

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

08X152

School Name:

P.S. 152 EVERGREEN

Principal:

FRANCES LYNCH

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Community School 152 School Number (DBN): 08X152
Grades Served: Pre K – 5
School Address: 1007 Evergreen Ave., Bronx, New York 10472
Phone Number: 718 589-4560 Fax: 718 328 5867
School Contact Person: Linda Faughnan Email Address: _____
Principal: Frances J. Lynch
UFT Chapter Leader: Joanne Oliver
Parents' Association President: Maria Castellanos
SLT Chairperson: Jennifer Solis Rivera
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nay Guity
Student Representative(s): _____

District Information

District: 8 Superintendent: Karen Ames
Superintendent's Office Address: 1230 Zerega Ave., Bronx, New York 10462
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: 212 935-3783 Fax: 718 828-6239

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: RJuiz2@schools.nyc.gov
Phone Number: 718 828-7776 Fax: 718 828-3113

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)
Frances Lynch	*Principal or Designee	
Joanne Oliver	*UFT Chapter Leader or Designee	
Maria Castellanos	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Solis-Rivera	Member/Teacher	
Desiree Yarrell	Member/Teacher	
Quentin Morgan	Member/Teacher	
	Member/	
Eldrika Chaplin Cummings	Member/Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Soledad Mendoza	Member/Parent	
Sandra Escamilla	Member/Parent	
Caroline Mena	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.

School Mission Statement

We come from all over but

We're truly a team.

We respect everybody and

We reach for our dreams.

Achievement, trust, and kindness

Will govern us all.

Learning together will

Make us stand tall.

We're mathematicians, writers, and readers.

We're building character to become

Future leaders.

Administrators, Teachers, Staff,

And families too,

All of us together

Make C.S. 152

At CS 152 we serve, on average, about 977 children in grades Pre K through grade five. Our student demographics are as follows: English Language Learners – 27%, Students with special needs – 22%, Students in temporary housing/homeless – 202 students.

What makes CS 152 stand out was best written by Inside Schools that visited us recently. They wrote..."the teaching staff at PS 152 is experienced and enthusiastic. Teachers work together to plan lessons so students learn the same basics, whether they are in an English as a Second Language (ESL), team teaching class that mixed general and special education, or a general education class.....Bright and colorful homemade material that shows off teachers' well-thought out lesson plans and students' work decorate the halls of classrooms."

We have many initiatives at our school that help our children not only learn new material but also give them an exciting environment to come to everyday. Some of these initiatives are as follows:

- “Master Class” are those classes that surpass the criteria for Model Class within a certain time period
- Monthly 100 Book Challenge Ceremonies celebrate student achievement in reading
- Student of the Month is celebrated highlighting specific character traits
- COW (Compliment of the Week) is awarded to those classes that earn the most compliments for the month
- Merit-based Student Council
- Project Arts Morning Programs – Choir, Band and Step
- Yearly celebration of student achievements (Parent Involvement)
- School-wide Recycling Program
- Studio in a School was instituted this year for all students in grades 1-5 with Professional Development for all classroom teachers
- ELA/Math Morning Program in the Fall is for grades 3 – 5 and in the Spring for grades 1 and 2
- Literacy and Math coaches are available to provide support to staff and ensure that all classes are on pace with the curriculum
- Morning TESOL Program is set up in three sessions: Intermediate, Advanced and Beginner which runs from December to June
- The parent coordinator provides monthly parent outreach workshops, in areas such as: community outreach, Dial-a-Teacher, Fire Safety, Local Farmers’ Market, and best practices on supporting academics in the home
- Monthly newsletters are sent home in order to communicate special events
- Planners are given out to students to improve communication with families
- Word/Thought of the Day is shared every morning to improve vocabulary and reinforce the character trait of the month

Data collected from the 2014-2015 state exams show a slow rise in scores. In order to better prepare teachers and students to meet the demands of the CCLS and ensure a more rigorous curriculum, we will be focusing on vocabulary, writing, and more rigorous strategies when our students are asked to do close reading. We will also be integrating critical thinking and engagement skills by incorporating methods from DOK. Also, school-wide pedagogy studies from texts such as, Total Participation Techniques: Making Every Student an Active Learner, Academic Conversation: Classroom Talk that Foster Critical Thinking and Content Understanding, Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement, and Make Just One Change: Teach Students to Ask Their Own Questions . Teachers ensure that there is reflection time built into their lessons for students to engage in collaborative discussions in order to help make their thinking visible. Teachers also will ensure that there are multiple entry points and differentiation in order to provide access to CCLS to all learners through grouping.

At CS 152 we have formed relationships with Studio in a School and The Carmel Hill Fund in order to support our students through academics and the arts.

08X152 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	975	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.4%	% Attendance Rate	90.0%
% Free Lunch		85.6%	% Reduced Lunch	0.1%
% Limited English Proficient		25.6%	% Students with Disabilities	20.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.1%	% Black or African American	20.4%
% Hispanic or Latino		75.6%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White		1.0%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.17	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	9.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		13.6%	Mathematics Performance at levels 3 & 4	24.1%
Science Performance at levels 3 & 4 (4th Grade)		88.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Data collected from the 2014-2015 ELA state exams showed a slow rise in scores. In order to better prepare teachers and students to meet the demands of the CCLS and ensure a more rigorous curriculum in grades 3-5 we have selected Expeditionary Learning and Teacher’s College for Writing which are Common Core aligned.

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, as a result of steps taken to align the curricula to CCLS, student benchmark scale scores will increase by twenty percent, as measured by subsequent STAR Literacy tri-annual benchmark testing.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development centered on writing and close reading</p>	<p>K-5</p>	<p>September- June</p>	<p>Administration Literacy Coach</p>

Continued professional development on the implementation of the Common Core Learning Standards and Instructional Shifts	K-5	September-June	Administration Literacy Coach
Teachers will meet during professional learning periods with the literacy coach in order to adapt the Read Well and Teacher’s College Writing in order to meet the needs of their students	K-5	September-June	Administration Literacy Coach
Data teams will meet to evaluate student work, assessments and develop and share highly effective lessons and best practices	K-2	September-June	Administration Literacy 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.											
1. Cost not negotiated with Studio In A School (Title 1)											
2. No cost associated with this activity											
3. No cost associated with this activity											
4. Per session rate X 5 members (Vision for School Improvement)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st 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.
Alignment of assessments to curricula: By February 2016, in grades K-5, student scale scores will increase by ten percent as evidenced by mid-year STAR testing results. <ul style="list-style-type: none"> • Common Assessments STAR Reading (Benchmark) STAR Math (Benchmark) MOSL Fountas and Pinnell

Running Records

Imagine Learning

English in a Flash

Math in a Flash

• **Curriculum Assessments**

Read Well Baseline

Mid-Unit Assessment (Expeditionary Learning)

End of Unit Assessment (Expeditionary Learning)

Grade wide monthly testing (Teacher created)

Mid-Chapter Checkpoints (GO Math)

Chapter Assessments (GO Math)

• **Teacher-made Assessments**

Monthly ELA

Monthly Social Studies

Monthly Science

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.

Results of teacher surveys show a need for further professional development in areas of engagement, higher order questioning, and use of assessments.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will ensure that, at least, 30% of their lessons contain student driven activities within each lesson, as evidenced by teacher observation documents.

Part 3 – Action Plan

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.

1. Long Term (Title 1) \$9,900
2. Short Term (Title 1) \$15,750
3. ELL (Immigrant Funding) \$7,875

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

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

Part 5 – Progress Monitoring

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

By February 2016, 50% of teachers will ensure that, at least, 30% of their lessons contain student driven activities within each lesson.

Our school uses grade-wide monthly spreadsheets to track and analyze student progress.

Data team meets monthly in order to make needed adjustments to curricula.

Teacher teams meet, at least, three times per month in order to discuss and/or make adjustments to curriculum pacing.

Feedback through conferencing in order to improve student engagement

Use of rubrics/peer conferences in order to have students self-reflect

Use of checklists in order to plan/differentiate future lessons.

As a result, students receive immediate feedback during each lesson and teacher teams meet in order to evaluate student engagement throughout the lesson. Teacher teams use this information to adjust planning.

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.

As a result of the feedback from our 2015 Quality Review, a greater concentration will be placed on creating multiple entry points in our planning for students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, these practices will be evidenced by 100% of instruction to include multiple entry points, as evidenced by results of formal teacher observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) 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>Professional development centered on creating multiple entry points in order to meet our students individual needs</p>	<p>K-5</p>	<p>September-June</p>	<p>Administration Coaches</p>

Greater ELL professional development for the entire staff offered on planning lessons that offer multiple entry points in order to meet the needs of our ELL population.	K-5	September-June	ELL coordinator Field Office
Parent workshops created to educate our parents in supporting their children on their individual levels.	K-5	September-June	Administration Parent Coordinator Literacy Coach Math Coach ELL Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Cost not negotiated											
No cost associated with this activity											
No cost associated with this activity											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, fifty-percent of teachers will engage in the analysis of student work, align lessons, units and instructional tasks to CCLS and instructional shifts in order to be responsive to student needs.
STAR Reading (Benchmark)
STAR Math (Benchmark)
MOSL
Fountas and Pinnell
Running Records
Imagine Learning
English in a Flash

Math in a Flash

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

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

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

Part 1 – Needs Assessment

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

As a result of the feedback from our 2015 Quality Review, greater emphasis will be placed on student feedback via conferencing notes/rubrics. Although teachers do engage in conferencing, more concentration will be placed on what students do well in and what they still need to accomplish.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will give students meaningful feedback as evidenced by pre and post classroom activity rubrics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development centered on student feedback as evidenced by student surveys completed in the Spring of 2015</p>	<p>K-5</p>	<p>September-June</p>	<p>Administration</p>

			Literacy Coach Math Coach Field Office
Professional development on high expectations for our high need students	K-5	September-June	Administration Literacy Coach Math Coach Field Office
Monthly parent meetings will be held in order to communicate how parents can help their children at home, as evidenced by parent surveys completed in the Spring of 2015.	K-5	September-June	Administration Literacy Coach Math Coach Field Office Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Cost not negotiated											
No cost associated with this activity											
No cost associated with this activity											
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	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 40 percent increase in teacher/student conferencing centered on academic feedback.
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.

Over the past few years we have seen a slow rise in parent attendance at our meetings. Since school staff, students and building administrators value each other and share a common goal of improving student outcomes we need to have greater outreach to the community we serve.

Part 2 – Annual Goal

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

By June 2016, as a result of parental workshop offerings, there will be a 15% increase in attendance at all parental/community outreach activities based on sign-in sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent surveys will be distributed at the beginning of the year in order to create greater interests in the workshops that will be offered</p>	<p>K-5</p>	<p>September-June</p>	<p>Parent Coordinator</p>

			Literacy Coach Math Coach Field Office Outside Agencies
Greater variety of parent workshops concentrating on our high need students	K-5	September-June	Parent Coordinator Literacy Coach Math Coach Field Office Outside Agencies
Continued communication throughout the year in order to increase parent involvement through the use of monthly grade newsletters, monthly calendars, and the use of power point news bulletins at our main entrance.	K-5	September-June	Parent Coordinator Literacy Coach Math Coach Field Office Outside Agencies

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.											
Cost not negotiated											
No cost associated with this activity											
No cost associated with this activity											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 10% increase in attendance at all parental/community outreach activities based on sign-in sheets.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Determined through STAR reading assessment given three times per year	<p><u>Wilson</u> :</p> <p>A program designed to help students who show gaps in their encoding and decoding skills become fluent and accurate readers by directly teaching decoding and encoding in a structured, sequential way, while continuously addressing fluency and comprehension. Sound, word and syllable cards are used throughout the Wilson reading process.</p> <p><u>Merrill Linguistics:</u></p> <p>Children practice reading in their <u>Stepping Up</u> books before reading stories in the Merrill readers. This preparation makes the reading of words easier for children, so they can focus their attention on the meaning of the stories.</p>	Small Group	Before and During School Hours

		<p><u>English in a Flash:</u></p> <p>Supports NCLB goals, through individualized differentiated assessments and differentiated units of work</p> <p><u>Accelerated Reader:</u></p> <p>Supports NCLB goals, through individualized differentiated assessments and leveled book program</p>		
Mathematics	Determined through STAR math assessment given three times per year	<p><u>Accelerated Math:</u> A program supports NCLB goals, through individualized differentiated instruction. Math practice assessments provide immediate checks on student mastery and growth</p>	Small group	Before and During School Hours
Science	Determined by classroom teacher and AIS teacher	<p><u>Harcourt Brace – NYC Science Curriculum:</u></p> <p>Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials</p> <p>Our science program offers the following features: Hands on learning, small group instruction, lab set-up for grade four students.</p>	Small Group	During School Hours

Social Studies	Determined by classroom teacher and AIS teacher	Harcourt Brace – NYC Social Studies Curriculum: Students gain a major understanding of the New York State Science core curriculum and the New York City scope and sequence through the use of these materials	Small Group	During School Hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determined by SBST team, classroom teacher, guidance counselor, and resource room teacher	<ul style="list-style-type: none"> • At-risk counseling • Monitor student attendance • Referral to agencies for services and follow- up • Communication with parents and teachers Professional Development for teachers on topics such as the assessment process, strategies to improve academic success and./or behavior	One-on-One	During School Hours

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers at C.S. 152 meet the state eligibility requirements and are assigned according to their certification. In addition to administration, C.S. 152 has staff members (coaches) who are designated to support teachers in the areas of: English Language Arts, Math, Science, Social Studies, Common Core Learning Standards, and Data as well as, specific programs such as Accelerated Math and Accelerated Reading. These coaches are available to meet with teachers and staff.
Teachers and staff at C.S. 152 receive high quality professional development from both internal and external providers. C.S. 152 coaches receive professional development on a variety of topics from the District 8 Bronx Borough Field Support Center, this information is turn-keyed and available to all C.S.152 teachers and staff.

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

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

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

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	763,595.00	X	See action plan
Title II, Part A	Federal	153,552.00	X	See action plan
Title III, Part A	Federal	30,688.00	X	See action plan
Title III, Immigrant	Federal	0	X	See action plan
Tax Levy (FSF)	Local	5,100,196.00	X	See action plan

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)

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. Community School 152, 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. Community School 152, 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)

Community School 152, 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>C.S. 152 The Evergreen School</u>	DBN: <u>08X152</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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>120</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</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 morning program entitled "Literacy and Art" will allow the opportunity to combine language, writing and art together. As a result of the NYSESLAT exam, the students that the program will focus on are the beginner and struggling ELL students. Teachers will use NYSESLAT results, NYSITELL results and STAR Literacy and Accelerated Reader to form the basis of the groups. The morning program will run four days a week in three different sessions. The first session will run for a total of 28 days from December 9, 2014 - February 5, 2015. The second session will run for a total of 27 days from February 10, 2015 - April 2, 2015. The third session will run for a total of 23 days from April 28, 2015 - June 5, 2015. The implementation of the three sessions guarantees that teachers have the flexibility to adjust the groups to meet the needs of the students. This program will target ELL students in each grade per session. The total number of students to benefit from this program will be between 80 - 120 first to fifth graders. Of the five ESL teachers, three will teach on each grade from first grade to third grade. The fourth and fifth ESL teachers will teach a class that will combine both the fourth and fifth grade. Each group will meet for one period each day of the program, four days a week before school begins from 7:00 - 7:55 am. The program will focus on using literacy building skills through the research based curriculum of the program "Language Power." Using thematic units, this program targets the four different modalities of listening, speaking, reading and writing. All units will be differentiated to ensure that they meet the individual needs of each student in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. After studying a unit, students will then "Respond to Literature" using art. All ESL teachers will be trained not only in the use of the program "Language Power" but also on how students can creatively "Respond to Literature." A Studio in a School artist will provide professional development to the ESL teachers on the use of different mediums and in turn the teachers will teach the students different ways to creatively respond to literature.

-

-

Part C: Professional Development

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

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

Begin description here: _____

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

In an effort to keep all parents informed and involved the Parent Coordinator provides a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendars can be found at the front counter in the main office (At no cost to Title III). These calendars provide information on grade and school wide events, holidays and workshops offered. All events are conducted in English and Spanish and translators of other languages are available as necessary.

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 152
School Name C.S. 152 The Evergreen 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 Frances Lynch	Assistant Principal Christine Baez, Colette Victor
Coach Desiree Yarrell	Coach JoAnne Oliver
ENL (English as a New Language)/Bilingual Teacher	School Counselor Angela Vera
Teacher/Subject Area Kasey Brenan/ENL	Parent Maria Castellanos
Teacher/Subject Area Chelsie Bakeman/ENL	Parent Coordinator Nay Quity
Related-Service Provider Ellen Hill, Jen Solis-Rivera	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Karen Ames	Other (Name and Title) type here

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	7	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	886	Total number of ELLs	251	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	251	Newcomers (ELLs receiving service 0-3 years)	226	ELL Students with Disabilities	62
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	226	0	51	25	0	11	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	36	42	47	32	49	35								0
Chinese														0
Russian														0
Bengali						1								0
Urdu														0
Arabic	1		2			1								0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani	1	1			1	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	23	4	12	3	14	5								0
Emerging (Low Intermediate)	4	11	16	9	8	10								0
Transitioning (High Intermediate)	4	4	10	2	13	5								0
Expanding (Advanced)	7	23	9	18	13	18								0
Commanding (Proficient)	23	4	2	5	3	10								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	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	0	4	5	8	7	13								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	33	10	0	0	0
5	33	3	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	29	0	13	0	3	0	1	0	0
5	31	0	6	0	0	1	0	0	0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- 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.

Data from yearly New York State Tests including the NYSESLAT, NYSITELL and Spanish LAB are used at the beginning of the year to give ENL teachers a snapshot of the students' academic profile and their academic progress. This information is used in conjunction with initial assessments at the beginning of the year to form literacy groups in grades K-2 and groups in all content areas in grades 3 – 5. All teachers (ENL and classroom) understand that the groups are fluid and will change based on the needs of each student. Throughout the year, the ENL teachers work with their classroom teachers to analyze data collected from a variety of sources including informal assessments (teacher observations, quizzes, homework, etc.) formal assessments (i.e. Accelerated Reading quizzes and Accelerated Math quizzes), and periodic assessments (Go Math!, Expeditionary Learning, Read Well, Science and Social Studies) and benchmark assessments (Fountas & Pinnell, STAR Literacy, STAR Reading, and STAR Math). This information is used to guide the focus of whole group and small group lessons.

The primary tool used at the beginning of the school year to assess the early literacy skills of our kindergarten, 1st and 2nd grade students is the STAR assessments provided through the Accelerated Reading Program from Renaissance Learning. Kindergarteners and first graders take the STAR Early Literacy assessment, which is a computer-adaptive assessment of 41 skills in seven critical early literacy domains. The assessment correlates highly with a wide range of more time-intensive assessments and also serves as a skills diagnostic. The STAR Reading assessment is given to students in grades 1-5. It is a computer-adaptive assessment of general reading achievement and comprehension. STAR reading provides nationally norm-referenced reading scores and criterion-referenced scores. Once all of the students have taken the STAR assessment, teachers will have detailed individualized reports that describe individual needs that will be used in the coming year to design instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Analysis of this year's NYSITELL Scores (for newcomers) and this year's NYSESLAT scores indicate that our students are improving and moving towards English language proficiency. The largest number of students are at the Expanding (advance) level.

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

Tool not working at time of completing LAP.

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?

Scores from the 2015 ELA State exams show that a higher percentage of ELL students scored at a level 1. As a result of the scores, we will continue the ELA curriculums that are aligned with the NYS CCLS and recommended by The New York State Education Department, ReadyGen Read alouds, Write Steps/Teachers College Writing Project and Expeditionary Learning.

One ELL student took the NYS Math in her native language, Arabic, and scored at level 3, this student's score shows they were gaining an understanding of the curriculum in their respective heterogeneous ENL classroom. This year our school will continue the Go Math! curriculum for grades K-5. This math program incorporates Promethean technology and allows for many ways to teach the content including interactive videos, manipulatives, and practice workbooks. This curriculum is aligned with NYS CCLS and provides extensive support for ELLs. Accelerated Math is a software-based program used in all third through fifth grade classrooms. The Accelerated Math program differentiates instruction through the use of 4 types of assignments: math practice assignments, exercises, regular tests and diagnostic tests. The software program provides immediate data on student mastery and growth.

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](#).]

Six ENL certified teachers push-in to heterogeneous ENL classrooms providing intervention services. Data from the NYSESLAT, NYSITELL, teacher observations, Accelerated Reading quizzes and Accelerated Math quizzes and periodic assessments (Go Math!, Expeditionary Learning, Read Well, Science and Social Studies) and benchmark assessments (Fountas & Pinnell, STAR Literacy, STAR Reading, and STAR Math Data) are used to provide instruction for struggling ELLs.

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

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

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

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

Each year the principal, ENL coordinator, and the ENL teachers evaluate the effectiveness of our programs for ELLs by looking at a multiple array of data including summative assessments from yearly New York State Tests including the NYSESLAT, ELA, Math and Science exams. This information is used in conjunction with data gathered throughout the year from formal assessments (i.e. Monthly Tests, Accelerated Reading Quizzes and Accelerated Math quizzes), periodic assessments (Go Math!, Expeditionary Learning, Read Well, Science and Social Studies) and benchmark assessments (Fountas & Pinnell, STAR Literacy, and STAR Math) to guide future curriculum decisions.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

During the registration process, parents of new entrants to the NYC Public School system complete the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language. ENL-certified teachers Ms. K. Brenan, Ms. J. Chandoo, Ms. L. Suarez, Ms. B. Guity and Ms. C. Velez, who are bilingual in English and Spanish, interview parents and students, and assist in the completion of the HLIS. If a parent and/or student speak a language other than English or Spanish, the ENL teacher conducting the interview will use over-the-phone translation services offered through the DOE’s Translation and Interpretation Unit to communicate with the parent and/or student.

Once the HLIS interview is completed, a student’s home language is determined based on a combination of factors when (1) at least one question on the HLIS Part 1: questions 1-4 indicate that the student uses a language other than English, and (2) at least two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicate a language other than English. If the student’s home language is English, the ELL Identification Process ends.

If the student’s home language is anything other than English, an interview is conducted with the student to determine NYSITELL eligibility. During the interview conducted by a ENL teacher that is bilingual in Spanish and English or if the student speaks a language other than Spanish, with the assistance of the DOE’s Translation and Interpretation Services, the ENL teacher will determine if the student has English oral and literacy skills sufficient for the grade they are enrolling. If it is determined that the student does not have sufficient oral and literacy skills in English appropriate for their grade they will be given the NYSITELL. The NYSITELL and subsequent Spanish LAB (if home language is Spanish) are administered by a bilingual, ENL-certified teacher (Ms. K. Brenan, Ms. J. Chandoo, Ms. L Suarez, Ms. B. Guity or Ms. C. Velez). A student who scores below proficiency levels at Entering, Emerging, Transitioning, or Expanding is identified as an ELL.

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).

During the enrollment process, if there are any indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling for students in grades 3 to 5 and scored at beginner/entering or low intermediate/emerging levels of proficiency as indicated by NYSITELL results, students are identified as possible Students with Interrupted/Inconsistent Formal Education (SIFE). Students identified as possible SIFE are then given the Oral Interview Questionnaire by our bilingual ENL, or for a language other than Spanish, with the assistance of translation services. Students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish and whose SIFE Oral Interview Questionnaire indicates that the student has had interrupted or inconsistent education, will then be administered the Literacy Evaluation for Newcomers SIFE (LENS). Results of the Oral Interview Questionnaire and the LENS indicating interrupted or inconsistent schooling will prompt an initial identification of SIFE in the ATS system. This process will be completed by the ENL/Bilingual coordinator and/or the student’s designated ENL teacher within 30 days of enrollment.

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).

In the case of a student with an Individualized Education Program (IEP) whose HLIS and interview indicates a language other than English, the Language Proficiency Team (LPT) comprised of Ms. F. Lynch, Ms. L. Suarez, Ms. E. Hill and the student’s parent or guardian will determine if the student is eligible to take the NYSITELL. A qualified interpreter or language translator of the language of the parent or guardian will be provided during the meetings. The team will consider evidence of the student’s English language development: considering the student’s history of language use in school and home; results from the ELL Identification Process; results from the individual evaluation conducted in accordance with procedures in CR Part 200.4(b)(6); and information presented by the Committee on Special Education (CSE) about whether the student’s disability is the determinant factor affecting English proficiency. The LPT determines if the student should or should not take the NYSITELL. In the case where the LPT determines the student does not have English Language acquisition needs and should not take the NYSITELL, Ms. Lynch will send the recommendation to the superintendent, Ms. Karen Ames, for a final decision.

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.

Upon scanning NYSITELL results of newly identified ELLs, the ENL Coordinator, Ms. L. Suarez, will distribute Entitlement and Non-Entitlement parent notification letters. Parents of newly identified ELLs who scored at or above proficiency/commanding level on the NYSITELL are given a Non-Entitlement Letter. Parents of newly identified ELLs who scored below proficiency/commanding level on the

NYSITELL as indicated by scores of Entering, Emerging, Transitioning or Expanding will be given an Entitlement Letter. These letters are generated by the ENL Coordinator within five school days after the NYSITELL is scanned and scored. A copy of these letters is retained and stored.

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).

After being identified as ELLs, parents receive Placement Letters and Entitlement Letters within five school days of taking the NYSITELL exam. These letters describes the ELL programs offered within the NYC School system and informs them that they have 45 days from the date of their child's enrollment to appeal their child's ELL status. Parents are directed to contact our ENL Coordinator, Ms. L. Suarez, if they would like more information on the matter or if they wish to have their child's status reviewed or reassessed. Letters are distributed in English and Spanish, or the designated home language (if available). When a written request for re-identification of ELL status is received, the ENL Coordinator will review all documents related to initial or reentry, student's work in English and home language, and if appropriate, administer the NYSITELL or review results of school-based assessments and consult with the CSE if the student has an IEP or is suspect of having a disability that may impact their ability to speak, read, write or listen in English. Ms. L. Suarez will make a recommendation to the principal, who will then either not recommend a change to ELL status, or recommend a change of ELL status and send this recommendation to the superintendent for review and a final decision.

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.

In adherence with state requirements to place ELLs within ten days of enrollment, C.S. 152 provides one-on-one and small group parent orientations during registration and continues to provide the orientations for the parents who come in throughout the year. During these orientations parent choices are presented. The choices are as follows: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a New (Second) Language ENL/ESL. All ENL certified teachers are familiar with the program choices and are available during parent orientations and registration. At this time, parents of entitled students are provided with an opportunity to view the Parent Orientation Video for Parents of English Language Learners (available in 13 languages), which details the program choices. During this time the ENL Coordinator (L. Suarez), or an ENL teacher bilingual in English and Spanish, is available to answer any questions regarding program choice. For parents of other home languages, the DOE's Unit of Translation and Interpretation services is utilized. After watching the Parent Orientation Video parents are asked to fill out the Program Selection Form and Parent Survey.

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

Every attempt is made to conduct parent orientations describing all three program choices during the initial registration process. Parents are encouraged to attend orientation and fill out the Parent Selection Forms and Parent Surveys at school with a ENL teacher available to answer questions. For parents that do not make it to the Parent Orientation, the forms are handed out to the students by their ENL teachers. The ENL Coordinator and/or an ENL teacher will also reach out to the parents either in person or by telephone to inform the parents of the program choices and ask them to make their selection on the Program Selection Form. At this time parents are also informed of the next orientation where they will have an opportunity to view the Parent Orientation Video. Parent Surveys and Program Selection forms are returned to Ms. L. Suarez, the ENL Program Coordinator and copies are retained and stored.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

For parents that cannot attend the Parent Orientation, Parent Survey and Program Selection forms are handed out to the parents or students by their ENL teachers. The ENL Coordinator and/or an ENL teacher will inform the parents of the program choices and ask them to make their selection on the Program Selection Form. At this time, parents are also informed of the next orientation where they will have an opportunity to view the Parent Orientation Video. Parent Surveys and Program Selection forms are returned to Ms. L. Suarez, the ENL Program Coordinator and copies are retained and stored. As per CR Part154.2, if a form is not returned, the default program for ELLs is ENL.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed to parents of newly identified ELLs who scored below proficiency /commanding on the NYSITELL. These letters are generated by the ENL Coordinator, Ms. L. Suarez, within five school days after the NYSITELL is scanned and scored. The ENL Coordinator uses NYSITELL results in conjunction with parent program selection results gathered from Program Selection forms to determine placement. A copy of these letters is retained by the ENL Coordinator and placed in each of the student's record.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Documentation for all ELLs is maintained and monitored by the student's designated ENL teacher and the ENL Coordinator, Ms. L. Suarez. The original HLIS forms are retained in student files and a copy along with testing results, parent notification letters, Parent Survey and Program Selection forms are filed and retained each school year by the ENL Coordinator.

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.
- Any student who is identified as LEP/ELL entitled is administered the New York State English as Second Language Achievement Test (NYSESLAT). Prior to administration of the NYSESLAT exam Ms. L. Suarez (ENL Coordinator) runs the RLER – an ATS report that identifies students that are eligible for the NYSESLAT exam. Each certified ENL teacher (F. MacDonald, K. Brenan, C. Bakeman, L. Suarez, B. Guity, J. Chandoo and C. Velez) administers the exam. NYSESLAT exams are administered within the test window in the spring to assess and measure progress in the four modalities (Listening, Speaking, Reading and Writing). Scantrons and test booklets are verified against the RLER (NYSESLAT Eligibility report) to ensure that each student eligible to take the NYSESLAT is administered the test. At the beginning of each year the NYSESLAT scores are used to determine a student’s eligibility to continue to receive LEP/ELL services.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Before September 15th of each school year, letters are generated and distributed that inform parents of their child’s status and eligibility as an English Language Learner. ATS Reports RLAT and RLER (in conjunction with NYSITELL scores) are used to determine which letters parents of current, former, and newly identified ELLs should receive. Parents of students who are entitled based on previous NYSESLAT results, indicated by the RLAT, are given a Continued Entitlement Letter. Parents of students who are not entitled based on proficiency as demonstrated by a Commanding score within the last two school years receives a Non-Entitlement/Transition letter. These letters are generated and distributed by the ENL Coordinator and the certified ENL teachers. A copy of the letters is made and retained by the ENL Coordinator.
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).
- Based on information collected from Program Selection and Parent Survey forms, C.S. 152 offers an English as New Language (ENL) program. This program is aligned with the parents’ request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. Review of the Parent Survey and the Program Selection forms show that parents, for the past few years, have chosen the ESL/ENL program. Each year there are anywhere from 1-3 parents that choose the a bilingual program. The trend that we have observed, after reviewing the program choices that parents have requested for the 2014-2015 school year, is overwhelmingly freestanding ENL. This year as of yet, all parents have chosen the ESL/ENL program.

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]).
- Freestanding ENL program.
Community School 152 has a push-in ENL program for grades K-5. The program consists of eleven heterogeneous, freestanding ENL classrooms. Of these eleven classes, all have a certified ENL teacher who pushes in for two periods (ENL and stand alone) for four days for a total of 400 minutes per week, exceeding the 360 ENL minutes mandated by CR Part 154. In addition, the certified teachers provide stand alone instruction on the fifth day. ENL Special Education students have a certified ENL teacher who pushes in for one period for four days of the week. The fifth day all certified ENL teachers push-in/pull-out special education students to meet the required ENL minutes mandated by CR Part 154.
 - TBE program. *If applicable.*
N/A
 - 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)?

In grades 1-5 ENL certified teachers push into all heterogeneous ENL classrooms for two 50 minute periods four days a week for a total of 400 minutes per week, exceeding the 360 ENL minutes mandated by CR Part 154. Kindergarten classrooms have a full-time ENL teacher that pushes-in and pulls-out students for ENL services. Any ELLs in a different setting, as required by their IEPs, are

serviced by our certified ENL teachers in either a push-in or pull-out setting according to their fluency levels.

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.

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

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

C.S. 152 will continue the following literacy programs aligned with NYS Common Core Learning Standards (CCLS) ReadyGen read alouds and Expeditionary Learning. Expeditionary Learning (EL) is our ELA curriculum for grades 3-5. EL is a comprehensive K-12 educational design that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching NYS Common Core Learning Standards. This program includes Learning expeditions – long-term investigations of important real world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service. EL's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, and rubrics. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests. Leadership EL school leaders build professional learning communities that focus sharply on student achievement and instruction. EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement. EL incorporates modifications for ELLs including supplemental materials, research based teaching practices (scaffolding, questions, graphic organizers, video, hands-on experiential learning) and teacher flexibility in instruction is also encouraged.

Accelerated Math and Accelerated Reading are two adaptive software programs which differentiate learning. Both programs are essential components to the curriculum for third through fifth grade students. This year Accelerated Reader will continue in grades 1-2 and implemented into the kindergarten classes. Accelerated Reading software provides an initial assessment that establishes each child's level of reading and assigns them a Zone of Proximal Development (ZPD) based upon their level of reading comprehension. This assessment is repeated in January and June to assess reading comprehension progress. The ZPD assigned to the student correlates with the trade books they will read throughout the school year. As students read books, they take quizzes on the computer that assess their reading comprehension of each book. As they move through the program, their ZPD is adjusted to reflect their progress. We will continue with the Spanish component of the Accelerated Reader program. Newcomers who are literate in Spanish will have the opportunity to be assessed in Spanish and be allowed to read books in Spanish. As they learn English and become more proficient they will also read books and test in English.

Accelerated Math is also a software-based program being used in all third through fifth grade classrooms. The Accelerated Math software program provides extensive targeted and differentiated practice in specific math objectives. The objectives are carefully chosen to complement the GoMath! curriculum. The software allows teachers to assign specific objectives to their students

and print out practice problems on those objectives. The students can then work on those problems and scan their answer sheets providing them with immediate feedback on their work. At the same time, the software prints out a follow-up practice worksheet addressing the needs of each student based on their performance. As the students work on their assigned objectives, the software uses an algorithm to determine when a specific student is ready to be tested and an assessment is generated for him. The teacher can then print individualized assessments, allowing students to move at their own pace and gain a sense of control over their own learning.

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

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

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

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

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

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

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

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

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

Programs, curriculums and support for ELLs are developmentally and age appropriate, linguistically enriching and experientially relevant. The programs used at C.S. 152 tap into students' interests and strengths in order to scaffold new

information. All classrooms, including ENL classrooms use the following curriculum: Read Well (K-2 Literacy Program, ReadyGen Read Alouds (grades 1-2 Literacy Program), Accelerated Reader (grades K-5), Expeditionary Learning (grades 3-5), GoMath! (grades K-5), Accelerated Math (grades 3-5), and Common Core Science and Social Studies curriculum (grades K-5). In addition, all ENL classrooms have access to an Audio Book Lending library and computer programs such as English in Flash, Math in a Flash, and Imagine Learning English.

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.

As per the ELL policy and Reference Guide, between 6 and 12 , months the principal must review the Re-identification Process and ensure that the student's academic progress as not been adversely affected by the determination. Along with the ENL coordinator, classroom teacher and parent/guardian, the principal will determine if the student is affected by the determination. The principal must provide additional support services and may reverse the determination. Principal must consult with the superintendent. Final decision must be in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

ELLs who have demonstrated commanding on the NYSESLAT remain in ENL classes for two years for 90 minutes as per CR Part 154. This guarantees that they receive additional support that may be necessary before transitioning to a non-ENL classroom. Former ELLs are also provided testing modifications for 2 years after scoring commanding on the NYSESLAT.

Additional academic, technological and native language supports in all ENL classrooms include: books available in the native language, an audio book lending library available in English and Spanish, bilingual dictionaries, picture dictionaries, English in Flash computer program, Imagine Learning English computer program, Prometheans, computers and the assurance that at least on member of each co-teaching team is fluent in Spanish. When possible, content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed. Use of these supports depends on the needs of each student.

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?

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

Our technology-based math and reading programs address the needs of the tactile learner on an ongoing basis as do the interactive activities on the Promethean. Routine one-to-one conferencing with the teacher allows for immediate corrective feedback. There are many opportunities for the teacher to model correct usage of the English language such as explicit teacher talk, think-alouds, modeling, retelling, sharing and paraphrasing.

Chart

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

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

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

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



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

Chart

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

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

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

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

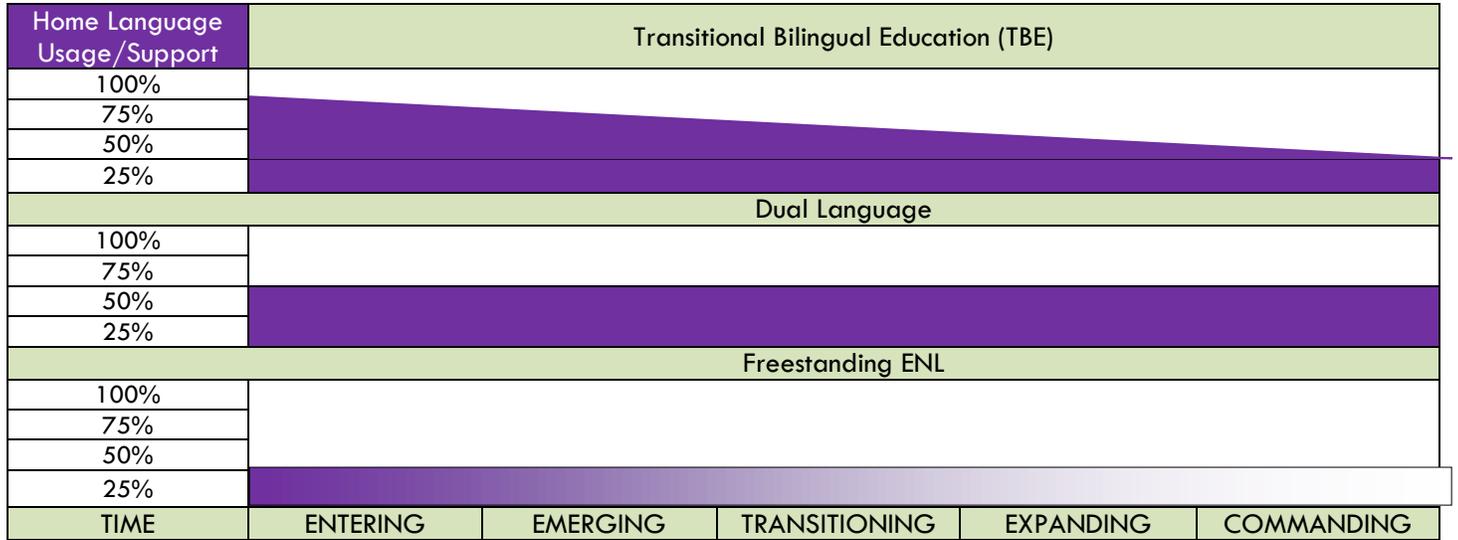


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

Six ESL certified teachers push-in to heterogeneous ESL classrooms providing intervention services. Data from Accelerated Reading and Accelerated Math programs, ReadWell, GOMath! and Expeditionary Learning quizzes are used to provide RTI for struggling ELLs. These programs allow students to complete work at their instructional level with interventions provided by the classroom and ENL teachers. As students produce work it is constantly being evaluated and new intervention materials are provided depending on the students' needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

With the Common Core Learning Standards we have recognized that it is necessary to continue with the common core curriculum programs. Go Math, used in K-5, includes an ELL component providing student workbooks, enrichment materials and intervention materials for ELLs. Additionally it includes a Spanish Language edition and a glossary. Read Well, used in grades K-2, provides ENL modifications for each lesson. Expeditionary Learning also provides extensive modifications for ELLs.
12. What new programs or improvements will be considered for the upcoming school year?

This year we are implementing, along with Write Steps, the Teachers College Writing Project which is aligned with the Common Core Learning Standards. Furthermore, this year we are planning to have a ENL Literacy/Art morning program for children in grades 1-5.
13. What programs/services for ELLs will be discontinued and why?

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

ELL students are afforded the same opportunities as monolingual students. ELLs have the same ability to participate in our arts programs, which this year include the Step Team, Drama Club/and Select Band. ELL students are also offered a morning ENL Literacy/Art program which is offered to students in three different sessions throughout the year and taught by certified ENL teachers.
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.

Academic, technological and native language supports are available in all ENL classrooms and include: books available in the native language, an audio book lending library available in English and Spanish, bilingual dictionaries, picture dictionaries, the English in Flash computer program, the Imagine Learning English computer program, one Promethean, 2 computers per classroom and 5 ipads per classroom. When possible, content area books are available in Spanish for students to use in the classroom and/or take home, providing students and parents with all the tools necessary to succeed.

Go Math!, used in K-5, includes an ELL component providing student workbooks, enrichment materials and intervention materials for ELLs. Additionally it includes a Spanish Language edition and a glossary. Read Well, used in grades K-2, provides ENL modifications for each lesson. Expeditionary Learning also provides extensive modifications for ELLs, including the use of graphic organizers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

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

We have a number of programs to assist newly-enrolled ELLs, specifically English In a Flash, Imagine Learning, Math in a Flash, and a Spanish-English audio-book library. Cooperative grouping provides peer-supports and small group instruction provided by the classroom and ENL teachers provides instruction for new ELLs based on their needs.

19. What language electives are offered to ELLs?

N/A

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.)

All ENL certified teachers will participate in a monthly professional development session focused on current topics of language acquisition for ELLs. During designated monthly PD sessions, the team will participate in webinars offered through Imagine Learning and TED; engage in study of publications offered by the Division of English Language Learners & Student Support; including the Leading Advanced Literacy Instruction to Promote ELLs' Achievement; and discuss best practices. Additionally, during weekly professional development hours prescribed by CR Part 80, Studio In a School will host 2 school wide professional development opportunities focusing on language acquisition strategies embedded in the arts.

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?

As described above, ENL teachers at C.S. 152 have adopted a team approach in supporting one another in meeting the Common Core Learning Standards of our ELLs. We engage in monthly team meetings to share strategies and ideas from outside professional development learning opportunities as well as sharing best practices and innovative ways of supporting the learning of our ELLs.

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

The guidance counselors Ms. Vera and Ms. Jeanmarie, and our Parent Coordinator Ms. Nay Guity, serve as the liaisons to support our ELLs as they transition from elementary to Middle School. They provide information to staff and parents in regard to application requirements, opportunities available and information about middle school fairs.

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.

Three out of the weekly professional development sessions provide direct professional development on language acquisition strategies for ELLs, meeting 15% of the total professional development hours for our teachers. C.S. 152 maintains a professional development binder where all agendas, minutes, and attendance sheets are kept. In addition, ENL teachers will meet as a team and turn-key ideas and strategies learned at outside professional development opportunities.

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?

Teachers will meet with parents of ELL's during Tuesday's Parent Outreach time to discuss their child's language development progress. Assessments/data such as NYSESLAT level, Imagine Learning progress, and Accelerated Reading/Math progress will be provided to parents/guardians. If parents/guardians speak a language other than English or Spanish, the ENL teacher conducting the meeting will use over-the-phone translation services offered through the DOE's Translation and Interpretation Unit.

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.

ENL teachers will maintain binders of records of annual individual meetings with ELL parents, phone calls, and letters.

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

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

Parents are invited to participate in and/or attend any school event and/or Parent Workshop. Events planned for this year include the Halloween Parade, the Breast Cancer Walk, Dads Take Your Child to School Day, Family Engagement Night, Studio in a School Art Exhibit and "The Spring Show" that showcases the arts programs at C.S. 152. The morning arts programs consist of a Drama Club, Dance, Select Band, a Step Team which are open to all students.

A variety of workshops are offered by the Parent Coordinator, Ms. N. Quity, throughout the year in English and Spanish. A sample of workshops include "Parenting", "Fire safety workshops", "CPR", "Middle School Options", "Reading and Understanding Your Child's IEP", "Health and Nutrition" "Flu and Germ Prevention"

In addition to workshops provided by the Parent Coordinator, every Tuesday (A total of 27 days) different grades and staff members (ENL teachers, counselors, RTI Specialist) will alternate and provide workshops on different topics/activities to students and their families. Parent Engagement workshop samples include topics such as "How to Improve Literacy Skills in grades 1-3", "Test Prep Strategies for ELA State Exams", "Helping your Child Succeed in Writing", "Reading Together at Home", "Using New York City as your Classroom" and "How to Get Online Help with Your Child with GoMath!

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

Workshops are provided to parents by Studio in a School an organization that provides visual arts exploration and discovery. Families that attend these workshops learn how to combine art with language development through read alouds and the use of different art mediums.

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

The parent coordinator, Nay Quity, maintains an open door policy and is in constant conversation with the parents, administration and the ENL coordinator to ensure that the parents' needs are met.

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

Workshops provided by the parent coordinator and teachers were developed as a result of parent suggestions during the school year.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X152 **School Name: The Evergreen School**
Superintendent: Karen Ames

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.

C.S. 152 employs three methods to determine the oral and written language of preference of parents of ELLs. The Home Language Identification Survey (HLIS) asks parents to indicate the language in which they prefer to communicate (oral and written) with school staff. The second method, is the Emergency Card. The third method is the Parent/Guardian Language Preference form (provided by the Department of Education in nine languages). This information is input into ATS where it is accessible at anytime during the school day. Additionally, all teachers are provided with the Language identification card, found on the NYCDOE Translation and Interpretation Unit website to use as needed.

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.

The parents' preferred languages for both written and oral communication are as follows:

English
Spanish
Arabic (4)
French (1)
Fulani (2)
Twi (1)

Bengali (1)
Serbo-Croatian (1)

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.)

The following documents that are distributed to families are as follows:

Monthly Curriculum Calendar (per grade)
Parent Newsletters
School Calendar
Important Notices/Reminders of upcoming events
Community Resource Centers - Community Outreach
Parent Association Meetings
Parent Engagement "Super Tuesdays" Events
Parent Teacher Conference announcements
New York State Testing dates
Morning Program Letters

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.

The following is a list of face-to-face meetings with parents:

Meet the Teacher Night
Parent Teacher Conferences
"Super Tuesday" Parent Engagement Workshops
Teacher/Parent/Guidance Counselor Tuesday meetings/calls
Parent Events - Community Outreach
ENL Annual Parent Meeting

Part C: Providing Language Assistance Services

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

Translation of documents from English to Spanish (the two predominant home languages of students at C.S. 152) is translated in-house by the parent coordinator and bilingual staff members. When possible, any documents that needs to be translated will be sent to the Translation and Interpretation unit with ample time to meet the translation criteria.

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.

Translation required in Spanish is provided in-house by bilingual staff members. When needed, school staff members will use over-the-phone interpreters via the Translation and Interpretation Unit for languages other than English and Spanish.

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.)

Staff members at C.S. 152 receive information regarding translation and interpretation services including T&I Brochure, contact information and procedures for requesting translation and interpretation in-house or via the Translation and Interpretation Unit.

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

All communication with parents including Bill of Parent Rights and Responsibilities are provided in the language of the parent/guardian. A sign indicating the availability of translation services is posted at the security desk at the entrance of the building and in the main office. All staff is aware of the services

provided by the Translation and Interpretation Unit. The school's safety plan meets the requirements of the Chancellor's Regulations A-663.

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)

To gather feedback from parents on the quality and availability of services, C.S. 152 staff will keep in constant communication with parents/guardians. Additionally, the parent coordinator will distribute parent surveys.