branches N – 6 and Bilingual Education (extension). Given that these teachers provide all literacy and content instruction, all service periods are included within their instructional program.

The experienced school administration provides an added support for the ENL and TBE classes given their experience and licensing/certification areas. Two of the Four Administrators of the building taught either ESL or Bilingual classes as teachers in the same school. Additionally one of the administrators are certified in administration and supervision of ESL programs.

Students in free-standing ENL classes who are performing at Entering and Emerging levels of proficiency receive 360 minutes of ENL instruction which includes 180 minutes of stand alone ENL for EN students and 90 minutes of stand alone ENL for EM students. The students that are at the Expanding and Transitioning proficiency levels receive 180 minutes of ENL weekly provided in by the classroom teachers who is certified in Common Branches and ESL. Students at the Commanding levels of proficiency may be in a mixed EP and Former ENL class and receive 90 minutes of integrated ENL instruction per week as per CR Part 154 regulations. Through guided and strategy lessons, interactive experiences, collaborative sessions, and individual conferences, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. Instruction is differentiated and supported by ESL methods in accordance with Common Core Learning Standards, the New York City Department of Education Language Allocation Policy Guidelines, and CR Part 154.

The Transitional Bilingual Education (TBE) Program classes in P.S. 152 include all proficiency levels. As mentioned above, the administration reviews the students' proficiency levels and the TBE teachers' program cards, schedules, Flow of the Day and plans to ensure that the TBE language allocations are met. The percentage of English and Home Language allocation differs for the students at varying levels. For example, the teacher maintains the 75% HL to 25% English for EN children through small group instruction if the majority of the class is at level TR and EX.

A Bilingual Common Branches / Early Childhood certified teacher provides instruction that consists of all content and literacy. Units of

instruction are inclusive and include ENL instruction for all ELLs as required under CR Part 154 -360 minutes per week for those children at the Entering and Emerging levels with either 180 or 90 minutes of ENL stand alone instruction; 180 minutes for those children at the Transitioning and Expanding levels. Additionally 45 minutes of Home Language Arts instruction is provided by the bilingual teacher daily and a minimum of two bi-lingual content areas one includeing Math and the other either Sciene or Social Studies for EN and EM students and the English proficiency levels increase, the number of bilingual content area instruction reduces.

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.

Content Instruction in the self contained ENL classroom is taught by the teacher that is dual certified in ENL and common branches. Varied levels of proficiency and ability are addressed through differentiated instructional methods. The New York City Scope and Sequence for Science and Social Studies dictate the topics of instruction while teachers use scaffolding techniques with content vocabulary reinforcement to build language skills. Mathematics instruction is taught using GoMath! which is a Common Core Learning Standard based program recommended by the York City Department of Education. P.S. 152 adopted the Go Math! Program before the NYCDOE recommended it given the rigor and critical attributed it presented toward meeting CCLS. Lessons are differentiated by process for ELLs in order to account for the language demands of the content vocabulary. Science instruction includes lessons that guide students in becoming active users of knowledge who can manage their learning effectively with the goal of preparing for an ever-changing scientific society. Essentially, in order to assist those children who are not reaching the State Designated Level (SDL), further instruction will include hands on experimentation and investigation with manipulation of variables in an inquiry based approach with the goal of mastering the scientific process. Exposure to content specific vocabulary in context will be ongoing in order to improve comprehension in science. Teachers model the use of the content language and vocabulary and present concepts through varied modalities that include, but are not limited to, visual, auditory, and tactile. Careful scaffolding of skills and development of vocabulary for Ells will be a part of content based ENL instruction. English language learners struggled with content specific language and vocabulary. Noted are deficiencies in comprehension of content that is not supported by pictorials. These may be derivations of meaning that is content or text specific. Vocabulary knowledge correlates strongly with the comprehension of the content. When that vocabulary is specialized in nature and content specific, comprehension is compromised. Other collected data indicates the need to construct background knowledge and vocabulary that can facilitate content text comprehension. The Inquiry based instruction in the ESL self-contained and TBA classes will be provided by a certified Bilingual teacher with experience in working with English language learners at all levels of proficiency with the goal of using ESL methods to teach the content. The interpretation of documents and content specific Social Studies text denote a need to build background schemata with exposure to nonfiction literature and other forms of real text for Ells. A review of student performance in Social Studies continues to reveal a need to provide specific instructional assistance to Ells throughout their instructional program. Non fiction concepts related to content (both Social Studies and Science) are a part of the literacy program for the ESL and TB classes. Peerson's ReadyGen program was selected from the choices made by the New York City Department of Education as the Common Core Learning Standards Language Arts program. This is the ELA instructional program for all classes K through grade 5. P.S. 152 will continue to follow the New York State Core Curriculum for Social Studies. Content instruction will be provided in the native language for English language learners in self-contained Bilingual Spanish settings. The LAP plan will include exposing learners to a project-based, investigative model that supports the learning principle of academic rigor including students actively using knowledge to develop, construct, and apply grade appropriate curriculum-based projects supported by the School Enrichment Model, the library/media center specialist and the classroom teacher.

Content Instruction in the TBE classes is taught in the native language when topics are first introduced. Students transition concepts with the support of ESL classes that highlight content vocabulary. Content area instruction in Math, Science, and Social Studies will be provided in both English and the native language with an emphasis on content specific vocabulary and interpretative and inquiry skills.

Level appropriate instructional materials in English and the native language are used to support content area instruction. Cluster content teachers providing content instruction will align their program with the goals and objectives of the bilingual program. Teachers use non-fiction literature during Shared reading, Guided reading, and individual reading workshop in order to build content specific language and vocabulary. Teachers include a writing segment to the math lesson each day to be done in the native language or English. Teachers will continue to build upon children's ability to write in guided and independent sessions. Through conferences, tiered small group lessons, and ongoing strategy lessons and support sessions, students will increase their ability to write about content for varied purposes in the native language and in English.

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

Literacy running records as well as content area assessment materials are made available to the teacher in the Native language to ensure that assessment in NL continues throughout the year. These are submitted to the grade supervisor for review.

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

Assessments are an integral part of instruction at PS152. The four modalities of language acquisition are evaluated through summative and formative data, which are continuously collected throughout the year across all content areas. Based on the students' needs, teachers form language and content goals for ELLs which then drives instruction and further assessments. Goal cycles

last eight to ten weeks during which students' progress is measured against a baseline assessment. Formative assessments include, but are not limited to, checklists, observation notes, and conferring notes. Summative assessments include, but are not limited to, teacher made tests, and chapter/units tests, and final writing pieces.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

SIFE

The students in this category are working at a disadvantage to their peers. Lacking foundations in their native language, these students need to learn the basics in order to create a foundation for their learning.

The goal is to provide children with differentiated lessons that highlight the strengths to support the weaknesses of the ELLs in this group. With this goal in mind, this population of students will receive the following support:

An ENL teacher will pull-out one 40 minute period per week to provide lessons English instruction that as specific to day to day language.

Teachers will provide individual support in guided lessons with a group of peers reading at the same level using high interest text..

Teachers will teach writing through interactive lessons.

Teachers will build on students' language skills through storytelling and opportunities for students to share story orally.

Increased use of literature that is culturally relevant.

Teachers will preview their lessons with careful consideration of the SIFE students' needs in order to comprehend the content being presented.

Academic language will be taught explicitly by highlighting and interpreting vocabulary beforehand. Whenever possible concepts will be presented in the native language through the support of bilingual teachers, paraprofessionals, parent volunteers, or peers.

Newcomers (ELLs less than 3 years)

This data for this group of learners is monitored closely. The instructional focus at this level includes active engagement with multiple opportunities afforded for learners to use language productively. Instructional experiences are differentiated to make content comprehensible in order to build confidence. Teachers track student progress on a spectrum dictated by short-term goals that are carefully monitored. Small group instruction is ongoing in all content and literacy instruction where students work at a developmentally appropriate level building on their language and academic strengths.

Newcomers in their first year receive intensive language building instruction in a small group daily. A "Newcomer Kit" consisting of basic language activities and vocabulary are included in daily lessons to scaffold for the deeper work the student will engage in later in the year. Students at this level partake whole group lessons that are based on State standards, content scope and sequence, and curriculum for the grade. Differentiated techniques, practice, and tiered activities allow for the children at this level to work on content specific themes and topics while doing so at a level that is developmentally appropriate.

Additional support is provided for this group of students in the following:

All ELLs are held to NYS learning standards and CCLS

An instructional program that uses materials in alignment with the Citywide curriculum.

Ongoing assessment is provided to ensure that student achievement is periodically measured.

Teachers confer with students to continue to build on what they know.

Fifteen to twenty minutes per day are used for guided reading and building vocabulary.

Read aloud is used to expose children to experiences with the second language.

High frequency vocabulary is taught and exhibited throughout on the Word Wall.

Reading and Writing lessons are taught every day in English (TBA in the Native language).

Culturally relevant level appropriate text is available for the children to read.

Dual language books are included in the classroom library.

Language development is intensive through experiences, lessons, and exchanges with partners.

Content lessons are previewed and vocabulary is explained prior to engaging in the lesson.

Teachers take into consideration students' prior knowledge and experience with language introducing a lesson.

Classroom libraries are level and age appropriate and contain varied genre, fiction, and nonfiction.

English Language Learners (4 – 6 years)

The identification of students in this subgroup emanates from a careful analysis of the years the student has been in the New York City Public School system, without interruption, and receiving services in a program for English Language Learners. The students were previously screened and the date of entry into the New York City School system checked to verify the years of ENL/Bilingual services the child has received. Some students in this category have also been identified as having received more than 3 requests for extension of services on the A-11.

In seeking to meet the needs of this group careful analysis of the academic records is followed in order to obtain a clear image of the needs of the students. This process includes:

Analysis of NYSESLAT testing history to look for trends in progress (or lack of).

Modalities are analyzed through the years of testing to pinpoint areas of specific need.

Scores obtained by from Citywide, State and other assessments are reviewed for trends.

Attendance records are reviewed to look for gaps in instruction.

A tracking system that matches data from year to year to note progression (or lack of)

Parents are interviewed to gain an image of home study and academic practices.

Teacher assessments, conferences, writing samples are assessed for trends and weaknesses.

Intervention logs and participation in each Tier is discussed in order to seek alternative plans of action that may require a recommendation to the TAcademic Intervention Team.

This group of students participates in our Title III Saturday or Extended day Academic Intervention program. In the regular school day, they are serviced in Reading and Math by an Academic Intervention (Title I) teacher or a teacher certified to teach English as a Second Language. Their needs are assessed regularly and discussed with the Academic Intervention Team in order to make revisions of their intervention plans.

Long Term ELLs

Students in this category are comprised of a small group at our school, however, many concerns arise when we approach the varied needs of these students. It has been determined that students in this category have reached the social language goals and in some cases, the content language skills are mastered at a comprehension level, however, literacy is the weakness keeping them from reaching proficiency.

The guidance counselor works with these students as support personnel to engage students in activities of group dialogue aimed at building interactive language and confidence. Given the age of this group, lower reading levels consisting of low interest text is not useful. Therefore, we look to other resources for text to engage these learners in literacy experiences that are meaningful.

The Pupil Personnel Support Committee (PPSC), composed of the Guidance Counselor, Assistant Principal, School Psychologist, Social Worker, Educational Evaluator, Special Education IEP Teacher, Resource Room Teacher, Speech and other related services professionals, meet twice a month to plan for children in need of extra support. Long term Ells may be addressed in these meetings. The main goal of the PPSC is to provide educational preventive services to students who are exhibiting academic and/or social-emotional difficulties by developing an intervention plan that provides classroom-based direct services. The members of this team are involved in defining the areas of concern, exploring and outlining possible interventions, developing an intervention plan, reviewing the progress of the plan, deciding whether to continue interventions, modifying the plan, or refer the student to the IEP Team for formal Psychoeducational Evaluation and other services. As a result support staff are deployed to serve students who require curriculum modifications and accommodations. This process will continue to ensure that the long term Ells are provided with varied opportunities to develop within the least restrictive environment.

The student support services will be provided as follows.

Continued redeployment of support staff to serve students in this group who require curriculum modifications and accommodations.

The Pupil Personnel Support Committee, composed of the Principal, Guidance Counselor, Assistant Principal, School Psychologist, Social Worker, Special education Teacher, Resource Room Teacher, Speech and other related services teachers meet o review progress and revise support plan as needed.

Clearly defined areas of concern will help to solidify the plan for each student.

Provide an Academic Intervention program that supports children by addressing the needs identified through ongoing assessment, observations, and conferences in small group intervention. This program will require the expertise of a push-in teacher who has knowledge of English as a New Language methodologies.

Decide whether to continue intervention, modify the plan, or refer the student to the IEP Team for formal psychoeducational Evaluation and other services.

The guidance counselors will serves as the Case Manager to disseminate the School Committee Intervention Plan to the classroom teacher.

Professional development is provided for all teachers on the intervention requests and the referral process, intervention strategies, implementing the SCIP and monitoring and reporting on the outcome.

Continue to note the progression of students in receiving special services as they achieve identified goals while working in a more prescriptive manner where each level of difficulty is diagnosed through assessment, intervene through specific strategies and reassessed for progress before moving on to another deficiency.

Continue to provide high quality intervention; as well as mandated services as identified on the IEP for at-risk and/or special needs long term ELLs.

Former ELLs

P.S. 152 understands the transitions that this group is still experiencing and therefore provides added support in after school and or Saturday school programs. Former ELLs are also placed strategically in classes with ENL teachers who understand the language development process and provide 90 minutes of intergrated ENL instruction.

TESTING accommodations for ELLS and Former ELLs.

(Former ELLs can receive accomodations for two years after reaching CM level.)

ELLs that are eligible for a one- time exemption from the New York State English Language Arts Exam in grades 3-5. To be identified as Exempt, he or she must have been attending less than one year as of April 1 of the year in which the ELA is administered.

All ELLs are given a time extension of at least, "time and a half," or otherwise noted by the teacher with the approval of the principal. Time extension is also provided for classroom exams.

All ELLs are given a separate location for testing.

All ELLs may have the listening passage read a third time.

Bilingual glossaries/dictionaries may be given for exams except for language exams.

ELL may have both the English and home language version of state exams if available. In the event that a home language copy is not available, then an oral translator may be provided except for ELA exams.

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.

The principal will review the progress of any student whose ELL/non-ELL determination was changed through the Re-identification process within a 6-12 month period. The principal will consult with all of the teachers assigned to the student in STARS in order to review the formative and summative data which may include, but is not limited to, running record results, ReadyGEN unit tests, final writing pieces, and Go Math chapter tests. The principal will also consult with the student's parents to make a final decision in evaluating the re-identification process' affect on the student's academic progress.

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?

P.S. 152 provides for the instruction of ELL-SWD follow a content and level specific curriculum and materials. Teachers of the classes of ELL-SWD have the same literacy and content materials as the ESI, TBE, and General Education classes.

Differentiation is what allows the students in this subgroup a form of success in meeting the demands of the content. Each teacher of children in this group has access to technology resources to enhance visuals and make content language and vocabulary more comprehensible. Teachers work with visuals, audio programs, manipulatives, media, and other tools and resources to support the learning.

Teams of teachers in the Special Education department meet to discuss actionable alternatives for students depending on the present level of performance and Individualized Education Plan of each student. Scaffolding and process differentiation is considered in these discussions. Teachers work on strategies that are then shared with the Team. Ongoing discussion of the children's work allows teachers to analyze and continue to explore options as needed to ensure that the learning is current and serving to move children toward meeting the language and content learning goals. When assessing content alternatives to paper pencil assessments (recordings, diagrams, speaking answers to a scribe, teacher observing the performance versus the child writing it etc..) are used and recommended to the team to ensure that what is being measured is not being hindered by the possible limitations of the learner in literacy.

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?

Based on the Citywide initiatives and Phase II, all SWD participate in flexible scheduling that affords them multiple opportunities to work according to their abilities in a least restrictive environment.

Since the development of our last LAP, the staff has grown professionally to include a cohort of Special Education Teachers

Chart

who are also licenses in ESL. These dual licensed professionals allow programming flexibility that was not always possible through the push in program. Therefore we are able to provide an ENL-SWD “class” with self-contained features at all times in the instructional program whether it be for the 12:1:1, 12:1, or Integrated Co Teaching (ICT) setting. In these groups the ESL servicing periods delineated in CR Part 154 are taught by a teacher that is a Special Education and ESL licensed professional and therefore knowledgeable in the techniques to support and ESL-SWD student. Children in this group are also not limited to full day programs, this varies according to their needs. An example of this program is the child may be restricted in 12:1:1 for Literacy 10 periods of their week, have 5 periods of Mathematics, 3 periods of Social Studies and 3 periods of Science in Integrated Co-Teaching and receive Art, Physical Education, Computer Technology, Word Study/Phonics in General Education.

Given the Citywide initiatives, this group of students is held to the Common Core Standards that all students are however, teachers make decisions on a students by student basis to pull children into small groups for reinforcement. Additionally, options for support with a Special Education teacher are provided when needed without having to resort to moving the child to the more restrictive environment completely. An example of this is an ICT (Special Education) teacher is mapping the lessons in the next math unit that will include multi step multiplication problems She knows that two of her SWDs do not know multiplication facts or how to resolve them through repeated addition. In order to scaffold the learning the teacher requests that the student join the first period mathematics self contained group where the SE teacher is working on computer multiplication using an interactive board where the children can move the items to form groups in specific factors. The student joins that self-contained Special Education group for a week and exits after the “intervention” to join his Special Education ICT teacher to begin working on the language of multistep problems only now he has a working knowledge of grouping to solve multiplication through repeat addition.

The students IEP goals are revisited throughout the year to ensure that the child is on target to meeting them.

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

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

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <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.

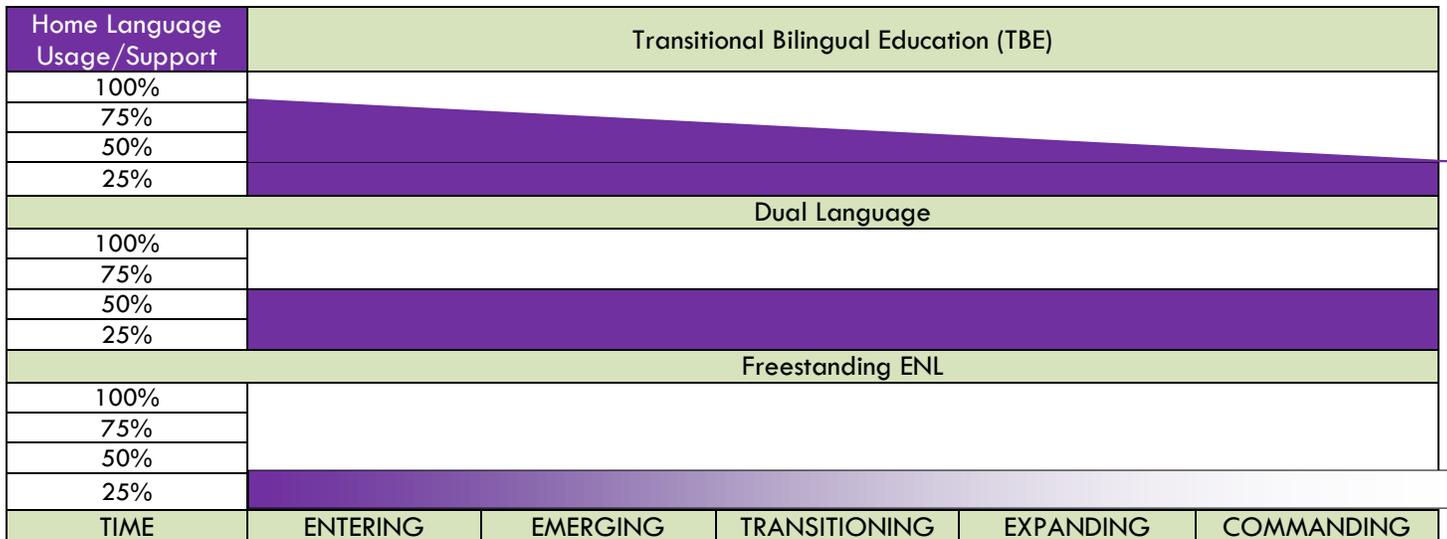


*Note: “other approved services” does not apply to New York City at this time.

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.

Targeted Intervention Program for ELA, Math, Other Content Areas

Intervention services are offered in ELA and Mathematics to ELLs who are at risk of not meeting promotional standards, were retained in the grade, and/or scored at or below Level 2 in ELA and/or Math.

English Language Arts

Tier I intervention is done by the classroom teacher for at-risk students in English. This intervention consists of small group, needs based, goal driven support in 8 to 10 week cycles. During this time the classroom teacher teaches literacy and/or content strategies to support mastery of skills. Pre, mid, and post assessments serve as benchmarks toward mastery by identifying markers of progress and mastery of the designated goal.

ELLs who scored at or below Level 2 on the New York State ELA test in 2015, and students who are holdovers or were identified as possible holdover in the previous school year, participate in a Pull-out program that is skills specific. The students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 50 minutes, 2 sessions per week. intervention is provided using Rigby's Intervention by Design that focuses on the comprehension strategies critical to grade, addresses phonemic awareness and phonics gaps, and builds development of fluency skills into each lesson./or Reading and ESL teachers work with these students in small, differentiated groups scaffolding instruction and building upon skills lessons taught by the classroom teacher. Students are taught strategies to address each skill they are deficient in. Support is intensive during the intervention cycle. Assessment is ongoing throughout each cycle to track progress and mastery of each goal. As students reach benchmarks, decisions are made as to the next steps in intervention which include: retaining support for subsequent cycle(s), reducing intervention back to Tier I at the classroom level due to marked progress, or seeking further intervention at the next tier level (possible Tier III).

Long term ELLs, ELLs with a second or third extension of services, and ELLs (4 – 6 year) who have remained at the same proficiency level for a second year, and ELLs who scored at or below Level 2 on the New York State ELA in 2015 are identified for intervention services in a two hour a day afterschool, twice a week Title I program and/or Title III Supplemental program on Saturdays for 3 hours and 45 minutes from January to May.

The goal of all interventions programs is to provide differentiated instruction in a small group setting where the reduced student to teacher ratio allows for multiple opportunities for interaction amongst students to develop auditory, listening, and vocabulary skills around content. Active engagement and dialogue around content being learned allows students to build academic language and achieve higher levels of understanding of concepts taught.

Curriculum is challenging and level appropriate. The methods by which the standards based instruction is delivered is varied, differentiated, and goal driven to enable a match between what is being taught and the student's ability to comprehend.

Mathematics

Early intervention begins at the classroom level in Tier I support. Teachers analyze student data to identify skills deficiencies and build a 10 week cycle of intervention. Students work on a targeted goal during the cycle with the teacher providing small group strategy based intervention. Students are assessed at three points in the cycle to document progress and mastery while conferences serve to assist teachers in track and/or modify the plan for the group. Once the cycle is completed, students are assessed to verify mastery of the goal. Subsequent decisions are made for the next cycle based on the results obtained in the data.

ELLs who were found to be performing below level 2 (State Mathematics Spring 2015), and students who are holdovers or were identified as possible holdover in the previous school year, participate in a pull-out program that is skills specific. Similar to ELA intervention, students' needs are identified through assessment and intervention is provided in specific skills through intensive cycles of 8 to 10 weeks (Tier II). After which, student progression is discussed by the provider, classroom teacher, and the Academic Intervention Team in order to evaluate the need for continuance. Small group instruction provided during the school day in a separate location for 50 minutes, 2 sessions per week.

Additional intervention is provided from November to May for 1 hour and 50 minutes sessions one day per week in an after day school session. Teachers work with small groups of students to further develop skills reflected in the data as weaknesses.

A Saturday program provides students performing at Level 1 and 2 with targeted instruction specific to needs identified in interim assessment item analysis. This program runs from January to the end of April each Saturday for 3 hours and 45-minute sessions of which 1 hour and 30 minutes is dedicated to mathematics skills building and strategy instruction.

During the school day, Ells who failed to reach level 3 on the New York State Mathematics Exam in 2013 participate in the Title I Math program in intervention cycles of 10 weeks. Title I personnel use differentiated methodology, strategies, techniques and materials that provide children with varied opportunities to manipulate skills and reach mastery in skills specific cycles. The intervention cycles are taught using Math Navigator (America's Choice) a modular intervention program that targets and fills critical gaps and clears up misconceptions in mathematics understanding to help students in grades 2 and above catch up.

Using Mathematics Navigator teachers focus on Ells by

Identify and addresses the math misconceptions that are holding them back with extensive content language and vocabulary

support.

Build skills, problem solving and the conceptual understanding needed for success in algebra

Target student needs using diagnostic screeners and discrete 20-day modules

Administer Pre-tests, do checkpoints, and post-tests that help them differentiate instruction and check progress.

ELLs are identified for Math intervention based on performance and at risk status not language proficiency. Language proficiency levels are considered when teaching and instructional adjustments are made to support the content vocabulary and concept learning. Ells whose years of service are 0 – 3 are usually Tier I intervention at the classroom level with additional content and language support being provided by the ESL teacher. All Ells independently of language proficiency and years of service are invited to partipate in after school sessions.

Science / Social Studies

Targeted students are provided with differentiated instructions and assessed on an ongoing basis to note progress and needs for further intervention within targeted skills.

Tier II intervention includes students in Grades 4 -5 identified as performing at a level 1 through the State Science test. These students receive small group instruction for 45- minutes during the school day once per week.

Built into the extended day AIS program is an additional component for Science skills and vocabulary instruction to support those students who are taking the Grade 4 Science test in 2016.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ELL programs in both content and language development at P.S. 152 have been successful. Language development data shows that children are reaching proficiency and that those former Ells are moving into EP classes with success where many surpass the performance of monolingual students in ELA. However, these results stemmed from an instructional program that afforded teachers the opportunity to direct their attention to varied performance levels in reading and writing throughout their day. With the additional periods needed to teach ELA with a Common Core focus, the time allotted to teach children to read and write in the second language is limited and must be creatively “tucked in” to the scaffolding and differentiation.:

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

The continued shift in the instructional program is the Common Core aligned Pearson ReadyGen. This ELA program was added in each of the ESL and TBE classes and is the source of ELA instruction expanding upon the rigor the school has already been working on through Social Studies and Science. Through this program the instructional program has shifted to include: reading a balance of 50% literary and 50% informational texts; students building content knowledge through text by reading and writing across curriculum that complement the content standards in Science and Social Studies; includes a growth complexity in the text the children are reading in order to be prepared for the demands of college and career; building on academic vocabulary that transfers from year to the next; students reading closely and grasping information, arguments, ideas, and details based on text evidence and; writing from sources with emphasis on evidence from text. In order to support the students in the area of writing, PS 152 will begin to utilize the Curriculum Associates, READY Writing Intrsruction as a supplemental resource. The teacher’s edition icludes ELL support for every lesson.

In Mathematics P.S. 152 had already implemented the use of a Common Core rigorous program in the 2012 – 2015 school years through GoMath! This program is will continue in the next year.

PS 152 began using the on-line digital Literacy Program, MyOn in 2014-2015. The school will contiune to utilize the program which allows the all ELL and EP studetns to access interactive texts at matched independent reading levels b. Texts are also available in Spanish.

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

No services/programs are being discontinued at this time.

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

English Language Learners have access to all programs available in the school. Curriculum and instruction is varied in order to consider their language goals but, the content, scope and sequence, curriculum, and standards are specific to the grade they are in. Access to the grade specific curriculum is ensured through differentiated instructional techniques that take into consideration their language needs. As previously stated, ELLs participate in all academic intervention programs as needed. The school-wide AIS program is a pull-out prgram to provide targeted academic intervention in Math and ELA. Children are identified at-risk based upon state scores, and school-wide assessments which include the Fountas and Pinnell Assessment System Running Record and the Houghtom Mifflin, Go Math assessments. Once a child is identified, a parent letter is seent home, in the preferred language if possible, and services are provided. All studetns are entitled to AIS services if identified as such, including ELLS.

Grades 4 and 5 take part in the Schoolwide Enrichment Model. All students, including ALL ELLs are invited to take an interest survey and are allowed to select one of the Interest groups that include but are not limited to Mask making, book making, and theater.

All classes in grades K-5 partake in Project Arts with resident artists. The administration schedules all classes at least once a year to work with an artist. ALL ELLs take part.

The school works with, "Dancing Classrooms," and schedules all fifth grade students to take ballroom dance classes which culminate in a performance. ALL ELLs participate.

Every class votes for two students to be a part of the Student Council. All ENL classes participate, therefore, assuring ELL representation.

Title III Afterschool programs are offered to all ELLs in grade 3 – 5. Afterschool sessions that focus on ELA and Math meet two days per week from 3:10 to 5:00 from November to May. The Title III Saturday programs take place from January to May from 8:00 to 11:30 and focus on both ELA and Mathematics. By combining Title I funds, we are able to provide a program that includes transitioning ELLs who have just reach proficiency in the last two years. ELL students that are identified as At-Risk are the first to be invited to attend the after-school and Saturday school programs. Parent letters are sent home, in the preferred language when possible, to invite the child to attend the supplemental programs.

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.

Instructional materials are provided to each class independent of the language level of the class. Teachers follow the New York City Scope and Sequence to map out topics and units. ESL and Bilingual Teachers develop their lessons in accordance with this starting point and adjust instruction to meet the language needs of the students.

ELA: Grades K – 5 ReadyGen (Pearson) for Reading supported by leveled libraries for independent reading (also available in Spanish for the TBE classes). Supplemental materials –On Our Way to English libraries and Newcomer kits; Measuring Up to the New York State Common Core, ELA; Reading A-Z computer license for e-books and instructional support; Raz Kids site License, MyOn on-line Literacy Program site license, Curriculum Associates, Ready: CCLS Reading.

Writing: Supplemental Grades 2 – 5 Units of Study -Curriculum Associates, Ready: CCLSWriting.

Phonics: (Primary K - 3) Foundations (Wilson)

Mathematics: Grades K – 5 GoMath! with Teach Central interactive lessons supports; and Measuring Up to the New York State Common Core -Math, Curriculum Associates, Ready: CCLS Math.

Science: Grades K – 5 Science (Harcourt) with manipulative stations and materials for hands on experiments and experiences.

Social Studies: Grades K – 5 Social Studies (Houghton Mifflin), Grade 6 Eastern Hemisphere (Holt). CCLS aligned tasks

Intervention ELA: Intervention by Design (Rigby)

Intervention Math: Math Navigator (America's Choice)

E-books and software programs such as E-Pathways and Scholastics' Fast Math serve as supplemental materials and BrainPop instructional provide media for enhancing instruction used selectively and in accordance with the students' tiered goal plan.

Every classroom (53) in the building have SMART boards to provide interactive lessons and display. All classes in Grades 3 – 5 have computer carts with 24 to 36 stations group lessons. iPads are also available and currently part of a pilot intervention program for the 2015 – 2016 school year.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

NLA is an integral instructional component of each TBE class. Supplemental literacy is available in the NL for these students. In addition where possible materials available in multiple languages are purchased for ELLs in general education and self-contained ESL classes. Dual language dictionaries are also purchased for students that are dominant in a language other than English. GoMath!, Social Studies, and Science content libraries are available in the TBE classes in the native language.

The school is currently looking at alternatives to meet the NLA needs in the TBE classes since the ReadyGen ELA program is not available in Spanish. The on-line literacy program, MyOn does have texts available in Spanish.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All services and resources correspond to the age and grade of the ELL. In some instances in which an ELL has been retained in the grade this may vary but these are exceptions. Concepts, books, materials, curriculum is not simplified for students. Rigor requires that we support the student to rise to the anticipated curricular level, not the contrary. The only material that a student uses that may be at a level below the anticipated grade is their Independent reading text from the classroom library. The reason for this is that reading is taught using a developmental leveled system and if the child is not reading on grade level, he is building stamina and skills to read on level and can only do so at their independent level.

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).

Newcomers are defined as English language learners who are newly enrolled in the school. Upon arrival parents in this group are given the opportunity to meet with the Parent Coordinator and the ENL Coordinator for an orientation. The parent is provided with a parent handbook, a school calendar, and other pertinent information in the native language (if available). If the child is entering school on or before October, parents are invited to attend Back to School evening where the teacher discusses curriculum and expectations for the school year. Interpreters are available during the evening to provide support as needed. Students are welcomed to their new class by the ENL Coordinator. Set-up packages are available with activities for the child to begin the integration process. Activities highlight the individual student through pictorials and give the child a recount of the school and the class. Teachers provide the students with a partner to support and guide the student through daily routines. Whenever possible, the partner speaks the native language of the newcomer. If a partner who speaks the same language is not available in the class, one is provided from another class for a few minutes each day for a period not to exceed 10 weeks. Each class is equipped with a "Newcomer Kit" that provides for instruction on vocabulary that is essential for school. During literacy, teachers will use these books and materials to support new learners in small group lessons.

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19. What language electives are offered to ELLs?

Through Project Arts funding, the students of P.S. 152 have worked with Art residents in the interdisciplinary study of the Arts aimed at increasing literacy. Experiences provided through the Enrichment Model and Project Arts were combined to produce artistic performances as a celebration of all forms of learning (visual, expressive, spatial, movement, etc...).

This School Enrichment Model (SEM) motivated by the philosophy of Giftedness developed by Renzulli, includes Clusters of Grade 4 and 5 students participated in creative project based inquiry developed on the guise of children's interests beyond curriculum. Clusters were interest-based groups of 8 – 12 students engaged by a teacher who served as facilitator. Clusters took on a role and function that was unique and purely developed by the students' ideas for furthering a concept, thought, trend, practice, a movement. Project based learning and curriculum compacting will expose learners to instruction aimed at raising the level of thinking and exploring levels of gifted behaviors. English Language Learners participate in SEM as do all students

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

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

The Professional Development (PD) plan for ELL personnel is an changing document.

Several of the Professional Learning Community workshops on Monday afternoons are designated for professional development for all staff members in the area of ENL mandates and instructional support for ELLs. The entire scheduled staff, including all teachers, paraprofessionals, and guidance counselors, attend the school-wide PD on ELLs. Workshops may include, but are not limited to, having ALL teachers identify the ELL students that they work with and best practices to support their needs.

The psychologists, Speech and OT and PT therapists are provided professional development during the 50 minute blocks within the school day on Wednesdays and Thursdays.

Secretaries and the Parent Coordinator meet with the administration and the ESL coordinator for professional development regarding Part 154, the LAP/LIT and other areas of interest for the ELL population.

The assistant principals attend professional development workshops on ENL through the NYC DOE Borough Field Support Center, and by attending workshops that are offered through the Council of Supervisors and Administrators and the CSA, Executive Leadership Institute.

Professional learning sessions are built in to include the mandates sessions of training on ENL methodologies and addressing each of the content areas as well as literacy. Teachers are also attending training provided by Pearson on the ReadyGen program. In house sessions also include 3 hours of training each month to meet the requirements of the Teacher Evaluation

System. Intervisitation and needs specific training is also part of the plan. Additionally there is a Technology is in Phase II of a complete technology restructuring therefore as part of the plan for technology there are sessions dedicated to instructional technology for ELL teachers aimed at enhancing instruction and targeting ELLs through media and interactive technologies.

Common Core Learning Standards training professional development has been ongoing since the 2012 – 2013 school year. Sessions have included guiding teachers of ELLs on how to plan differentiation of process that can make rigorously content available to all children. Teachers explored the Universal Design toolkit and used the techniques to develop units aligned to the Common Core. They implemented the units and revisited the techniques used in order to modify and add. The teachers meet for PD sessions where they explored each of the parts of the Common Core and compared the progression of the document and how it differed from existing structures and curriculum. ReadyGen training is ongoing as teachers explore methods by which to scaffold for the deeper text and thinking required for the ELLs to reach the rigor required by the program. Additionally as the year goes on study groups are formed based on the specific areas of literacy the teachers choose to explore further. The ENL instructional staff is also provided with ongoing support to increase their content area expertise in Mathematics, Science, and Social Studies. Each teacher is a part of a Teacher Inquiry Network to further develop their expertise on instructional methods and strategies that can support learners.

Extensive professional development during the Professional Learning Community meetings on Mondays and during block consisting of 2 periods of 50 minutes each per week will include literacy development training. Training on Differentiating of instruction to meet the language needs of students is achieved through a thorough analysis of the data specific to language proficiency, literacy, and ongoing data collection is a priority for the 2015 - 2016 school year, as well as, perfecting questioning to challenge learners at their progressive levels. This training is ongoing throughout the school year.

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?

Based on our needs assessment and the NYSESLAT and NYSITELL assessment the Title III Professional Development program also focus' on workshops that lead to the overall improvement of ESL and content instruction through differentiated needs based instruction. The teachers providing instruction in the program will partake of monthly data analysis. During this time they will discuss data results and analyze each item for strengths and weaknesses connected to each of the language strands. This will enable them to make decisions as to the next steps to follow on the instructional continuum.

Additional sessions in professional development for Title III will include:

Building a better understanding of differentiated instruction and how to use this technique to address academic and linguistic needs.

Developing academic discourse through experiences, discussion, listening, describing observations, reading graphic representations, and writing about what the learn.

Developing mathematics literacy through discussion, application, and analysis of alternative paths to problem solution.

How to make students active learners through teaching strategies. It is expected that learners that become skilled at how to use a strategy effectively, will replicate the process when given other tasks.

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

Noted in literature is the fact that transition to middle school is marked by several changes in educational expectations and practices. While at P.S. 152, the children are taught in self-contained classrooms with a familiar set of peers and one or two

teachers. Once students reach middle schools, however, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new settings, structures, and expectations. All of this comes at a time when they are also experiencing a host of changes associated with the transition from childhood to adolescence in addition to the language development transitions they are experiencing while reaching proficiency. They are beginning to mature physically, and to think of themselves as individuals outside of their families. Socially they look to their peers for acceptance while avoiding exposure and embarrassment in all relationships. Research shows that this complicated period of transition can lead to a decline in academic achievement, performance motivation, and self-perceptions. Teachers are trained to identify the needs of the children who are making transition and how to support them in that transition.

Knowledge of the transitional needs has led us to formulate a plan by which to approach students in Grades 5 so that they are able to feel successful in school, have opportunities for self-expression and decision-making, and feel cared for and respected as individuals. The concerns most often expressed by students about to enter middle school focus on the routine of the new school: finding their way around and getting to class on time and mixing with older students since they are going from being the oldest in the school to now being the youngest again. They also worry about keeping up with homework and projects. Grade 5 teachers with the support of guidance and intervention personnel work with ELLs to provide orientation activities that demystify new routines well before the first day at middle school. The parent coordinator reaches out to parents in order to help them become more knowledgeable about young adolescents' developmental needs and concerns, and encouraging ongoing parental involvement in their children's education. A strong home and school connection serve to create a seamless web of support for children in transition. The school Guidance Counselor will oversee the transition work to be done with this group of students. In conjunction with the Parent Coordinator, the Guidance Counselor will provide support for parents as they make middle school choices and other decisions for their children entering this new instructional level. The Guidance Counselor receives on-going professional development for supporting ELLs through the school's professional learning community workshops which include, but are not limited to, understanding the levels of proficiency and the ENL programs. The Guidance Counselor receives on-going professional development for supporting ELLs through the school's professional learning community workshops which include, but are not limited to, understanding the levels of proficiency, ENL programs, and how to support ELL learning. As a result, he provides learning scaffolds and additional resources when addressing the ELL students in grade 5 about transitioning into the middle school.

Teachers and other key staff discuss issues of anxieties accompanying a move to a new school setting, and the recognition that becoming comfortable in a new school setting is an ongoing process that they must work on each day. They work together in the planning and implementing strategies that will directly address students' concerns and ease the transition to middle school and provide children with a foundation for success in school and life. Specifically,

- Making sure the student and parent is aware of the language program choices at the new site and make suggestions pertinent to the child's level of language development so that the parent is able to work with his/her child to make informed decisions on programs to further support language growth.

- Creating an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school begins long before graduation through classroom conversation and discussion.

- Teachers experienced in teaching the transitioning grades address students' social, developmental, and academic needs.

- Articulation with the receiving middle school included information on the students' progress, interests, strengths, and weaknesses for future placement decisions and follow-up.

- Guidance is available to address transition concerns and assure students of the availability of ongoing support.

- Teachers provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.

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.

Mandated hours of professional development in strategies for teaching English Language Learners is provided by the Assistant Principals and the English as a New Language Coordinator (all State certified in ESL). Scheduling structures have allowed for three 50-minute period blocks per week dedicated exclusively to professional development. Additional professional development is offered during the one hour and twenty minute Professional Learning Community block on Monday afternoons.

The Professional Learning Community Team ensures that 50% of the PD sessions in the year will address English as a Second Language teaching strategies for ENL and TBE teachers. 15% of the PD sessions for the General Education teachers and other staff members will be specific to ELL topics. Special Education Teachers attend 3 additional sessions with the Special Education supervisor / Assistant Principal (Certified in Supervision of Special Education, ESL and Bilingual Programs as well as experienced in teaching ELLs / TBE) on prevention and intervention and ESL methods.

In these sessions, training will include analysis of language acquisition and assessment data and strategies for addressing weaknesses and strengths in the findings.

The School Professional Development Plan outlines all dates, time, and topics for Mondays' Professional Learning Community workshops. Weekly schedules for the 50 minute professional development blocks are planned on a bi-weekly basis.

The Assistant Principal files all Agendas and attendance sheets in a Professional Development data binder.

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?

All teachers of ELL student are required to hold an annual meeting regarding their child's language development. This meeting is held in addition to Parent Teacher Conferences. Teachers schedule annual meetings with the parents of their ELL students during their preparation periods, before or after lunch, or during Parent Engagement time. The administration provides a period of time in which all ENL teachers must conduct their Annual Meeting with the parents. The school hires translators for the meetings/training sessions, utilize parent volunteers to translate, and uses the DOE translation services. A professional development for the teachers is also provided before the Annual meetings take place with the parents.

Involvement and Commitment of parents begins with feeling a sense of comfort in the building. With the assistance of the Parent Coordinator, events are planned throughout the school year to engage parents and peak their interest. Given the instructional shifts under the Common Core, training sessions during the 2015 – 2016 school year will continue to include developing an understanding of the demands of the Standards and the impact on the child.

The parent / family is given the opportunity to receive the information during “Welcome Back to School” afternoon and during Parent – Teacher conferences. Parents also receive a monthly calendar of events to keep them informed of upcoming events within the school and the district. The Parent Coordinator in conjunction with the ENL Coordinator and the supervising Assistant Principal, provides parents with training in activities that can support their children as they learn a new language. Additional workshops are provided as children prepare for assessment, Science Fair, and other requirements. Parents are given information on immigrant support agencies, health agencies and facilities, and other organizations that can help support the soundness and wellness of the home environment. English as a New Language classes are also provided for parents with tips on supporting their children as they learn to read and write in the new language. The school hires translators for the meetings/training sessions, utilize parent volunteers to translate, and uses the DOE translation services.

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.

A letter inviting the parent to the Annual Meeting is sent home in th preferred language if available. The letter will ask if an interpreter or translator is needed.

A school-wide form is completed by the teacher after the Annual parent meeting is held.

ENL teachers and /or ESL coordinator maintain a log for parent meetings.

All classroom teachers of ENL students have access to the cum folders with all the ELL documents.

All critical ELL documents are in the students' permanent folders and on file in the ENL coordinator's office. The ENL coordinator keeps track of parent meetings and outreach along with the Parent Coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. This is the essence of parent involvement--recognizing that the adults responsible for raising children are an essential ingredient in building excellent schools and in determining what excellence actually looks like. Such a level of participation requires going beyond the traditional practices of how families connect to their children's schools. We seek to make parents collaborators and decision makers.

We want to create an environment in which parents ask fundamental questions such as the following:

What is my child learning and why? How does he learn the content while learning the language?

What is the schools expectations and goals for all of Ells?

Is my child being challenged at their performance levels?

What is the school doing well and how can we help in getting them to do things better?

How can we promote and support a school culture in which we help each other and encourage each other to advocate for our children, to make sure that treatment at school is equitable?

Some examples of parent involvement activities include but are not limited to, ENL classes for parents, parent workshops on how to help their child prepare for all state exams, FUNdations, and other early literacy skills, and how to incorporate math at home.

We plan our trainings and teacher workshops based on our experience that the parents of ELLs are less likely to be involved in their children's education. In many cases our parents do not have the knowledge or ability to support the learning of their children. Our immigrant parents do not possess a mastery of the language to comprehend the highly demanding content their children are learning in English, therefore we provide English as a New Language and alternate support workshops to prepare them in assisting their child in the native language. We also rely on the Parent Association (PA) and the parents on the School Leadership Team (SLT) many of which are able to communicate in the native language of the parents in the community to gather information from their constituencies in the community in order to prioritize training sessions for the parents of Ells.

The Parent Coordinators plans and schedules many of the Parent Workshops with outside organizations and agencies. School staff

and parent volunteers are used for translation at parent workshops. Additional translators are hired as needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school has an ongoing partnership with Marquis Studios. Through the partnership, parent child workshops in the Arts are planned for a total of 4 sessions that engage parents on how to use mathematics and vocabulary building strategies in developing art projects.
Additionally, the parent coordinator works with Leap and other organizations to facilitate training in language development for the parents of ELLs that do not speak the language. School staff and parent volunteers are used for translation. Additional translators are hired as needed.
5. How do you evaluate the needs of the parents?
PS 152 distributes an annual Parents' Needs Assessment survey. The Parent Coordinator avails herself to the parents that ask for assistance to complete the survey. From the data collected, the Parent Coordinator, ENL, Coordinator and Administration determine the areas of need. Facilitators for the parent workshops are either from the PS 152 staff or from outside organizations. The PA board and SLT parent members also act as the voice of the parent community and bring the ongoing parents' needs and concerns to the school's attention. School staff and parent volunteers are used for translation. Additional translators are hired as needed.
6. How do your parental involvement activities address the needs of the parents?
Based upon the data analysis of the Parent Survey that is conducted by the Parent Coordinator, she meets with the administration to discuss possible parent involvement activities. Many of PS 152's parent involvement activities focus on strategies and methods for parents to use at home to help their child succeed in school. Many topics include, but are not limited to, good study habits, ENL strategies, grade expectations, and an in-depth understanding of the grade specific CCLS. Other parent involvement activities include health and nutrition workshops and ENL classes for the parents.
Parents are asked to fill out feedback forms after the workshops as a measure of satisfaction and as an indication for future workshops. School staff and parent volunteers are used for translation. Additional translators are hired as needed. Lastly, to encourage the love of literacy, PS 152 invites authors to come meet the students and the parents. The parents are invited to a meet and greet with the author in the beginning of each visit. Marc Brown has been the school's guest author for three consecutive years.

D. Additional Information

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

Paste response here:

School Name: PS 152Q**School DBN: 30Q152**

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)
Vincent J. Vitolo	Principal		9/11/15
Enid Maldonado	Assistant Principal		9/11/15
Wanda Gonzalez	Parent Coordinator		9/11/15
Kelsy Coba	ENL/Bilingual Teacher		9/11/15
Lily Folet	Parent		9/11/15
Ester Lim	Teacher/Subject Area		9/11/15
Renee Sciacca	Teacher/Subject Area		9/11/15
Liza Dimitriades	Coach		9/11/15
SAri Madden	Coach		9/11/15
Daniel Stegner	School Counselor		9/11/15
Dr. Philip Composto	Superintendent		9/11/15
Gary Goldenback	Borough Field Support Center Staff Member _____		9/11/15
Elizabeth Economakos	Other <u>Assistant Principal</u>		9/11/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q152**

School Name: **Gwendoline N. Alleyne School**

Superintendent: **Dr. Composto**

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.

Translation needs are assessed based on the percentage of recent immigrants registering students in P.S. 152Q. during the 2015 – 2016 school year. The Home Language Identification Surveys are a source of information used to identify the language spoken at home as well as the selection of language preference indicated by the parent at the time of registration. We specifically look at Part 1, item 5, "What language is spoken in the child's home or residence most of the time?"; Part 3 under Parent Identification: "In what language would you like to receive written information from the school?"; and "In what language would you prefer to communicate orally with school staff?". Teachers and schools staff also collect data from the students' blue cards. ATS reports for HL and preferred languages are periodically reviewed by the pupil personnel secretary. Changes are made during the school year based on parent requests so that language preference is as current as possible.

The number of requests for interpreters during Parent Teacher Conferences in November and March also provide the school with current data. When notices are sent to the parent with each child's report card, there are two selections made available for the parent's convenience. The parent will at that time request an appointment for the parent teacher conference and also indicate if an interpreter is needed for the conference and the language of choice. Title II and Title I allocations are used to provide the services of interpreters not available via school personnel. In addition to language choice signing interpreters are available for hearing impaired parents.

Requests for translated versions of the Home Language Identification Survey, Parent Program Choice letters and other forms pertaining to English Language Learners served as additional sources of data.

Other factors considered in the need for translation included:

- Individualized Education Plan (IEP) Team records.
- Percentages of participation in meetings, workshops, and other school events

- Data on the number of non-English languages indicated on the School Report Card.

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.

Items previously delineated were quantified and classified according to the language of preference for a general result that indicates that the language spoken in the homes of approximately 54% of our school community is Spanish. Bengali makes up 23%, while Urdu, and Punjabi consisted of approximately 5% each and Chinese makes up approximately 5%. Other languages consisting of Tibetan, Tagalog, Arabic, and Sign language, make up approximately 8%.

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.)

Forms from the Department of Education that already include translated versions will be downloaded, copied, and distributed in the languages previously identified. Written translations of the following will also be included as these are produced in the school:

- Parent handbook
- School wide calendar of events
- Invitations to workshops, performances, School Enrichment Model celebrations and other events
- Workshop handouts
- Standardized test practice orientation materials
- Information on the NYSESLAT
- Data finds (standardized test results) including data trends
- Curriculum requirements and promotional standards requirements

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.

Formal face- to face meetings include:

- Two parent teacher conferences (Fall/Spring)
- Annual ENL parent meeting (Mid-Year)
- “Meet the Teacher” (Fall)
- “Spring Parent Meeting Night” (Spring)
- Promotion on Doubt Meetings for selected students (February)
- Parent Workshops for selected parents on selected Tuesdays’ Parent engagement time. (All throughout the year)

Informal:

- Teacher -parent phone calls.
- Guidance counselor outreach to parents
- Grade supervisor outreach to parents

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.

Written translation of all in-house letters, flyers, invitations, leaflets and other information sent home in English will be made available to parents identified through the “Home Language Identification Survey” Part 2 and other sources. Spanish translations will be completed on site by the bilingual Spanish and Bengali speaking personnel. Translation to other languages will be rendered through the use of the translation Unit of the Department of Education. Items pressing and time sensitive (needed before two weeks) will be translated by approved private vendors available to the school.

Timely provision of translated documents will be made possible by creating a Translation / Interpretation team that will consist of a supervisor, the parent coordinator, and 3-5 additional staff members whose responsibility it will be to ensure that documentation is evaluated, processed, and translated as needed. This team will meet on a monthly basis to preview upcoming calendar events that may require home communication and plan for the translation of each of these. Decisions will be made as to the need for in house translation, private vendor translation or whether to seek the services of the Department of Education Translation Unit.

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.

Oral interpretation services will be provided at meetings, Parent-Teacher Conferences, and workshops. Invitations to these events will include a section for the parent to indicate the need for an interpreter and the language spoken by the parent. Spanish speaking oral interpreters will include school bilingual school staff and the Parent Coordinator. Outside vendors will be contracted to provide the services in Bengali, Urdu, Arabic, Chinese, and Punjabi.

Parents requesting interpreters for one to one conferences with teachers, administration, guidance, and other school staff will be scheduled in advance of each meeting in order to secure services as needed. The Translation / Interpretation team will plan for and schedule Interpreters for each school event as needed throughout the school year.

Oral interpretation will make it possible for parents to receive accurate messages during conferences, meetings, workshops, and other school events. Oral services will assist parents in making informed decisions about the academic, emotional, and developmental growth of their child(ren).

Part D: Training Staff on Policies and Procedures

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

The entire staff will understand the Chancellor's Regulation A-663. Trained staff members will facilitate a Professional Learning Community session to explain the Language Access Kit. The entire staff will receive a multilingual welcome poster, a Language Identification Guide to help determine the language spoken by a parent, an informational brochure about the services provided by the T & I Unit, and an over-the-phone card for school staff that outlines how to obtain an interpreter.

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

Upon the identification on the home language survey and/or a parent request is made to the school personnel, a determination will be made by the Translation / Interpretation Team whether it is one of the covered languages. Information will be logged in the child's emergency card, ATS, and the Teams ongoing database. The parent choice ATS Report is printed and maintained on file for reference as needed.

- The parent will receive written notification of the translation / interpretation services available to them in the school.
- Postings near the main entrance to the school (in the multiple languages of the school community –Spanish, Bengali, Urdu, Hindi, Punjabi, Arabic, Chinese, Tibetan, and Tagalog) will include information to parents on the Parent Room (435) where parents can obtain a copy of the written notification and the Chancellor's Regulation A663 on translations.
- The school's safety plan will include details on the procedures to ensure that parents who

need language assistance, have access to the school's administrative offices.

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)

PS 152 will include questions on the annual Parent Need Survey to collect feedback on the quality and availability of translation and interpretation services. The Parent Coordinator will serve as a liaison to share informal parent feedback with the school's LAC and all other key staff members. Lastly, the LAC will consult with parent members of the P.A. and the S.L.T. to collect formative data on the school's implementation of the Language Translation and Interpretation Plan.