2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 22K052
School Name: P.S. 052 SHEEPSHEAD BAY
Principal: KRISTIN HURLEY
Comprehensive Educational Plan (CEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name: Elementary</th>
<th>School Number (DBN): 22K052</th>
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<tbody>
<tr>
<td>BEDS Code: n/a</td>
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</tr>
<tr>
<td>Grades Served: Pre K-5</td>
<td></td>
</tr>
<tr>
<td>School Address: 2675 East 29th Street Brooklyn, NY 11235</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-648-0882</td>
<td>Fax: 718-648-4636</td>
</tr>
<tr>
<td>School Contact Person: Kristin Hurley</td>
<td>Email Address: <a href="mailto:Khurley2@schools.nyc.gov">Khurley2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Kristin Hurley</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Charles Ungar</td>
<td></td>
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<tr>
<td>Parents’ Association President: Nicole Calabrese</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Linda Rolon</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Erika Hockenberry</td>
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</tr>
<tr>
<td>Student Representative(s): n/a</td>
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<tr>
<td>CBO Representative: n/a</td>
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## District Information

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<thead>
<tr>
<th>Geographical District: 22</th>
<th>Superintendent: Julia Bove</th>
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<tbody>
<tr>
<td>Superintendent’s Office Address: 5619 Flatlands Avenue Brooklyn, NY 11235</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:JBove@schools.nyc.gov">JBove@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-968-6248</td>
<td>Fax: 718-968-6252</td>
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## Field Support Center (FSC)

| FSC: Brooklyn | Executive Director: MauricieriDegovia |

2018-19 CEP
Executive Director’s Office Address: 415 89th Street, Brooklyn, NY 11209
Executive Director’s Email Address: MDegovi@schools.nyc.gov
Phone Number: 718-759-4976  718-759-4975
Fax: 718-759-4975
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Kristin Hurley</td>
<td>*Principal or Designee</td>
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<tr>
<td>Charles Ungar</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>Nicole Calabrese</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Yvette Cuevas</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Linda Rolon</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Student</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>CBO Representative, if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Kolm</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Linda Rolon</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>----------------------</td>
</tr>
<tr>
<td>Lori Nova</td>
<td>Teacher</td>
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<tr>
<td>Kathleen Beissel</td>
<td>Teacher</td>
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<tr>
<td>Soranlly Adams</td>
<td>Parent</td>
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<tr>
<td>Allison Lindon</td>
<td>Teacher</td>
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<tr>
<td>Daniel Torkel</td>
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<td>Charles Dono</td>
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</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Chantai Jiminez</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families, and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

   The mission of PS 52 is to foster independent learning for all of our students by recognizing and celebrating their differences. As independent life-long learners we will excel academically through differentiated instruction while maintaining academic rigor to support individual needs and maximize student potential.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 52 has a citywide gifted and talented program on every grade. We also have an integrated co-teaching (ICT) class on every grade to meet the needs of our students with Individualized Educational Plans (IEP). We offer music, art, technology/STEM, dance, science lab, library and physical education. Our Visual Arts program provides the students with an opportunity to learn about artists and their styles and create projects in a similar style. We highlight the students learning in the Arts throughout the school year with several celebrations and festivities. We have a full time Music teacher who directs our 3rd, 4th and 5th grade chorus. We have also have a 3rd and 4th grade string orchestra with both a violin and cello program. We have a resident cellist from Carnegie Hall and recently received the VHI Save the Music grant to purchase more instruments.

Through funding from our councilman we offer a dance program and a stop motion animation arts program after school for grades 3, 4 and 5. These participating students present a culminating performance at the end of the program. Our English Language Learners participate in an after-school program to provide enrichment opportunities for these students to acquire proficiency in the English language. They participate in activities that promote and develop the students’ reading, writing, listening and speaking skills. We also received STEM grant through Brooklyn Borough Presidents office to create STEM learning labs and infuse technology into all classrooms. Our goal is to provide every student with access to their own I-pad and Laptop to use throughout the curriculum and integrate technology effectively in all areas of the curriculum. To look to develop partnerships with STEM programs and create enrichment programs that embed coding, engineering and robotics into instruction.

We have an annual talent show which affords the students an opportunity to highlight their talents and have the experience of performing on stage for an audience. This year we have received a Midori grant to begin violin and cello instruction before and after school. Additionally, our Arts Department has worked on collaborative projects such as Disney’s Musical Kids, Arts festivals and holiday shows.

P.S. 52 participate in many community outreach programs. We raise awareness and funding for American Heart Association, American Diabetes foundation and St. Jude’s children’s hospital. This year we raised almost 3,000 dollars for the American Diabetes foundation. We also received a Teaching Garden from the American Heart association and our 4th grade students have been working with the physical education department to plant and care for the garden.

We offer an adult English class for parents that are not fluent in English. This class is held three times a week. We also offer an adult nutrition class funded by the Food Bank of New York. This class is held once a month for parents to learn about nutrition and to be aware of what their children are learning.

Through our Title I funding we offer many family nights to bring the parents and their children together for activities full of learning and fun. Some of these nights include the international food festival, family game night, family sports night, pajama read aloud, kindergarten fair, Valentine’s Day Craft night, Male Mentor Night and parent informational meetings, parent learning workshops, and many more.

We have created collaborative relationships with the community. We have established a strong partnership with our feeder school MS 14, provided support to our local shelter families and community center and continue to host The Kings Bay Y after school program at the school site. One of these programs is the Basketball Skills program. The basketball coach and mentor students come over from MS14 once a week to run drills and pick-up games with our 4th and 5th grade students. We have worked along-side our local politicians to ensure strong family and community ties. This year, parents will be participating in co-leading professional development for other parents.

This year, we have 4 full time pre-kindergarten classes to strengthen our early childhood literacy. As part of the program for the 2018-2019 school year, the school has continued to use an RTI team which includes, one literacy coach and STAR Universal Screening Tool for grades 1-5 as a baseline. The baseline will be used to determine intervention services for students in 1st grade through fifth grade. We are implementing the MaxScholar reading
program to provide additional intervention with an Orton Gillingham based reading program. We will continue to develop and enhance our literacy curriculum by receiving support and materials from Teachers College Reading and Writing project and initiating their phonics units this year.

We have also implemented a Character Education Program that promotes model citizens and currently working on using Sanford Harmony school-wide as a Character Education Program. We encourage our students to monitor and take on leadership roles throughout the community. We have created a committee that meets as needed to partner with families to improve student behavior. We are beginning our day this year with a morning meeting in each classroom to check in with students and ensure they are ready to learn. Throughout the year we will be bringing in social justice circles, expanding our morning meetings and incorporating more culturally responsive curriculum to ensure we meet the needs of all of our students.

P.S. 52 continue to make great strides. We have improved our parent-teacher relationship as evidenced by the learning environment survey, and exit slips from parent meeting and workshops. Teachers are working collaboratively to develop units of study aligned to CCLS horizontally and vertically. Despite many changes in curriculum, leadership and procedures the students are consistently making improvements academically and teachers are developing their practice as evidenced in their observations.

At P.S. 52 we have consistently seen teachers develop higher order thinking questions, continuing to engage their students in a constructivist approach while maintaining academic rigor and providing each other in a supportive environment where they are willing to learn from each other and teachers in other schools within the district and neighboring districts. We will further this work by continuing our partnership with Metamorphosis math professional development and by beginning our enrollment in the Algebra for All initiative. We have partnered with Teachers College Reading and Writing Project to enhance our literacy instruction through professional development. We hired a full time literacy coach that was a previous TC staff developer. She will collaborate with two full time staff developers to support the work in literacy throughout the school day. All teachers will attend institutes, specialty groups and conference days that will support their curriculum and pedagogy.

3. Describe any special student populations and what their specific needs are.

We are focusing on our growing number of English Language Learners (237 students) and students with special needs including students with IEP’s. We are working towards creating an environment that fosters learning for all populations while building capacity in the classroom to help teachers develop strategies to support our school community as a whole and differentiate the instruction to meet the needs of all learners and maximize student growth for all subgroups.

4. Identify 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.

As we continue to monitor our strengths and areas of improvement, we have decided to focus on assessment and using data accurately to provide entry and access to all students in literacy. We believe that strong literacy instruction starts with knowing where students are and using running records and leveled literacy to provide differentiated instruction or all students. We will continue to provide professional learning around all areas of literacy, including discussion and questioning techniques through whole class discussions and a student led small groups and peer
assessment. As we move along the school year, we will continue to foster a professional learning environment where teachers are self reflective and engage in professional development, inter-visitations and collaborative conversations that help them develop and refine their craft and practice.
<table>
<thead>
<tr>
<th>School Demographics and Accountability Snapshot for 22K052</th>
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<tbody>
<tr>
<td><strong>School Configuration (2018-19)</strong></td>
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<tr>
<td>Grade Configuration</td>
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<td><strong>English Language Learner Programs (2018-19)</strong></td>
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<td>Transitional Bilingual</td>
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<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
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<td># Special Classes (Math)</td>
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<td><strong># Visual Arts</strong></td>
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<td><strong># Foreign Language</strong></td>
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<td><strong>School Composition (2017-18)</strong></td>
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<td>% Title I Population</td>
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<td>% American Indian or Alaska Native</td>
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<td><strong>Personnel (2015-16)</strong></td>
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<td>Years Principal Assigned to School (2016-19)</td>
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<td><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4</td>
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<td><strong>Student Performance for High Schools (2016-17)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4</td>
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<td>Regents Diploma w/ Advanced Designation</td>
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<td>Reward</td>
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<td>Priority School</td>
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### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | NO |
| White | YES | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | NO |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | NO |
| White | YES | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | NO |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

| 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 | NO | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

#### High School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

| 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 | ALL STUDENTS | N/A |

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

| 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 | ALL STUDENTS | N/A |

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

| 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 | ALL STUDENTS | 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

| 2018 ELA Data 48% students level 3 and 4 |
| 2018 Math Data 54 % students level 3 and 4 |
| 2017 ELA Item Skills Analysis Data reveals the following areas of need trends: |
| o Inference and interpretation with text support, |
| Theme and authors purpose with supporting details |
| 2017 Math Skills Analysis Data reveals the following areas of need trends; |
| o Extended and multi-step and applied problems, with a specific lens on number sense and fractions |

Feedback from Superintendent visit: Continue to integrate peer and self assessment into instruction. Instructional focus on writing across content area based on student performance on state, local and classroom assessments

Feedback from Quality Review: Focus Area: Align assessments to curricula. Use on-going assessment and grading practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

**School Strengths :**

- Classroom Environment
- Student Engagement
- Planning of Units across grades
- Response to Intervention

**School Needs :**

- Question/Discussion Techniques
- Student Engagement
- Data driven reading instruction
- Student (Self and Peer Assessment)
- Academic/Content Vocabulary

Priority needs are to improve writing across all content areas with a focus of integrating content specific vocabulary, higher order thinking and student self assessment and supporting all students including our ENL students in all academic areas.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019 there will be a 5% increase in the number of students reading and writing on grade level in all subgroup areas, through accurate assessment, rigorous targeted teaching and intervention, incorporation of the MaxScholar intervention program, support of literacy coach and professional development as measured by Fountas and Pinell running records, performance series and state assessments.
### Part 3a – Action Plan

#### Activities/Strategies
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Sept 2018-June 2019</td>
<td>● Administration&lt;br&gt;● Coach&lt;br&gt;● Teachers&lt;br&gt;● Teachers College Staff developers</td>
</tr>
<tr>
<td>All teachers</td>
<td>Sept 2018-June 2019</td>
<td>● Administration&lt;br&gt;● All teachers, students, coaches and administrators</td>
</tr>
<tr>
<td>All parents</td>
<td>Sept 2018-June 2019</td>
<td>● Administration&lt;br&gt;● Teachers&lt;br&gt;● Parent Coordinator</td>
</tr>
</tbody>
</table>

#### Professional Development with the focus on accurate assessment practices, use of learning progressions and student goal setting. Use of teachers college staff developers, curriculum institutes and full-time literacy coach to monitor assessment based instruction.

- Inter-visitations and collaboration on early literacy through Learning Partners Program and Continuous learning Program.

- Formal and Informal Observations with feedback and individual teacher professional development plans

- Incorporation of inquiry science through Continuous learning program, frequent team meetings to track progress of interventions

- Frequent collection of reading notebook and monthly tracking of student reading levels and progress

- Student running records, reading logs and student reading response notebooks aligned with the units of study. Students identified for response to intervention in 8-10 week cycles. Use of learning progressions for student self assessment and goal setting by strategy.

- Parent workshops – Learning Strategies in supporting literacy at home for all students including English Language Learners and students with Individual Education Plans

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Parent workshops will be designed to teach parents how to assist their children at home and develop a strong routine of reading at home. Parents will be invited in to see best practices in literacy instruction in their child’s classrooms.
Family reading nights, including Pajama reading night will be used to engage families and foster a love of literacy. Reading logs will be distributed to all students K-5 and parents will be signed and reviewed nightly.

**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.

Professional Development Days, teacher sub coverage, parent workshop materials, and assessment and curriculum materials for classrooms.

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

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<td>In Kind</td>
<td>Other</td>
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</table>

**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 2019, the administration will have reviewed student reading levels, logs and response notebooks bi-monthly to inform best practices in the classroom and to continue to identify students who require response to intervention. Students who are receiving response to intervention will be consistently monitored in 8 week cycles to review and regroup.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Review of benchmark reading levels, STAR reading data, performance assessments, pre and post assessments, reading response notebook, maxscholar data and learning progressions aligned to CCLS

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
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</tbody>
</table>

School Strengths

- Student support staff including Guidance and SAPI counselor
- Positive behavior support system during lunch hours
- Student/Citizen of Month program
- Child centered warm school environment

School Needs

- Consistent School Wide character education
- Positive behavior intervention implementation
- Consistent parental and family support

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be implementation of morning meetings, social justice circles and culturally responsive instruction in 100% of the classrooms and there will be a 3 % increase to 95% in student attendance based on the implementation of social emotional student programs, culturally responsive instruction, professional learning, student goal setting and independence and partnerships with families.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

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<th>Target Group(s)</th>
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<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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<tr>
<th>Activity</th>
<th>Target Group</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will be trained in social justice circles, morning meetings, social emotional awareness and culturally responsive instruction.</td>
<td>School wide</td>
<td>Sept 2018</td>
<td>All Staff</td>
</tr>
<tr>
<td>Staff will meet as teams to adapt the program to meet the needs of the students in the PS 52 school community</td>
<td>School wide</td>
<td>Sept 2018-June 2019</td>
<td>All Staff</td>
</tr>
<tr>
<td>Parent meetings to share the program with the parent community and encourage and educate parents about consistency at home and school attendance.</td>
<td>School wide</td>
<td>Sept 2018-June 2019</td>
<td>Staff and parents</td>
</tr>
<tr>
<td>Review of the program and the impact on the students and community as a whole and continued education on the importance of attendance, responsibility and respect.</td>
<td>School wide</td>
<td>Sept 2018-June 2019</td>
<td>School community</td>
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</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent workshops will be held to educate parents on the program and monitor its implementation. Lessons will be distributed for parents to work on with their children and incentives and rewards will be created to encourage students and families to become active in the school community.

### 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.

Sanford Harmony program, social justice program, family nights, professional development, attendance meetings, attendance tracking and outreach, per diem coverage days

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

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### Part 5 – Progress Monitoring

2018-19 CEP
**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 the end of February 2019, the administration will monitor whole school student attendance on a monthly basis and compare the data to measure if student removals have increased/decreased and attendance rates are increasing/decreasing as a result of goal related activities to determine if the school is on course to meet the annual goals using reports such as OORS, and attendance reports, observation data and classroom removal reports.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- decrease in classroom removals, changes in individual behavior plans, decrease in crisis paraprofessionals, increase in attendance, observation data

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

School Strengths

Teachers meet as teams horizontally and vertically

Teachers collaboratively plan on their grades to create, review and adapt units

Teachers facilitate learning across the district, especially the arts department.

School Needs

Staff to expand their professional knowledge and continue to be reflective about their craft in practice in all areas of the curriculum with a specific focus on assessment

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of teachers will use assessment more strategically and efficiently to drive instruction forward and differentiate to ensure all students are making progress, including all subgroups. This will be measured by student progress and a 5% increase in HEDI scores in the areas of assessment in advance. This will be achieved through professional development, teacher grade level meetings and inquiry groups, collaborative planning and inter-visitations to observe best practices.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

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<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tr>
<td>Staff will complete interest and needs inventories to identify an area of need for professional growth and support regarding assessment</td>
<td>All staff</td>
<td>Sept 2018</td>
<td>All Staff</td>
</tr>
<tr>
<td>Administrators will analyze results of formal and informal observations from the previous school year as well as the teacher goals developed in June 2018 and September 2018 to match identified teacher need with the inventories.</td>
<td>All staff</td>
<td>June 2018-Sept 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teacher teams (grade wide and vertical teams) will meet to review unit plans and will use data specific to their classroom to inform instruction, differentiation and targeted interventions with a focus on the use of assessment to drive instruction forward</td>
<td>All staff</td>
<td>June 2018-Sept 2019</td>
<td>Staff Administration</td>
</tr>
<tr>
<td>Teacher inquiry groups will reflect and revise pedagogy and look closely at formative assessments and how they impact pedagogical practice. Incorporating techniques and strategies from professional development, inter-visitations, coaching and observation feedback.</td>
<td>All staff</td>
<td>June 2018-Sept 2019</td>
<td>Staff Administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops developed to inform parents on literacy and math pedagogy and assessment. PA meetings where lessons are modeled and explained to parents. Assessments reviewed with parents and meetings to explain types of assessment and how that informs student progress. Open days where parents are welcome to observe their students in the classroom and are invited to participate alongside their children in reading, writing and math workshops.

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.

Professional Development in: literacy, math, social studies, amplify science, fundations, phonics and Maxscholar and implementation of literacy coach and grade leaders, grade wide meetings to review student progress, cabinet meetings.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

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 the end of February 2018, administration will monitor ADVANCE web application for movement of teachers in the area of 1E, 3C and 3D to determine if teachers have moved in their HEDI Ratings. Administrators will frequently monitor data and feedback from observations to ensure implementation.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Unit plans, teacher lesson plans, inquiry plans, informal and formal observations and feedback conferences, student writing measured by rubrics and checklists, math unit assessments, student running records.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

- NYSESLAT analysis scores reveals gains in speaking and listening however students not testing out due to slow gains in reading and writing sections
- Fountas and Pinnell- students moving in decoding, not meeting fluency and comprehension standards
- Guided Reading Implemented in the classrooms without consistency and assessments not being used accurately to inform instruction and literacy interventions

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be a 5% increase in the performance of ELL students in all instructional areas through improved ENL instruction, as measured by Fountas and Pinell running records, performance on NYSLAT, writing performance assessments, math unit assessments and progression through ENL levels.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Professional Development will be provided in Guided Reading ENL strategies, Targeted Guided Reading Instruction, Assessment Practice and Teachers College Reading and Writing project, Continuous Learning professional developments and Learning Partners Program</td>
<td>All Staff</td>
<td>Sept 2018-2019</td>
<td>Coach Administration Outside PD</td>
</tr>
<tr>
<td>Assessment of ENL students through periodic ENL assessment and Fountas and Pinnell and language acquisition, Imagine Learning Assessments and inquiry science through the continuous learning program</td>
<td>All Staff</td>
<td>Oct 2018</td>
<td>Coach Administration ENL Support Staff Classroom Teachers</td>
</tr>
<tr>
<td>Response to Intervention Plans will be developed for targeted 1-5 students, after-school interventions, push in co-teaching model for ENL instruction</td>
<td>All Staff</td>
<td>Sept 2018-2019</td>
<td>2-5 Classroom Teachers Administration Coach RTI team</td>
</tr>
<tr>
<td>Progress of students will monitored by teams of teachers and RTI specialists, ENL department, Coaches and Administration</td>
<td>All Staff</td>
<td>Sept 2018-2019</td>
<td>K-5 Teachers Administration Coach RTI team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops will be designed specifically for parents of ELL students, continuation of adult English classes and our partnership with community organizations to increase language for our parents. Translation available on all documents and PA meetings, encouraging parents of all languages to attend. Family nights with a focus on literacy.
and communication. Modeling of effective instruction and literacy in all languages during parent involvement. Use of blackboard messaging program to keep all parents informed of goals, supports, and workshops.

### 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.

Professional Development, schedule including common planning time and assessment materials, addition of Imagine Learning Intervention system. Work with the continuous Learning project and Learning Partners Program to review data and view best practices for ENL students across the city.

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

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</table>

### 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.

Analysis of progress of reading levels and reading behaviors from October 2018 to February 2019 assessments, writing assessments, math exit tickets and ENL periodic assessments.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Pre and post assessment results for K-5 students in writing, running records, exit tickets and periodic assessments.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

School Strengths

- Parent Programs and Activities
- Parent Meetings
- Parent Association collaborates with Administration
- Parent groups for all school populations including English Language Learners, Gifted and Talented, Special Education and students in Temporary housing

School Needs

- Parent created meetings and calendar to meet parent needs

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be an increase in parental involvement and communication by 5% as measured by improvement in response to the survey, workshop attendance exit tickets and the learning environment survey. We will increase parental voice with our parents by developing three additional parent workshops led by parents in conjunction with the school to build capacity with all stakeholders and increasing parent participation in all events.
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents</td>
<td>Sept 2018-June 2019</td>
<td>School administration</td>
</tr>
<tr>
<td>All parents</td>
<td>Sept 2018-June 2019</td>
<td>School administration</td>
</tr>
<tr>
<td>All parents</td>
<td>Sept 2018-June 2019</td>
<td>School administration, Parents, Staff</td>
</tr>
<tr>
<td>All parents and families</td>
<td>Sept 2018-2019</td>
<td>parent coordinator, administration, staff and teachers</td>
</tr>
</tbody>
</table>

**Meetings with parent groups to develop parent workshop calendar for the 2018-2019 school year.**

**Regularly scheduled parent advisory meetings with PA and targeted parent groups.**

**Parent advisory board participates in school decision making and share parent meeting calendar and workshops with the school community.**

**Coordination with parent coordinator to send out surveys and gather information with parents about how best for the school to support them, gathering and encouraging parents to express opinions through school survey and participation.**

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**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Partnerships with PA, parent groups, Adult English Class program and YMCA to support families and provide programming assistance and information.

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**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.

Meeting schedules and place to meet, materials and supplies for meetings, schedules, translation services, blackboard messenger program.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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 the end of February 2019, the administration/parent association will monitor attendance and feedback surveys to monitor effectiveness of parental workshops led by parents and review further workshops and supports we can provide to our families.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Agendas, attendance sheets, parent communications, parent surveys, minutes and parent workshop calendar.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>State Test Scores&lt;br&gt;Classroom Performance&lt;br&gt;STARS Assessment&lt;br&gt;F &amp; P running record</td>
<td>Wilson Great Leaps Fundations I-Ready Targeted Guided Reading Conferences RazKids MaxScholar, Leveled Literacy</td>
<td>Small groups One to one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>State Test Scores&lt;br&gt;Classroom Performance</td>
<td>Fluency Practice Great Leaps Math I-Ready Conferences mathletics, Zearn</td>
<td>Small groups One-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>State Test Scores&lt;br&gt;Classroom Assessments</td>
<td>Double Science Period by science cluster Science RTI periods</td>
<td>Hands on instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td>Activity</td>
<td>Classroom Performance</td>
<td>Integration into Literacy Block</td>
<td>Small group Targeted instruction following new scope and sequence</td>
<td>During the school day</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Referral to PPT Guidance Services One on One</td>
<td></td>
<td></td>
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</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>38</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
<tr>
<td>After school programs, attendance outreach and professional development for parents. Access to all activities and clothing when needed. School Supplies as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>h\a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 PS 52 are currently highly qualified. PS 52 has a hiring committee for all new teachers and induction committee to the school. In addition to all new teachers receive a mentor that is an expert in their license area. Teachers are also encouraged to pursue additional certifications including administration, English as a Second Language, Special Education, Gifted and talented etc.

2b. High Quality and Ongoing Professional Development
Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development Funds are set aside in the budget to facilitate staff attendance at workshops, visits to other schools to share practices and for in school training of staff. The professional development calendar for Monday afternoons include: Cycle of Vertical Planning, Cycle of Curriculum Planning, Cycle of Inquiry and Cycle of Professional Study Groups. Staff is also encouraged to seek out their professional development opportunities that will be supported by school administration.

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.).

Currently PS 52 has four full day pre-kindergarten programs which are staffed by teachers experienced in pre-kindergarten, early childhood programs and school ESL programs. The curriculum used in the Pre-Kindergarten program is Engage NY reading and math. The program aligns with the school wide math program and the ELA units align with the school wide reading and writing program. Early intervention services are being provided in the classroom as well center based for students that are in need of support. Pre-kindergarten parents are included in all school wide parent activities. Pre-kindergarten parents are also provided services and workshops by the pre-kindergarten family worker and social worker. In the spring, the pre-kindergarten [parents will be assisted in the kindergarten admission process. Pre-kindergarten students will also start visits to kindergarten classrooms.

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.

PS 52 has a MOSL team which meets in the spring and summer to evaluate assessment measures and to choose the measures of student learning. The team also looks at ELA and math programs and the assessments embedded in the programs. PS 52 also has vertical teams in Math, ELA, Science, Social Studies and the ARTS that look assessments. Staff and administration meet together to plan professional development in the area of assessment. PS 52 has also been chosen to be of an RTI program to develop a universal screening tool for the school. The RTI team includes school principal, AP and two teachers.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>820561</td>
<td>Column A Section Reference(s)</td>
</tr>
</tbody>
</table>

2018-19 CEP
**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

**2** The **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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td>PS 52 Parent Involvement Policy</td>
</tr>
</tbody>
</table>

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. P.S 52 Sheepshead Bay, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

The 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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 52 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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., ESSA/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 October 30th 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 Every Student Succeeds Act (ESSA);

- 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;

## Encouraging School-Level Parental Involvement

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)

### PS 52 School-Parent Compact (SPC)

PS 52, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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;

III. Student Responsibilities

● Complete all assignments and homework assignments thoughtfully
● To treat all members of the community with respect
● Follow schools discipline code
● Try their hardest in all activities
● Be Active members of the community, expressing their voice and choice respectfully
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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### Part A: School Information

Name of School: ________  |  DBN: ________

This school is (check one):
- Conceptually consolidated (skip part E below)
- 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):
- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: ________

Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ________

# of certified ESL/Bilingual teachers: ________

# of content area teachers: ________
<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the direct instruction supplemental program here and include the</td>
</tr>
<tr>
<td>• rationale</td>
</tr>
<tr>
<td>• subgroups and grade levels of students to be served</td>
</tr>
<tr>
<td>• schedule and duration</td>
</tr>
<tr>
<td>• language of instruction</td>
</tr>
<tr>
<td>• # and types of certified teachers</td>
</tr>
<tr>
<td>• types of materials</td>
</tr>
</tbody>
</table>

Begin description here: ______

Our Title III supplemental program will be an after school program running every Wednesday and Thursday from 2:30-4:00 from January to April for students in Grades 2-5. By closely analyzing and examining NYSESLAT data from the 2017-2018 school year, that our 2nd-5th grade ENL students need support in the modality of writing and speaking. Most of our students fall within the transitioning and expanding range. Of the 177 students who took the NYSESLAT in the spring, 15 students scored within the commanding range. We would like to increase this number and are therefore planning an after school program to target students in all language proficiency levels, specifically in the modalities of writing and speaking. Students will be placed into classes based on their ENL proficiency level and provided targeted, culturally responsive instruction will be provided according to the modalities in which they require more support. The program is designed to help our children as learners of a new language using interactive games, read alouds and whole group conversation with sentence frames and language prompts, hands on art projects, cooking, Readers Theater and Teachers College Supports for English Language Learners in the Units of Study. Four ENL certified teachers will provide instruction alongside 3 general/special education teachers. Materials needed: games, high interest read alouds, Teachers College curriculum and ELL supports, cooking, art materials, and Readers Theater supplies.

We have chosen to provide an after-school program because research shows that students participating in after-school programs show an increase in positive attitudes and behaviors linked to success in school and improves academic achievement especially for struggling ELLs (McLaughlin, 2002; Miller, 2003, Hall, et. al, 2004).

Based on students' current writing samples, periodic assessments and achievement on the 2018 NYSESLAT we have determined that our ELLs would benefit from participating in an after-school program that would target their speaking and writing needs and help to improve their achievement on the NYSESLAT. This program will be offered to all ELL students (entering, emerging, transitioning, and expanding) in grades 2-5 including long-term ELLs and newcomers.

The after-school program will run from January 9, 2019-April 18, 2019 on Wednesdays and Thursdays from 2:30pm - 4:00pm using a co-teaching model to support students through experiential learning, conversation, vocabulary building and hands on activities. From March 01 ,2019 to April 18, 2019 our students will be supported in preparing for the NYSESLAT assessment. Students will be provided with a snack at no cost to Title III. We chose to have a small class size for our Title III program to offer students the opportunity for a more individualized experience in a non-threatening atmosphere and to improve student achievement.

The program will have 7 teachers. Four of the teachers are certified in ESL. This program will include mathematical vocabulary and another program for NYSESLAT preparation. The classes will be taught in English. An administrator (Ms. Harding/Ms. Geller) will be available to
### Part B: Direct Instruction Supplemental Program Information

Supervise and assist in administrating the program. This is the only program that is running on Wednesdays/Thursdays at the specified time so Ms. Harding/Ms. Geller will need to be compensated through Title III funds.

Parents will be notified in the parents preferred language about the program and the expectations. In order to determine effectiveness of the program, we will monitor attendance daily and provide pre and post assessments to determine student progress.

The materials that will be purchased and used for the Title III program are: "Getting Ready for the NYSESLAT" from Attanasio & Associates, Inc., Readers Theater, cooking supplies and general supplies such as chart paper, pencils, folders and cd players to practice the listening portion of the NYSESLAT.

During the Tuesday parent time, parents of ELL students will be invited for a homework help time for parents to support student understanding. A variety of paraprofessionals, general education and ESL teachers will participate to help parents with the continued language barriers from October 2018 - May 2019 from 2:30pm - 3:35PM.

The goal of the direct instruction supplemental programs are to increase academic achievement, develop academic language, and improve English literacy skills for our English Language Learners in grades 2-5.

### 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 rationale for the professional development plan is to provide ongoing high-quality and rigorous opportunities for our ENL teachers as well as other staff responsible for delivery of instruction and services to ELLs which will enhance our school-wide professional development plan.

The seven Title III teachers will receive professional development training throughout the year. Our school-wide professional development plan includes vertical planning, inquiry teams, grade planning and professional book clubs.

During this time, teachers will discuss how to enrich vocabulary instruction, create teacher made materials appropriate for their ELL population (grade and proficiency level), look at student work, analyze data and share their experiences in implementing the robust vocabulary strategies in their classroom. Teachers will share their reflections on the strengths of these lessons and review student work to show evidence of student growth. Providing the general education population of teachers with strategies for ENL students will reduce the amount of downtime that ELL students will have since the teachers will be using strategies that work. In addition, teachers will be provided with specific needs for students based on NYSESLAT scores and the modalities in which students need to improve on. Therefore, students will have targeted instruction in a
Part C: Professional Development

subject area with specifics to individual student needs. For example, If a student struggles with speaking and listening; and a teacher is teaching Westward Expansion, the student might be assigned work around westward expansion using speaking and listening strategies to support student growth in the particular modality.

In addition ENL teachers receive weekly emails from the Office of English Language Learners with professional development opportunities and workshop information that teachers are encouraged to attend based on what they feel will best meet the needs of their students. In addition, Professional Development is being offered from by the BFSC on a various topics related to ELL - dates to be announced. Our certified ESL teachers meet weekly to collaborate and share ideas on best practices, student achievement, and make plans to address the needs of our ELLs-based on data, teacher feedback, conferences, and kid-watching.

ENL teachers will be providing monthly professional development on ENL strategies with agendas and attendance during the Monday Professional Development time. The cost for the ENL after school program will be approximately $10,000 for the cost of teacher per session and supervisory per session. In addition, the materials will cost approximately $3,000 for the NYSESLAT preparation books. For the NYSESLAT support, the cost will be approximately $10,000 for the cost of the teacher per session and supervisory per session. The cost of the Getting Ready for the NYSESLAT books will cost approximately $5,000.

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: ______

Our rationale for parental involvement is that we want the parents of our ELLs to feel welcomed, valued, and most importantly involved in their child’s education. We offer many opportunities for parental engagement with activities that include parents of ELLs with the assistance of bilingual staff to help translate in the parent’s native language. All documentation is kept in a binder with agendas and attendance sheets with the parent coordinator. All staff members and parents have access.

The parental involvement component that will specifically coincide with our Title III program will be two ELL Family Nights where families are invited into the school to participate in activities that will encourage the development of the English language in a fun, welcoming way. ELL parents and their children will be invited to participate in several enrichment activities while rotating through various stations. This year we hope to offer prizes to the top three ELL parents who attend the most parent involvement activities/events. The lucky winners will be recognized at our Title III ELL Family Night. The top prize will be a brand new Apple I Pad mini! The two ELL Family Nights events will facilitated by the seven teachers working the Title III program, and the Assistant Principals, Ms. Harding and Ms. Geller. The ELL Family Night events will be held on January 24, 2019 from 5:00-7:00 pm and on April 17, 2019 from 5:00-7:00 pm. In addition, the school’s Parent Coordinator, Ms. Warner, will be on hand to assist as
Part D: Parental Engagement Activities

well as bilingual translators who can help in translating information into the parent’s native language.

All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translation services are provided whenever needed at all of our school events to meet the parents preferred language survey.

In addition to our Title III program, parent workshops to help students achieve in all academic areas are offered throughout the year. Learning Strategies Part I was presented by our principal, Ms. Hurley. Informative curricula meetings in ELA, Math, and Science, Special Education, Promotional Criteria, JHS informational night, and Kindergarten Orientation are a few ways that we help parents stay informed of the standards and high expectations that we expect from all our students. Enrichment programs and extracurricular activities such as: music concerts, Science Fair, Art Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, Family Sports Night, Pajama Read Aloud, International Family Night and Career Day spotlight the hard work of our students and are shared with parents both during school and at night to accommodate all families. As a school we hold two evening fundraisers that have brought the school community together. Many families attend and look forward to joining the school community and supporting their child’s school. Through our Halloween and Valentine's Day parties we have increased parent involvement and have raised funds to purchase extra materials and programs. By providing translation services during these activities, it allows parents to feel welcomed and a part of our school community.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>0</td>
<td>N/A------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>0</td>
<td>N/A------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>0</td>
<td>N/A------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Must be supplemental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>- Must be clearly listed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Brooklyn</td>
<td>052</td>
</tr>
</tbody>
</table>

School Name: Sheepshead Bay 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristin Hurley</td>
<td>Kara Geller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Fraser</td>
<td>Jen Rossi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Povloski</td>
<td>Nicole Calabrese</td>
</tr>
<tr>
<td>Darina Martinovic</td>
<td>Barbara Warner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maureen Rafferty</td>
<td>Natalie Hemmings-Noble</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Bove</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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</thead>
<tbody>
<tr>
<td>0</td>
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</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>760</td>
<td>237</td>
<td>31.18%</td>
</tr>
</tbody>
</table>

2018-19 CEP
**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2011-12)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2011-12)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
<th>9</th>
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<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The assessment tool that our school uses to measure outcomes for student learning in Grades K-2 is Fountas and Pinnell. In kindergarten, the assessment is given in September, November, January, March, and June. Grades 3-5 students measures of student learning in math and reading are assessed using Performance Series-Scantron. All students were assessed using the Gates MacGinitie assessment. ELA, Math and NYSESLAT scores are analyzed including the item analysis for each of the state assessment. This information helps inform our school’s instructional plan in several ways. The data is carefully analyzed by the data team and the teacher teams as well as the leadership team, and instructional cabinet. This information is shared with school wide during professional development. Then the leadership team looks at the areas where the students are performing below standard and provide additional supports. This data informs the teachers (both classroom and ENL) what skills the student has when s/he comes into their class. Teachers use this information to group students and drive instruction. Our Title III program is offered to all our ELLs and former ELLs. The data collected enables us to provide intensive instruction and remediation by grouping our struggling ELL’s that are not reading and...
writing on grade level and continuing to support our former ELLs in the transitional process. This school year we were able to provide after school support for our ELLs for 8 weeks. Students were placed in small groups to support ELA skills and behaviors.

2. What structures do you have in place to support this effort?
   There are a few ways that we evaluate the success of our programs for ELLs.
   • We look at the data from many sources: NYSESLAT, results of the NYS ELA, Math, and Science assessments, conference notes, checklists, student work with rubrics, Fountas and Pinnell assessments, baseline and benchmark Unit assessments, and Scantron and performance tasks.
   • Although the state report card is not out yet, we can look at the RLAT, and we can see how many students have made progress. We flagged students that have not made one level of progress or regressed a level and provided them with extra support.
   • When the state report card is released, we analyze the data to determine if we are meeting Annual Yearly Progress for ELL students. In the meantime, we use the data from the RLAT to determine student progress.
   • We analyze the data to reveal which students are not meeting or not making progress. Factors that we consider include but are not limited to: student’s home language, length of time in country, gaps in educational services (movement from DOE school to home country and back) SIFE status, attendance and socio-economic status. Based on our data, we provide support to students in school as well as their families.
   • We also look at Mid-year progress reports that our school designed and sends home to parents in January.
   • Data spreadsheets are collected various times throughout the academic year. The spreadsheets contain current reading levels and conference notes that show us how much progress our ELLs are making.
   • This broad range of assessment tools offer a wealth of information to help us determine how our ELLs are progressing.
   • We compare this data with data from general education students to see if there are any achievement gaps.
   • We then make a plan and discuss students’ strengths and weaknesses during common preps, grade meetings, and inquiry time.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Performance series gives an accurate portrait of each student’s instructional level over a wide breadth of knowledge in ELA and mathematics. This enables teachers to track individual students and class progress. Administration is able to monitor grade level and school progress over time. Teachers can compare performance scores through the Scaled Score, Standards Item Pool Score, National Percentile Ranking. In addition, teachers can also develop custom learning plans for each student with just a few clicks, based on State, Common Core, and College & Career Readiness standards.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The instructional cabinet works as a team to gather all the grade level data. We sort all data and analyze the progress of subgroups, including ELL’s, so the team is able to monitor the progress of all students. Students falling below grade level standards receive appropriate support according to the Tiers of RTI. Teachers all use the data to form Tier 1 in classroom support.

5. How does your school use 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.] PS 52 is part of the citywide AIS project in partnership with AIR, as a result of the two-year project for the 2016-2017 school year, the our school is implementing a universal screening tool to determine AIS needs based on the pillars of literacy. The school has also developed an AIS team of teachers and paraprofessionals to deliver targeted AIS services based on the needs of the students. The ELL students are included in the intervention plan. The AIS team will work closely with the ENL providers to meet the needs of the students. The data provided from assessments in the classroom informs us of the current performance of ELLs as well as their progress in reading and literacy skills. When the data indicates that our current ELLs are scoring at a significantly lower level on the assessments than our non-ELLs, a committee consisting of the principal, assistant principal/special education supervisor, the school psychologist, the school social worker, occupational therapist, physical therapist, speech providers, ENL teachers, SAPIS counselor, guidance counselor, AIS/SETSS/IEP teacher, and classroom
teachers meets to discuss ways to intervene. The results from assessments are also used to assess the need for Tier Two and Tier Three interventions.  • Tier 1 Intervention in the classroom- small group, peer tutoring, guided reading groups targeted computer programs. Teachers use classroom assessment to determine academic areas in need for intervention.  • Tier 2- Intervention in addition to the classroom intervention- extended day program for students in grades 3-5, additional instruction twice a week for fifty minutes each day in groups of four to six students. Students are services in small groups of four to six students with assigned extended day teachers. In grades K-2, additional instruction is provided by AIS teachers and ESL teachers during the day. State test scores, local assessments and classroom assessments are used to determine student needs of tier 2 interventions. Programs include Wilson, Fundations, Targeted Guided Reading and Great Leaps Math program are used.  • Tier 3- Intervention after limited success of Tier 1 and Tier 2 interventions. Students receive targeted instruction in a small group of (1 to 3) students.  • In order for students to move from Tier 1 to Tier 2 and above, teachers must present the students to the School Implementation Team.  • PS 52 has Arabic, Russian and Spanish speaking staff including teachers and paraprofessionals that assist in determining the need of services for students.  • All students including ELLs must complete Tier 1 through Tier 3 services before moving to the special education services.  • ELL Students that are referred for special education services are evaluated in their native language.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

The school uses the tools to measure growth for our ELL students. We are currently in good standing in all groups and sub groups including our ENL students. We carefully measure the progress of our ELL students and the sub groups based on their language group, ethnic group and economic status. We are currently at 100% on all areas in our Ell Data report. We use that report to make sure we are in compliance with all ELL mandates.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Administrator, ENL teachers, and classroom teachers all continuously monitor student progress using data. This includes periodic cumulative assessments of content and language skills, but also assessments using sample questions from Engage NY based on student needs by modality as indicated by NYSELAT score quarterly. The results are analyzed by the ENL teachers and shared with classroom teachers to drive instruction. Additional assessments of student progress are F&P, NYS scores, performance assessments, conference notes, and teacher observations.

• ENL staff form close relationships with our students and their families because we believe that "it takes a village to raise a child." Working closely with families helps us to form partnerships with all stakeholders in a way that maximizes participation and accountability for all involved. Our students greatly benefit from this collaboration because they know their education does not stop at the end of the school day.

• Schedules are arranged in such a way that ENL teachers share preps with classroom teachers. This is done so all pedagogues serving ENL teachers can meet to plan together. Administrators are kept aware of the planning through email and when they attend grade conferences, inquiry time and common preps. Teachers support and learn from each other by sharing best practices, turn keying new information learned at conferences, workshops, and professional development opportunities, and providing suggestions and feedback to teachers on instructional strategies to best meet the needs of ELLs. We do this to support language proficiency without sacrificing content instruction.  • All our staff is supportive and responsible to enrich the language development of our students. From administration, teachers, paraprofessionals, school aides, to supporting staff and out of classroom personnel, the entire school models correct communication skills throughout the school day.  • ENL staff attend professional development and turn key new information to classroom teachers. This year, ENL teachers have been part of the District Charter Collective, an effort by the chancellor to build collaboration between district and charter schools in New York City for developing and sharing best practices to service ENL students. ENL teachers in our school are currently developing strategies for classroom teachers to work with Entering and Emerging ENL students.  • Every lesson is aligned to the CCLS. This is true in all classes: general education, special education, and ESL classes. The ESL team aligns instruction with grade level standards and materials while incorporating the NYS ESL standards and performance indicators. We are also in the process of evaluating the New Language Arts Progressions (ENL/New Language) and incorporating them into our curriculum.  • After all these components were taken into consideration, the administration in conjunction with the ENL department decided on the providing the following instructional models for our ELLs:

• Our Freestanding ENL Program is a rigorous, systematic program of English language instruction using second language
acquisition methodologies such as: The Natural Approach, providing access to content area instruction through the use of various instructional supports, e.g., scaffolding (modeling, bridging, contextualization, schema building, graphic organizers, questioning, text re-presentation, metacognition and working in cooperative groups) the Balanced Literacy model, and thematic units of study, and sheltered instruction (SIOP) model, which advocates for the use of scaffolding and differentiation with cultural relevance to help the students gain confidence and momentum in their work.

ENL teachers also support their instruction in English with native language support such as bilingual resources and selective translation in native language when available. • Our lessons include both content and ENL language objectives based on New York State ENL Standards in alignment with the Common Core Learning Standards. • All ELLs participate in a comprehensive approach to Balanced Literacy and Math. The Balanced Literacy components include: Think-Aloud, Read Aloud, Accountable Talk, Shared Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing. • In Math teachers utilize the Engage NY math using manipulatives and a workshop model. ENL teachers collaborate with classroom teachers to isolate and teach key tier 2 and tier 3 vocabulary to assist ENL students in decoding and comprehending word problems. • All classrooms are rich with print and have leveled libraries, which students use during the day and at home.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      All entering and emerging students are provided with 180 minutes of alone ENL instruction and 180 Minutes of integrated ENL instruction. Transitioning students are serviced 180 minutes a week, also through a combination of integrated and standalone services. The work that the ENL teachers do with these students reinforces the grade level curriculum. ENL best practices and strategies are used throughout the instruction to help students have equal access to the curriculum. For Expanding students, ENL teachers provide integrated instruction 180 minutes a week. In addition, when servicing Expanding and Commanding students the ENL teacher co-teaches with classroom teachers for the mandated minutes according to the CR Part 154. Writing has been determined a target area for this sub-group based on NYSESLAT and ELA state data. In addition to an overall focus, students are also grouped by their specific needs modalities based on data from the NYSESLAT. Thus, each group of students during a lesson practice overall objectives with those in which they underachieved on last year's NYSESLAT. Instruction is delivered through a combination of intergrated and stand alone instruction based on New York State mandate for each level of ENL proficiency. Students are heterogeneously grouped in their classes-with a mix of ELLs, FELLs, and Non-ELLS. New York State regulations determine how many units of ENL instruction each student receives according to his or her English proficiency level on the New York State English as a Second Language Achievement Test.

b. TBE program. If applicable.

c. DL program. If applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All entering and emerging students are provided with 180 minutes of alone ENL instruction and 180 Minutes of integrated ENL instruction. Transitioning students are serviced 180 minutes a week, also through a combination of integrated and standalone services. The work that the ENL teachers do with these students reinforces the grade level curriculum. ENL best practices and strategies are used throughout the instruction to help students have equal access to the curriculum. For Expanding students, ENL teachers provide integrated instruction 180 minutes a week. In addition, when servicing Expanding and Commanding students the ENL teacher co-teaches with classroom teachers for the mandated minutes according to the CR Part 154. Writing has been determined a target area for this sub-group based on NYSESLAT and ELA state data. In addition, to an overall focus, students are also grouped by their specific needs modalities based on data from the NYSESLAT. Thus, each group of students during a lesson practice overall objectives with those in which they underachieved on last year’s NYSESLAT.

We look at the RLAT in August when scores become available and create schedules using the mandated minutes for each student so that services are provided as of the first day of school.

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.

ENL students receive English language instruction with native language support in the content areas. This is done in order to make content more comprehensible and to nurture language development in alignment with Common Core Learning Standards, units of study and curriculum of their current grade level. All teachers are trained to use data assessment to drive and plan differentiated instruction in ELA and the content areas to meet the needs of their students. Teachers provide native language support with the following resources: translated versions of assessments, visuals, realia, bilingual dictionaries, and word for word glossaries. Teachers identify entry points to scaffold instruction with vocabulary support in order to help students take more ownership of their learning. ENL teacher plans with classroom teachers in order to embed ENL mythologies when the ENL teachers are not present classroom. When providing integrated instruction teachers use various co teaching models. Stand alone instruction is curriculum based to help support ENL success in the classroom with ENL mythologies.

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

ELLs are evaluated in their native language throughout the year in several ways.

- Classroom teachers allow students to respond to questions in their native language—both in class discussions and on formal tests.
- Classroom libraries contain literature in students’ native languages.
- Students can give answers orally and the information is translated back into English and they can also write their answers in their native language and it will be translated.
- Also, native language exams are given for New York State Math and Science tests when it is helpful to the student.
- Whenever possible, exams are given in a student’s native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency.
- Word-for-word glossaries are utilized in grades 3-5 to help students make the input comprehensible.
- A review of the data from two content areas, English Language Arts and Mathematics show that a majority of our ELLs that have taken standardized tests have not scored as well as native speakers.
- Uncommon vocabulary, non-literal usage (idioms), complex sentence structures, uncommon genres, and multi-clausal processing are all barriers that can create a gap between performance of ELLs and non-ELL students.
- It is that reason why we offer multiple opportunities for students to be assessed on their knowledge of the content being taught throughout the year.

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

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

There are numerous ways we differentiate for our ELLs on a daily basis. Many factors are taken into consideration when teachers plan for their ELLs. Their proficiency level, the amount of time they have been in the country, whether they have had any interrupted education, and their literary level in their native language all come into play.

A. Students with Interrupted Formal Education: (according to CR Part 154, SIFE is defined as students who: come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or are immigrant students and enter a school in the US after grade 2 and have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and, may be preliterate in their first language) or in the scenario where a student returns to his native country and attends school with no English language instruction and then comes back to our school, attention must be given to address the learning gaps in his/her instruction. Our instructional plan for the situation where we have SIFE students is made in conjunction with the parents, ENL staff, the administration, the classroom teacher(s), AIS teacher, and guidance counselor.

• SIFE students need intensive special support and assistance.
• Whenever available, SIFE students are placed in the ICT class to have the benefit of having two teachers and often a paraprofessional as well to provide extra support.
• After taking everything into account, one option is to place the student in a lower grade. This is done on a case by case basis and with informed parental consent.
• When placing the student in a lower grade is not an option, instruction will be accommodated by providing an extra period of ENL daily, as needed, in addition to the mandated unit as per CR Part 154 regulations, providing academic intervention services from our AIS teacher, providing counseling services by the guidance counselor, attending the extended day program for small group instruction based on assessed needs, attending after-school reading/math programs to improve literacy and math skills, attending our ENL Title III after-school program and providing access to computer assisted language learning programs.

B. At PS 52 we are constantly differentiating instruction for all our ELL subgroups.

• Newcomers are students who have recently immigrated and have very limited English language skills.
• They may be at the Pre-Production stage of Second Language Acquisition and therefore are assessed to measure their specific entry point.
• Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, realia, and providing active contextualized engagement activities.
• A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and basic English language skills.
• At this stage, teachers may utilize the student’s native language to ensure the students’ understanding of content area subjects while the student is acquiring English.
• We are fortunate to have available bilingual picture dictionaries on CDs in many of the languages spoken at our school.
• In addition, newcomers have access to computer assisted language for our ELLs and former ELLs.
• We also provide a collection of bilingual/native language reading books in the self-contained ENL classrooms and in the school library that newcomers can check out to read during the reading block or to take home.
• The amount of time a student stays in this or any stage varies from student to student. Therefore, a summary of how we address the needs of newcomers (in our schools for less than three years) at the various stages of second language acquisition is included here.
• As students progress in their acquisition of English, they move to the Early Production Stage.

At this stage, beginner students are beginning to put simple sentences together but still have limited comprehension of English.

The focus of instruction for beginners is vocabulary building.

This is done through:
• modeling reading and writing through read aloud and think aloud
• pairing beginners with a more dominate English speaker who can provide good modeling
• providing cooperative group activities that beginners can participate in by performing tasks such as listing, labeling, categorizing, responding and answering questions
• supporting shared reading and writing with visuals
• demonstrations
• participating in shared experiences
• planning instruction around themes to maximize opportunities for ELLs to acquire language and concepts
• introducing and developing vocabulary visually by using picture dictionaries and other visual aids
• encouraging ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning
• During Speech Emergence, Intermediate students are able to respond in simple sentences and have greater receptive skills in comparison to their expressive abilities.
  Instruction for Intermediate students will focus on activities that are designed to:
  • develop higher level of language use in the content areas
  • expanding vocabulary
  • clarifying teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea)
  • scaffolding academic language
  • modeling a think aloud
  • verbalizing a confusing point
  • partnering ELLs with more English dominate speakers that can provide good modeling
  • The writing process is broken down into stages:
    This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters. Teachers confer with students to identify strengths and weaknesses. These conferences provide new teaching points for new mini-lessons based on students’ needs.
    Small group strategy lessons are conducted for students who exhibit similar strengths and weaknesses. Teachers encourage students to develop their writing skills in their native language so they can transfer these skills when they are writing in English.
    After students have revised and edited their writing pieces they celebrate their work through a publishing celebration.

  • During Intermediate Fluency, the fourth stage in second language acquisition, advanced students demonstrate greater control of the English language and produce complex sentences expected of a native speaker. Although these students are much more fluent they still need support in reading and writing.
    The focus of instruction for Advanced students includes:
    • using scaffolding activities during pre-reading and post reading activities
    • teaching reading and writing through purposeful activities rich in context and built on shared experiences through thematic units of study
    • providing learning activities that can be accomplished by forming small groups in a structure that encourages mutual cooperation
    The ENL teacher works closely with classroom teachers to achieve the following goals:
  • provide academic content-area instruction in English
  • using ENL methodology and instructional strategies
  • using native language support to make content comprehensible
  • assisting students to achieve the state-designated level of English proficiency for their grade
C. Students who require services for 4-6 years are formally identified every September when we analyze our data.
  • The assistant principal and ENL teacher along with input from previous and current classroom teachers meet to discuss each student that falls into this sub-group and how they can be supported best.
  • Various data such as NYSESLAT scores, ELA state assessments, Acuity ITAs and periodic assessments, conference notes, kid watching and rubrics are all considered and examined to determine why a student has not scored proficient on the NYSESLAT and therefore are still entitled to ESL services.
  • Students are then grouped into several different categories and a plan is developed to meet the needs of each student.
  • Most of the students in our school who require 4-6 years of ESL instruction fall into four categories:
    o LEP students with disabilities whose IEP recommends ESL or bilingual instruction
- LEP students held over in grade
- LEP students who have not met the performance standard in reading
- LEP students who have not met the performance standard in writing.
  - When an ENL student has been enrolled in an English Language School System for more than two years, they no longer have promotional criteria based on their ELL status and therefore can be held over if they do not meet grade level standards.
  - For students who are identified as needing extension of services (4-6 years) because they did not meet the performance standard because they are held over s/he begins receiving Academic Intervention Services (AIS) by one of the specially trained AIS teachers in addition to the instruction they receive from a certified ENL teacher.
  - These teachers work collaboratively to meet the needs of the held over LEP student based on data from NYSESLAT exams, item analysis from state assessments, Periodic Assessments, Fountas and Pinnell assessments, and AIS assessments.
  - These students are discussed at monthly School Implementation Team meetings to ensure progress is being made in Reading, Writing, Listening, and Speaking.
  - Classroom teachers and ENL teachers work with students individually and in small groups using a variety of researched based programs while incorporating ENL methodologies.
  - Programs that are used could include but are not limited to: Wilson Reading System, Fundations, Just Words, Options, Great Leaps Reading, Fountas and Pinnell Leveled Literacy Intervention, Houghton Mifflin Leveled Readers, Think Alongs, ReadyGen, Great Leaps Math, Reading Streets, Time for Kids, REACH by National Geographic, Benchmark, and Primary Phonics.
  - Computer programs are also used to help students work towards grade level expectations. These programs include AWARD reading, Aerobics, and Lexia.
  - These students receive this additional instruction and support during the school day and during extended day from their certified classroom teacher, ENL teacher, and AIS teacher.
  - For the students who fall into the sub-group of not meeting the standard in reading both the classroom teachers and ENL teachers work collaboratively to improve reading comprehension, fluency, accuracy, and decoding skills by using the workshop model as a foundation of all reading instruction.
  - Students are grouped according to their reading level (as measured by Fountas and Pinnell) and according to the skill they are working on.
  - These groups are flexible and constantly changing based upon conferencing, kid watching, and assessing (both formally with running records and comprehension questions and informally) to make sure the student is working toward the goal set by the teacher together with the student.
  - During push-in and pull-out classes, ENL and classroom teachers provide differentiated instruction with scaffolding during whole class, small group, and individual conferences to meet the students’ needs.
  - All teachers incorporate a variety of texts in all genres on all reading levels to help the students grasp the skills and strategies needed to become a proficient reader.
  - All lessons are aligned to the CCLS to ensure that students have access to grade level texts.
  - Short-term and long-term goals are set for each student with the ENL teacher and classroom teacher.
  - All students participate in reading instruction a minimum of eight hours a week.
  - For those students who do not meet the performance standard in writing, ENL teachers and classroom teachers provide various rigorous and multiple writing opportunities throughout the day using the workshop model for a foundation of all writing instruction through shared writing, interactive writing, guided writing, and independent writing.
  - Curriculum maps have been designed by grade level teams with input from the ENL staff that incorporate the CCLS.
  - Teachers confer with students one-on-one and then group students according to specific strategies that need to be practiced and mastered.
  - Mentor texts are used to introduce the new genre of the unit.
  - Each new writing unit begins with an on-demand writing task and culminates with a writing piece that shows the entire process.
  - A schedule is developed starting with the publishing date and teachers work backward when planning to ensure each step of the writing process is taught.
  - Struggling writers are taught to stretch out words, chunk sounds and write what they hear using the Fundations program during word study and throughout the day from the ENL teacher and classroom teacher.
  - Personalized word walls with visual supports are used to help individualize instruction and assist students with their daily
writing.
• Content and unit specific vocabulary is displayed in alphaboxes to aid in developing academic vocabulary.
• Students participate in writing instruction a minimum of four periods a week.

D. Instruction for Long-Term ELLs (enrolled for more than six years) is focused on:
• Immersing students in a print-filled environment
• Providing context-enriching activities
• Engaging students in small group activities
• Providing multiple opportunities for students to learn through modeling
• Modifying materials, activities, and assignments based on level of proficiency
• Modifying lessons to develop skills in all the modalities
• Addressing different learning styles and provide AIS during Extended Day
• Classroom teachers and ENL teachers work with students individually and in small groups using a variety of researched based programs while incorporating ENL methodologies.
  • Programs that are used could include but are not limited to: Wilson Reading System, Fundations, Just Words, Options, Great Leaps Reading, Fountas and Pinnell Leveled Literacy Intervention, Houghton Mifflin Leveled Readers, Think Alongs, ReadyGen, Great Leaps Math, Reading Streets, Time for Kids, REACH by National Geographic, Benchmark, Aerobics, and Primary Phonics.
  • Computer programs are also used to help students work towards grade level expectations. These programs include AWARD reading, and Lexia.
  • These students receive this additional instruction and support during the school day and during extended day from their certified classroom teacher, ENL teacher, and AIS teacher.

E. Former ELLs are are serviced for a minimum og 90 minutes a week with integrated instruction with a general education m teacher certified ENL teacher. Former ELLs are pulled out for AIS instruction-as needed. They are placed in general education classes that are heterogeneously mixed. We track these students progress to make sure they are not regressing as studies show can happen and help transition them to independent learners and thinkers.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.
• We have placed our ELLs with special needs in special education self-contained classes and in Integrated Co-Teaching classrooms as per their IEP.
• Our special needs ELLs receive ENL instruction from our licensed ESL pull-out teacher in addition to support services as per their IEP.
• This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups.
• Lessons for students with special needs are modified to address different learning styles, incorporating assistance technology via our Award Reading computer software programs and using a variety of scaffolding techniques.
ENL and special education also work closely to provided instruction.

7. 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?
Students are serviced based on IEP needs not program needs. Students are mainstreamed and placed in the the least restrictive environment. All service providers work together to make sure the students receive all services they are entitled to.

8. 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.
The targeted intervention programs for ELLs in ELA, math, and other content areas are available to students during extended day. These AIS groups offer a very low student-teacher ratio. Students are grouped based on their ELA level, their NYSESLAT proficiency level, their F & P reading level and several other risk factors. All ELLs who fall into one of the risk factor categories are required to attend. This includes beginners, ELLs with special needs, SIFE, and long-term ELLs. Programs include Wilson, Foundations, Targeted Guided Reading and Great Leaps Math program. All intervention programs are taught in English with native language support. ELL students will be assessed by the universal screening tool and serviced by the AIS team(AIS teachers and paraprofessionals targeted instruction in conjunction with the ESL teachers.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We are looking into several new programs to implement with targeted students during our title III program in conjunction with the AIS team. We are also waiting for state test scores to analyze and plan around.

10. If you had a bilingual program, what was the reason you closed it?

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We ensure that all ELLs are afforded equal access to all after school programs by having them at times that do not conflict with other programs. For example, our Title III program is ran on Wednesdays and Thursday after school for an hour and a half. ELLs are invited to participate in after school dance programs by CASA and Community Works. ELLs are entitled to extended day programs, AIS, and differentiated instruction throughout the day in both ESL and regular classrooms. As enrichment, all ELLs are invited to participate in the annual student-staff kick ball game and the annual school talent show as well as all school programs that are run at night: pajama Read Aloud, Halloween Dance and Halloween Night, Family Game Night, Family Craft Night, Field Days for all grades Family Movie night and of course, the Title III Program and ELL Family Night and International Food Night. This is an opportunity where we celebrate our different cultures and tastes. ELL families are encouraged to make traditional food to showcase and share with our school community. In order to get students college and career ready we are going to offer after school AP classes in math and test sophistication in the Spring. In addition, all ELLs have equal access to the following school clubs: Cello, Violin, Chorus. Participation in creative endeavors contributes to language development in all modalities. We ensure that these programs are not scheduled on any holidays or on the weekends, when many of our students have other commitments.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
There are many instructional materials that are used to support our ELLs.
• All classrooms are equipped with computer centers.
• ELMO projectors are in every classroom.
• There are class sets of laptops on each floor.
• All classrooms have SMART boards or in the process of having smart boards installed.
• The computer lab is in the process of being updated for the entire school to have access to.
• Dictionaries and glossaries in student’s native language are used in content area instruction as well as during assessments.
• Realia, pictures, manipulates, magazines, newspapers, and books, are utilized in every classroom in the building to help scaffold instruction when needed for ELLs.
• The Award reading program is utilized in all ESL classes, and many general education and special education classrooms.
• Our school has a site license for various online programs which provides animated videos to bring content to life.
• Teachers also use pre-approved videos from the Internet to show real world examples of topics they are studying (i.e.- hurricanes, volcanoes, biology topics, etc.)
• ReadingA-Z.com, MyOn, Maxscholar are also used in kindergarten and first grade classes to improve phonemic awareness, print concepts, reading comprehension and fluency.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is incorporated into ENL instruction throughout the day. We accomplish this several ways. One strategy we utilize is partnering ELLs with a native language speaker. We provide word-to-word glossaries and bilingual dictionaries in students’ native languages. We provide translators—either to peer or staff members when needed. During class discussions, group instruction, small group instruction, or one-on-one, students can use a variety of ways of communicating—pictures, representations, drawings, technology programs that offer translations and an interpreter to help them in both languages.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required services and resources correspond to ELL’s ages and grade levels as per CR-Part 154 and are scaffolded using ENL methodologies and best practices. The ENL teachers use the same Common Core Learning Standards that classroom teachers use to plan lessons and guide instruction. At times, we scaffold the content to make it more accessible to our newcomers by providing high interest, low readability articles and books. The ENL teacher collaborates with the classroom teacher and shares resources. These resources look like the resources that you would find in the general education class. (For example, you will not see cartoon ABC worksheets in a 5th grade class in our school.)

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
There are many instructional materials that are used to support our ELLs.
- All classrooms are equipped with computer centers.
- ELMO projectors are in every classroom.
- There are class sets of laptops on each floor.
- All classrooms have SMART boards or in the process of having smart boards installed.
- The computer lab is in the process of being updated for the entire school to have access to.
- Dictionaries and glossaries in student’s native language are used in content area instruction as well as during assessments.
- Realia, pictures, manipulates, magazines, newspapers, and books, are utilized in every classroom in the building to help scaffold instruction when needed for ELLs.
- The Award reading program is utilized in all ENL classes, and many general education and special education classrooms.
- Our school has a site license for Brainpop which provides animated videos to bring content to life.
- Teachers also use pre approved videos from the Internet to show real world examples of topics they are studying (i.e. hurricanes, volcanoes, biology topics, etc.)
- Reading A-Z.com, MyON and Maxscholar are also used in kindergarten and first grade classes to improve phonemic awareness, print concepts, reading comprehension and fluency.

16. 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).
52 is dedicated to promoting a safe, comfortable and welcoming atmosphere for newly enrolled ELL students. Our plan to assist newly enrolled ELL students prior to the opening of school in September includes the following: • Early Registration for newly-enrolled students prior to the opening of school in September. • Students who register in the last week of August get to meet with one of our ENL teachers, parent coordinator and/or assistant principal and get a brief tour of the school. Students can see the main parts of the building, cluster classrooms, arrival and dismissal entrances and exits, and any other place so they can see how the school is run. • After the HLS is administered, the child is given the NYSITELL before school starts. • Parents have the opportunity to see one of the ESL classrooms and ask questions about our program. At that time, they are invited to the more formal, parent orientation meeting. • For students who registered earlier in the summer or the previous spring, within the first ten days of school starting, the NYSITELL Test is administered to students whose home language is other than English. • During the registration and NYSITELL process, ENL teachers, the pupil accounting secretary, the parent coordinator, administrators and translators work as a team to assist parents, address their concerns, understand and complete forms, test, and assign placements for ELL students. • Classroom teachers have been trained to provide additional help to newly enrolled ELL students with their transition into a new environment. Newly enrolled ELLs are paired with a buddy student who speaks their language to help develop a support system for them. Our school has a large immigrant population so there are often many English speaking students in most classes who also speak the same native
language as new ELL students. These students have proven very valuable in helping to assist the new ELLs. • Students are partnered up with two other students to form triads so that during a discussion, the new student can participate in their native language and also benefit from listening to a genuine conversation in English. • Starter packets are given to our older new admits that teaches them important information about their new school, their home, and the neighborhood.

17. What language electives are offered to ELLs?
We do not offer language electives to our ELLs.

18. 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)?

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

The professional development plan for all ELL personnel (ESL teachers, general education, and special education teachers, cluster teachers, paraprofessionals, related service providers, guidance counselor, SAPIS worker, secretaries, and anyone else that have ELLs in their classes) is coordinated by our administration in conjunction with the staff. Teachers are encouraged to seek out Professional Development opportunities which they feel will help them become more effective teachers. The administrative staff collaborates to combine ideas and find opportunities for teachers to participate in effective professional development and planning for teachers. Teachers are rated on the Danielson rubric and when they are found to be highly effective in an area, these teachers are being utilized to present PD to other staff members in order to promote student progress and strengthen the staff’s knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the Common Core Learning Standards. Professional development is presented by the principal, assistant principals, Network staff, Professional Development consultants and ENL teachers throughout the year at grade conferences, faculty conferences, and full day workshops. The tentative schedule for professional development for all personnel who work with ELLs is described below. The professional development is presented to the entire staff, including but not limited to: paraprofessionals, common branch teachers, cluster teachers, special education teachers, ENL teachers, Guidance counselor, psychologists, occupational and physical therapists, speech therapists and the parent coordinator. Professional Development is provided on Monday afternoons and Chancellor Conference Days.

Support is given by the school team comprised of administration, ENL teachers, guidance counselor, and the parent coordinator. This school year Ms. Jimenez created a professional development session for classroom teachers about how to acquire and better understand the NYSESLAT data and use it when planning instruction. Ms. Martinovic did a professional development for our staff about what strategies to use with our ELLs in order to improve their reading comprehension. Professional Development is done on a weekly basis and monitored by teacher teams and administration.

School has been accepted in the Continuous learning program and will be using inquiry science to identify possible intervention strategies and monitor their progress. Team members will attend bi-monthly professional development sessions, targeting ENL instruction. We have also been accepted into the Learning Partners Program. This program is designed to create culturally responsive instruction in early literacy for ENL students. Teachers will attend professional development sessions and inter-visitations in partner schools.
2. 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.

Support is given by the school team comprised of administration, ENL teachers, guidance counselor, parent coordinator. Professional Development is done on a weekly basis and monitored by teacher teams and administration. ENL teachers are also sent out of the building for ELL specific professional development to Fordham University, and in district PD sessions which they turn key to staff.

The professional development plan for all ELL personnel (ESL teachers, general education, and special education teachers, cluster teachers, paraprofessionals, related service providers, guidance counselor, SAPIS worker, secretaries, and anyone else that have ELLs in their classes) is coordinated by our administration in conjunction with the staff. Teachers are encouraged to seek out Professional Development opportunities which they feel will help them become more effective teachers. The administrative staff collaborates to combine ideas and find opportunities for teachers to participate in effective professional development and planning for teachers. Teachers are rated on the Danielson rubric and when they are found to be highly effective in an area, these teachers are being utilized to present PD to other staff members in order to promote student progress and strengthen the staff’s knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the Common Core Learning Standards. Professional development is presented by the principal, assistant principals, Network staff, Professional Development consultants and ENL teachers throughout the year at grade conferences, faculty conferences, and full day workshops. The tentative schedule for professional development for all personnel who work with ELLs is described below. The professional development is presented to the entire staff, including but not limited to: paraprofessionals, common branch teachers, cluster teachers, special education teachers, ENL teachers, Guidance counselor, psychologists, occupational and physical therapists, speech therapists and the parent coordinator. Professional Development is provided on Monday afternoons and Chancellor Conference Days.

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?

At P.S. 52 we recognize the importance of parental involvement in the education of all of our students including the participation of our ELL parents. We offer many opportunities for all parents to learn about the curricula and education that their child receives. • Parents are invited and welcomed into the school. • The Parent Coordinator sends out a monthly newsletter and daily emails keeping parents informed about what is going on in the school and/or in the community. • Each grade also sends out a newsletter with the units of study, strategies to help their children, and upcoming events. • We keep parents informed of the children’s academic progress (reading level and math level) through the academic updates sent home in October and April. We send home a mid-year Progress Report in January which was created by the school to provide parents more feedback in between the two report card distributions. • In our report cards, parents receive the RISA report indicating the students’ attendance data. • We have a strong Parent Association and we have 7 parents that sit on the School Leadership Team. • Many workshops specifically target ELL parents, such as ELL Parent Orientation meetings where parents are introduced to the different ELL programs, Title III meetings (orientation for ELL parents on Title III after-school programs and special ELL Family Events), and Title I parent meetings. • All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translations services are provided whenever needed. • In addition, parents are invited and encouraged to participate in Family Sports Night where parents participate and learn about different sports and activities they can play with their child teaching them the importance of physical activity, living a healthy lifestyle and good sportsmanship. • Informational meetings to help students achieve in all academic areas are offered throughout the year. Informative testing meetings in both ELA, Math, and Science, SESIS meetings, Schoolnet meetings, STARS information, the School Implementation Team process and information, Promotional Criteria meetings, Middle School informational night, and Kindergarten Orientation meetings are a few ways that we help parents stay informed of the standards and high expectations that we expect form all our students. • Enrichment programs and extracurricular
activities such as: music concerts, Science Fair, Arts Fair, Kindergarten Fair, Transition from Pre-K to Kindergarten parent workshop, Pajama read aloud where Pre-K through grade 2 students read with their parents and friends on blankets spotlight the hard work of our students and shared with parents both during school and at night to accommodate all families. • As a school we hold 2 evening fundraisers that have brought the school community together. • Many families attend and look forward to joining the school community and supporting their child’s school. • Through our Halloween parties and Talent Show we have increased parent involvement and have raised funding to purchase extra materials and programs. • We offer our non-English speaking parents an adult education class so that they can learn conversational English and speak to their family and school community members. This program is offered through the Department of Education’s Adult and Continuing Education Program. Every year, the class is filled to capacity. Also, our school offers to Kindergarten and pre-Kindergarten a chance to sign up to participate in the Cool Culture Program. The students and families are offered free admission to certain selected cultural Institutions in the City. We use data from parent surveys to evaluate the needs of parents of English Language Learners. • We use data collected from the Home Language Survey, which we can also access through ATS’s RAPL, so we can assess the oral and written language needs of our parents. • The parent coordinator also makes every effort to reach out to parents of ELLs to discuss their concerns and questions with the help of translators. • Parent Association meetings and School Leadership Team meetings offer a venue for parents to have their voices heard. Administration, Parent Coordinator, and school representatives at these meeting bring issues and concerns back to the ENL teachers and a plan is made to address the subject. • Staff who serve as translators are paid to attend these meetings to translate in Arabic and Russian. • Reflection forms are distributed to parents after workshops and used as exit slips to ensure that we are meeting their needs and addressing their concerns. • From this data, many opportunities are provided to our ELL parents to become more involved in our school and their child's education. These parental involvement activities meet the needs of the ELL parents in several ways. • They give parents an opportunity to interact with other parents from the community and the school. • Parents can feel comfortable and not threatened because information is presented in English and is translated into their native language when needed. • Parents learn valuable information at the meetings as well as have the opportunity to see their children interact with other classmates and school staff. • These family nights, meetings, and information nights help our ELL parents become a part of their child’s education which, in turn, will help the ELL family realize that they are an essential, integral part of our school community Every Tuesday we provide homework help for our Arabic speaking families. Families are invited to come in with their children to work on homework together and see how they can better support their children at home. Babysitting is provided during this time for families that would not be able to attend otherwise. This year we also had art family art sessions where students and their parents came in together after school or on the weekend to work on an art project together.

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

Our school works with a variety of Community Based Organizations that provide programs or services for parents of English Language Learners. • We teach the children the importance of being part of a community and helping others through our fundraisers for American Diabetes Association, American Heart Association, and St. Jude’s children’s hospital. • Students collect pennies for Penny Harvest and collect canned goods for City Harvest. • We have an affiliation with the Food Bank of New York. • Our Parent Coordinator works closely with our local Brooklyn Public Library Branch to assist ELL parents in completing library card application forms and obtaining library cards. • The Sheephead Bay Brooklyn Public Library also offers free ESOL materials, classes and conversation groups which our parents are happy to take advantage of. • The Salt Marsh Nature Center in Marine Park serves a vital role in our neighborhood. The parent coordinator assists classroom teachers in arranging field trips to the Salt Marsh Nature Center and many ELL parents accompany their child on these visits. • The Urban Park Rangers use the plants and animals of the salt marsh as object lessons in a variety of subjects, including ecology, botany, and ornithology. • Also, our school offers several other workshops and meetings throughout the year that are presented by outside agencies. • Weekly conversational English classes for ELL parents are offered through the Department of Education’s Adult Education Services so ELL parents can improve their verbal and writing skills. • Finally, Learning Leaders present a parent workshop on Storytelling and Bookmaking where parents learn how to incorporate these literacy activities at home with their children. • We have a partnership with our local homeless shelter where we donate books, clothes, educational materials, and supplies to the families that are in transitional housing. • We offer an after school program that is run by the Kingsbay Y five days a week. This program is housed on site and provides educational assistance, extracurricular activities, and cultural activities for our students.
This year we have teamed up with the District charter collaboration project. We were grouped with other schools, both district and charter schools, outside of our district and had inter-visitations to see their strengths and weaknesses with their ells. We shared ideas and created and inquiry specifically for our school that the team could help support us with. This year we are focusing on how we can support classroom teachers with entering ells on every grade level. We have attended PD on using the common core progressions and have had Rosa Delgado come in for several sessions on training the staff on how to use the tool. We have also created a reading club in which we discussed actives and strategies we would like to put in practice only after we tried them ourselves.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Kristin Hurley, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

### School Name: PS Sheepshead Bay School

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
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<tbody>
<tr>
<td>Kristin Hurley</td>
<td>Principal</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Kara Geller</td>
<td>Assistant Principal</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Barbara Warner</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Chantai Jimenez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Nicole Calabrese</td>
<td>Parent</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Darina Martinovic</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Jason Pavloski</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>Denise Fraser</td>
<td>Coach</td>
<td></td>
<td>06/26/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Jen Rossi</td>
<td>School Counselor</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Julia Bove</td>
<td>Superintendent</td>
<td></td>
<td>6/28/18</td>
</tr>
<tr>
<td>Natalie Hemming-Nobel</td>
<td>Field Support Center Staff Member</td>
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<td>6/28/18</td>
</tr>
<tr>
<td>Maureen Rafferty</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 22K052  School Name: Sheepshead Bay School  Superintendent: Julia Bove

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Chantai</td>
<td>Jimenez</td>
<td>Language Access Coordinator, English as a New Language program coordinator</td>
<td>no</td>
<td>yes</td>
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<tr>
<td>Tamika</td>
<td>Harding</td>
<td>Asst. Principal</td>
<td>no</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

We conduct our assessment of written translation and oral interpretation needs through our annual needs assessment survey, informal interviews of parents and staff, Parents’ Preferred Language Survey, and data from the Home Language Survey that is filled out by every parent when they register a student in the New York City Department of Education. This document states any languages spoken in the student’s home and provides an accurate census of the languages spoken by both the parents and students. The Home Language Survey also shows whether or not a child and his/her family speaks English to a proficiency level high enough to understand school communications without translations. These documents provide us with the necessary information needed to communicate with the parents in the parent’s preferred language for both oral and written communication.
This information is collected and entered into ATS by the Pupil Accounting Secretary. A report is run in ATS (RAPL) which shows the language of preference for oral and written communication. Teachers are given a list of the preferred language of the parents of the students in their class. We have translators with in our school that are able to translate our communities two most spoken languages Arabic and Russian. We also have staff that speaks Spanish and use the DOE translating services if needed.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>Russian 83</td>
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The major findings of our school’s written translation and oral interpretation needs were that parents, teachers, and school personnel indicated that there was a need for bilingual interpreters and translators and written translations of all important school communication to assist in communicating with non-English speaking parents. Below is a breakdown of the data collected from RAPL. The data suggests that more parents are comfortable to have information that is presented orally in their native language. One reason for this, is because some of our parents are not literate in their native language. We inform the teachers of this information by giving them a class list. Next to each student a language is written which indicates what language the parents prefer to have verbal and written communication with the school.

The majority of non-English proficient students and parents at PS 52 are Arabic and Russian speakers, but we also have
a need for language translation and interpretation services for speakers of Spanish, Uzbek, Chinese, Georgian, Bengali, French, Ukrainian, Urdu, Polish, Turkish, Turkmen.

Parents have mentioned that they often are unable to bring their own interpreters to school meetings. These findings were reported to the staff and parent coordinator so that accommodations can be made to prepare for written translations and oral interpretations in a timely manner. Also, the findings are reported at the school’s leadership team meetings.

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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

n/a

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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</thead>
<tbody>
<tr>
<td>All Parent Letters</td>
<td>9/17 10/17 11/17 12/17 1/18 2/18 3/18 4/18 5/18 6/18</td>
<td>Some forms that do not change or have minimal change from year to year are already translated. parent letters have due dates in order to be reviewed by administration and given to the</td>
</tr>
<tr>
<td>Report Cards</td>
<td></td>
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<tr>
<td>Progress Reports</td>
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</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher, September November, March, May</td>
<td>9/17 10/17 12/17 1/18 2/18 3/18 4/18 6/18</td>
<td>We use or call in house staff members and members from the community that would are able to translate. For parent teacher conferences they are located in the main office as teacher call for translation they are provided. For workshops our staff members that speak desired languages work together to provided those workshops and activities.</td>
</tr>
<tr>
<td>Monthly Parent Workshops and Activities</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Teacher, Guidance, Nurse and Administrative calls home</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have staff members that speak all major languages of our school community as well as parents that are able to communicate in various languages and we also have doe translating resources.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

During staff orientation staff will review and discuss Chancellor’s Regulations A-633 and will be provided with the resources needed to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A school sign is posted (in all available languages) near the primary entrance to the school indicating the room where a copy of the notice for parents regarding language assistance services can be obtained. We have posted from the Translation and Interpretation Unit a written translation of the signage and forms required under Section VII of the Chancellor’s Regulations A-663 in the primary language of the parent. The language identification guide is available in the office for parents to reference what language they require translation services for. The staff in the office, administration, and the school safety officer all have the phone number for the Translation and Interpretation Unit.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parents fill out a yearly parent survey as well as feedback cards from all parent workshops.