



**[P.S.50Q]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (28/ QUEENS/050)**

**ADDRESS: 143-26 101<sup>ST</sup> AVENUE, JAMAICA, NEW YORK 11435**

**TELEPHONE: 718 - 526- 5336**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 50 SCHOOL NAME: Taulford Lawn Elementary

SCHOOL ADDRESS: 143-26 101<sup>st</sup> Avenue Jamaica, New York 11435

SCHOOL TELEPHONE: 718-526-5336 FAX: 718- 526 - 7261

SCHOOL CONTACT PERSON: Rina Manjarrez EMAIL ADDRESS: rmanjar@schools.gov.nyc

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Edith Stephens

PRINCIPAL: Rina Manjarrez

UFT CHAPTER LEADER: Angela Morgan

PARENTS' ASSOCIATION PRESIDENT: Sean Edwin

STUDENT REPRESENTATIVE:  
(Required for high schools) \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 28 CHILDREN FIRST NETWORK (CFN): 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Jeannette Reed

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rina Manjarrez	*Principal	
Angela Morgan	*UFT Chapter Leader	
Sean Edwin	PTA President/ Title I Parent Representative	
Edith Stephens	DC 37 Representative	
Mirtha Gil	Assistant Principal	
Robin Donovan	Teacher	
Gloria Gourdine	Teacher	
Laurie Greenwald	Teacher	
Tonnie Robinson	Teacher	
Denise Doctor	Parent	
Nakicha Beard	Parent	
Nilsa Roman	Parent	
Dolores Williams	Parent	
Cheryl Ghany	Parent	
Virginia Stuart	Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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P.S. 50Q is a Title I school located in the South Jamaica, Queens New York. The environment surrounding the school is both commercial and residential. Our school reflects the rich diversity of the community.

P.S. 50Q takes pride in providing a warm environment that is emotionally nurturing and academically invigorating. P.S. 50Q addresses the needs of 936 students in grades Pre-K through Grade 6 in 40 classrooms. The classes are predominantly heterogeneously grouped. This year in grades 3, 4, 5 and 6 we have created enrichment classes to better serve the educational needs of the higher performing Level 3 and Level 4 students.

There are 107 staff members who collaborate as members of a team to provide an effective educational and social program for our students. We are committed to establishing and maintaining high standards of excellence for all students. Our parent community compliments our program offering the staff support and assistance. Parents, teachers, and administrators work cooperatively to develop each child academically and socially.

P.S. 50Q offers an academic intervention after-school and Saturday program in literacy and math for those students who are not meeting the standards or approaching the standards. The emphasis is on preparation for the standardized test. Students of P.S. 50Q are also provided with the opportunity to participate in an after-school program provided by *Builders of Family and Youth (DYCD OST Program)* that operates from 2:20 to 6 p.m. The program also operates during holidays and seasonal breaks.

Various enrichment programs are provided during the school year. Residencies such as *LEAP, Young Audiences, Alvin Ailey Dance Company, the Leadership Program, The New Vic*, and the many assembly programs that celebrate our ethnic holidays balance the curriculum. Our teachers are encouraged to plan educational and cultural trips that enhance the curriculum. It is not unusual to see entire grades of students boarding buses to attend presentation by *St. Luke's Orchestra, Alvin Ailey or at The New Vic*

Our focus this year will be to place a lens on English Language Learners and Special Education to move those students forward. All teachers and administrators are involved in intense and ongoing professional development to refine their knowledge of the reading and writing workshop as well as the other content areas. Focused workshops are presented weekly during professional periods, grade conferences and staff conferences. Teachers attend relevant workshops at Columbia Teachers College and turnkey information to colleagues during Professional Development periods. In addition, we are sending teachers to workshops given through the Integrated Service Center. Our school is definitely a community of learners.

There is an active and concerned School Leadership Team and Parent Teacher Association. A fulltime Parent Coordinator plans and conducts workshops and activities to meet the needs of the parent community. Our PTA members are hard at work each day supporting the parents, staff and student at P.S. 50Q. Their efforts are evident in our Learning Leaders Program, school fundraisers, and safety patrol and holiday parties. The PTA has the best interests of the students at heart!

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 050 Taulford Lawn Elementary School				
<b>District:</b>	28	<b>DBN #:</b>	28Q050	<b>School BEDS Code:</b>	3428000010050

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		93.5	93.7	93.0		
Kindergarten	114	119	122						
Grade 1	117	139	132						
Grade 2	131	116	137	<b>Student Stability: % of Enrollment</b>					
Grade 3	139	129	120	(As of June 30)	2007-08	2008-09	2009-10		
Grade 4	112	139	122		91.3	89.8	89.8		
Grade 5	135	117	134	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	101	123	98	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					92.1	93.3	97.8		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	17	27		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	885	919	903		12	21	17		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	33	35	45	Principal Suspensions	8	38	45
No. in Collaborative Team Teaching (CTT) Classes	21	26	39	Superintendent Suspensions	0	11	16
Number all others	58	48	43	<i>These students are included in the enrollment information above.</i>			
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	TBD	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	<b>Number of Staff: Includes all full-time staff</b>			
# receiving ESL services only	112	119	TBD	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	15	TBD	Number of Teachers	64	62	61
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	13	10
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	0	1	6
(As of October 31)	2007-08	2008-09	2009-10	<b>Teacher Qualifications:</b>			
	0	0	1	(As of October 31)	2007-08	2008-09	2009-10
<b>Ethnicity and Gender: % of Enrollment</b>				% fully licensed & permanently assigned to this school	100.0	98.4	100.0
(As of October 31)	2007-08	2008-09	2009-10	Percent more than two years teaching in this school	57.8	64.5	83.6
American Indian or Alaska Native	2.1	2.7	13.4	Percent more than five years teaching anywhere	54.7	54.8	63.9
Black or African American	34.0	32.2	32.6	Percent Masters Degree or higher	92.0	94.0	95.1
Hispanic or Latino	39.7	39.4	39.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.2	100.0	100.0
Asian or Native Hawaiian/Other Pacific Isl.	18.5	18.3	10.9				
White	5.1	5.4	2.7				
Multi-racial	0	0	0				
<b>Male</b>	47.3	46.7	48.6				
<b>Female</b>	52.7	53.3	51.4				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	√2006-07	√2007-08	√ 2008-09	√ 2009-10

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

#### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) <input checked="" type="checkbox"/>			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level ( <input checked="" type="checkbox"/> )</b>		<b>Secondary Level ( <input checked="" type="checkbox"/> )</b>	
	ELA:	<input checked="" type="checkbox"/>	ELA:	
	Math:	<input checked="" type="checkbox"/>	Math:	
	Science:	<input checked="" type="checkbox"/>	Grad. Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target

<b>All Students</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Asian or Native Hawaiian/Other Pacific Islander	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				
White	-	-	-				
Multiracial		-					
<b>Other Groups</b>							
Students with Disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				
Limited English Proficient	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
<b>Student groups making AYP in each subject</b>	7	7	1				

#### Key: AYP Status

<input checked="" type="checkbox"/>	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
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√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>			

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>	<b>NA</b>
<b>Overall Score</b>	<b>80.4</b>	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	<b>5.5</b>	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	<b>20.4</b>	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	<b>46.2</b>	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	<b>8.3</b>	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Upon reviewing our 2009-2010 state test scores, the school report card, curriculum and Quality Review, teacher survey, and findings from the Inquiry Team, we have noticed our school's strengths as well as our challenges.

Based on the 2009-2010 Progress Report, our school received an Overall Score of 45.1, a B . This is a decrease of 24.1 points from the 2008-2009 overall score.

### ***English Language Arts:***

In 2010, 77% of students at PS50Q did not increase in proficiency ratings. Based on the 2010 New York State English Language Arts (ELA) assessment, the percentage of students at proficiency decreased by 30.2% from 80.0% to 49.8%. The median student proficiency on ELA decreased by .29 from a 3.26 to a 2.97. There was a 9% increase in the percentage of students that received a level 4 from 3% to 12%, a 36% decrease in level 3 students from 73% to 37%, a 16% increase in level 2 from 21% to 37% and a 12% increase in Level 1 from 3% to 14% students on the New York State English Language Arts (ELA) assessment. Based on the 2009-2010 Progress Report, the median growth percentile in lowest third was 67.5% on the New York State English Language Arts (ELA) assessment.

### **2009-2010 Students Tested In ELA**

Category	Metric	Value	Number of Students
<b>Performance</b>	Pct. Proficient, ELA	49.8%	494
	Median Proficiency, ELA	2.97	494
<b>Progress</b>	<u>Median growth percentile, ELA</u>	69.5	348
	<u>Median growth percentile in lowest third, ELA</u>	67.5	132
<b>Extra Credit</b>	<u>Pct. proficient in ELA,</u>	2.9%	35

	<u>Self-Contained</u>		
	<u>Pct. proficient in ELA, CTT</u>	<b>Less than 15 Students</b>	<b>3</b>
	<u>Pct. proficient in ELA, SETSS</u>	<b>15.6%</b>	<b>32</b>
	<u>Pct. in 75th growth percentile, ELA, Self-Contained/CTT or SETTS</u>	<b>28.3%</b>	<b>53</b>
	<u>Pct. in 75th growth percentile, ELA, ELL</u>	<b>29.6%</b>	<b>27</b>
	<u>Pct. in 75th growth percentile, ELA, lowest third citywide</u>	<b>36.8%</b>	<b>87</b>

### All Students ELA

Grade	2008	2009	2010
<b>3</b>	3.4% Level 1 28.8% Level 2 67.8% Level 3&4	1.5% Level 1 22.8% Level 2 75.7% Level 3&4	8.7% Level 1 37.0% Level 2 54.3% Level 3&4
<b>4</b>	0.8% Level 1 19.5% Level 2 79.7% Level 3 &4	1.8% Level 1 18.6% Level 2 79.7% Level 3&4	18.9% Level 1 34.3% Level 2 46.9% Level 3&4
<b>5</b>	2.9% Level 1 20.0% Level 2 77.1 Level 3&4	0% Level 1 14.3% Level 2 85.7% Level 3&4	8.9% Level 1 44.6% Level 2 46.4% Level 3&4
<b>6</b>	1.1% Level 1 27.0 Level2 71.9% Level 3&4	0% Level 1 17.3% Level 2 82.6% Level 3&4	5.8% Level 1 42.1% Level 2 52.1 % Level 3&4

### Math:

In 2010, 76% of students did not increase in proficiency ratings. Based on the 2010 New York State Math assessment, the percentage of students at proficiency decreased by 29.9% from 91.2% to 61.3%. The median student proficiency on the New York State Math assessment decreased by .54 from a 3.75 to a 3.21. There was a 5% decrease in Level 4 students, a 28% decrease in Level 3 students, 29% increase in Level 2 students and a 3% increase in Level 1 students on the New York State Math Test. The median growth percentile in the lowest third was 71.0% on the New York State Math Test.

### 2009-2010 Students Tested in Math

Category	Metric	Value	Number of Students
<b>Performance</b>	<u>Pct. Proficient, Math</u>	<b>61.3%</b>	<b>499</b>
	<u>Median Proficiency, Math</u>	<b>3.21</b>	<b>499</b>
<b>Progress</b>	<u>Median growth percentile, Math</u>	<b>70.0</b>	<b>354</b>
	<u>Median growth percentile in lowest third, Math</u>	<b>71.0</b>	<b>123</b>

<b>Extra Credit</b>	<u>Pct. proficient in Math, Self-Contained</u>	<b>20.0%</b>	<b>35</b>
	<u>Pct. proficient in Math, CTT</u>	<b>Less than 15 Students</b>	<b>3</b>
	<u>Pct. proficient in Math, SETSS</u>	<b>37.5%</b>	<b>32</b>
	<u>Pct. in 75th growth percentile, Math, Self-Contained/CTT or SETSS</u>	<b>30.8%</b>	<b>52</b>
	<u>Pct. in 75th growth percentile, Math, ELL</u>	<b>42.4%</b>	<b>33</b>
	<u>Pct. in 75th growth percentile, Math, lowest third citywide</u>	<b>52.8%</b>	<b>106</b>

### All Students Math

<b>Grade</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>3</b>	0% Level 1 5.8% Level 2 94.2% Level 3&4	0% Level 1 5.8% Level 2 94.1% Level 3&4	3.9% Level 1 40.6% Level 2 55.5% Level 3&4
<b>4</b>	2.2% Level 1 11.0% Level 2 86.7% Level 3&4	1.8% Level 1 9.7% Level 2 88.5% Level 3&4	2.8% Level 1 34.7% Level 2 62.5% Level 3&4
<b>5</b>	2.8% Level 1 14.8% Level 2 82.4% Level 3&4	1.5% Level 1 10.4% Level 2 88.1% Level 3&4	4.2% Level 1 36.7% Level 2 59.2% Level 3&4
<b>6</b>	1.1% Level 1 10.0% Level 2 88.9% Level 3&4	1.9% Level 1 7.8% Level 2 90.3 Level 3&4	3.3% Level 1 33.6 Level 2 63.1% Level 3&4

In analyzing our data, it has been determined that the student performance trend for both the ELA and New York State Math Test has indicated that there has been an increase in the amount of students performing on a Level 1 and Level 2 resulting in a decrease in the amount of students performing or exceeding grade level standards.

#### *Special Education:*

Results indicate that a similar trend has occurred with the Special Education students in grades 3-6. This data is based on the School Performance Profile-ESMS Performance by Subject, Grade and Year. Upon reviewing the data from 2008-2009 to 2009-2010, there has been an increase in the number of students scoring at a level 1 and 2. The charts below demonstrate the increase in the percentage of students scoring at a level 1 and 2, therefore, resulting in the decrease in the percentage of students scoring at a level 3 and 4.

#### ELA Results

<b>Grade 3</b>	<b>ELA</b>	
<b>Performance Level</b>	<b>Increase</b>	<b>Decrease</b>
1	20.2%	
2	0.6%	
3		20.8%
4	-	-

#### Math Results

<b>Grade 3</b>	<b>Math</b>	
<b>Performance Level</b>	<b>Increase</b>	<b>Decrease</b>
1	25%	
2	40.5%	
3		46.4%
4	-	19%

<b>Grade 4 ELA</b>		
Performance Level	Increase	Decrease
1	70%	
2		30%
3		40%
4	-	-
<b>Grade 5 ELA</b>		
Performance Level	Increase	Decrease
1	50%	
2	50%	
3	-	-
4	-	-
<b>Grade 6 ELA</b>		
Performance Level	Increase	Decrease
1	5.8%	
2	24.8%	
3		32%
4	1.5%	

<b>Grade 4 Math</b>		
Performance Level	Increase	Decrease
1	10.5	
2	48.7	
3		46.7%
4		12.5%
<b>Grade 5 Math</b>		
Performance Level	Increase	Decrease
1	37.5%	
2	37.5%	
3	25.5%	
4	-	-
<b>Grade 6 Math</b>		
Performance Level	Increase	Decrease
1	-	-
2	-	-
3	-	-
4	-	-

### Special Education Students ELA

Grade	2008	2009	2010
<b>3</b>	30% Level 1 50% Level 2 20% Level 3&4	4.8% Level 1 61.9% Level 2 33.3% Level 3&4	25% Level 1 62.5% Level 2 12.5% Level 3&4
<b>4</b>	0% Level 1 0% Level 2 100% Level 3&4	0% Level 1 60% Level 2 40% Level 3&4	70% Level 1 30% Level 2 0% Level 3&4
<b>5</b>	No data	0% Level 1 100% Level 2 0% Level 3&4	50% Level 1 50% Level 2 0% Level 3&4

### Special Education Math

Grade	2008	2009	2010
<b>3</b>	0% Level 1 10% Level 2 90 % Level 3&4	0% Level 1 9.5% Level 2 90.4% Level 3&4	25% Level 1 50% Level 2 25% Level 3&4
<b>4</b>	No Data	0% Level 1 25% Level 2 75% Level 3&4	10.5% Level 1 73.7% Level 2 15.8 Level 3&4
<b>5</b>	No data	No Data	37.5% Level 1 37.5% Level 2 25.0% Level 3&4

**ELL:**

The overall results of the New York State English Language Arts Assessment and New York State Math proficiency status indicates

**ELL – ELA Data**

<b>Grade</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>3</b>	0% Level 1 45.5% Level 2 54.5% Level 3&4	<b>5.3% Level 1</b> <b>36.8% Level 2</b> <b>57.9% Level 3&amp;4</b>	<b>20% Level 1</b> <b>25% Level 2</b> <b>55% Level 3&amp;4</b>
<b>4</b>	<b>7.7% Level 1</b> <b>38.5% Level 2</b> <b>53.8% Level 3&amp;4</b>	<b>14.3% Level 1</b> <b>57.1% Level 2</b> <b>28.6% Level 3&amp;4</b>	<b>50.0% Level 1</b> <b>38.9% Level 2</b> <b>11.1% Level 3&amp;4</b>
<b>5</b>	<b>23.1% Level 1</b> <b>53.8% Level 2</b> <b>23.1% Level 3&amp;4</b>	<b>0% Level 1</b> <b>45.5% Level 2</b> <b>54.5% Level 3&amp;4</b>	<b>50% Level 1</b> <b>50% Level 2</b> <b>0% Level 3&amp;4</b>
<b>6</b>	<b>25% Level 1</b> <b>75% Level 2</b> <b>0% Level 3&amp;4</b>	<b>0% Level 1</b> <b>17.3% Level 2</b> <b>82.6% Level 3&amp;4</b>	<b>25% Level 1</b> <b>62.5% Level 2</b> <b>12.5% Level 3&amp;4</b>

**\*\* Results from School Performance Profile-ESMS Performance by Subject, Grade and Year \*\***

The overall results on the NYSESLAT indicate that 54% of our ELL population has progressed when comparing results from 2008-2009 to 2009-2010, 35% have stalled and 11% have slipped. After analyzing the data from the listening and speaking portion of the NYSESLAT, it has been determined that 79% of our ELL population has progressed, 18% has stalled and 3% has slipped.

***Science:***

The overall result of the New York State Science Assessment indicates an increase in the performance of the majority of tested students. Results for all students indicate that 78% scored in levels three and four, compared to 74.3% in 2008 and 74.1% in 2009. 54.9% of our special education population scored in levels three and four, compared to 37.5% in 2009. 45% of our ELL population scored in levels three and four, compared to 28% in 2008 and 22.2% in 2009. After analyzing the achievements from the past three years it is obvious that growth has been made by the fourth grade.

***Summary:***

A review of student portfolios, teacher observation and test scores reveal that the current trend in our ELA and math program needs improvement. In order to create an upward trend in test scores, we are supporting a focused professional development with Teachers College, support staff, weekly common planning, Aussie representative, collaboration with the schools Data/Inquiry team in regards to analyzing student work, and increased attention to individual students' strengths and weaknesses. Additionally, we have created a support for at risk students to raise student achievement. We now offer a variety of Academic Intervention services including small group instruction during the school day and extended day and after school as well as Saturday Academy to target level 1 and 2 students. There are two Literacy/Math Staff Developers who assist teachers with curriculum planning along with AIS providers for grade 3-6.

## **Significant Barriers to Continuous Improvement:**

After evaluating our NYC School Survey, the survey revealed that we continue to experience challenges in engaging parents on a consistent basis in our school environment. Language and cultural barriers exist in our parent population.

Currently we are at full capacity. We are *approximately* at the ratio, 25 students to one teacher. Our school layout is spatially challenged. The cafeteria supports four lunch hours and a corner is utilized as the “gym.” A great percentage of our day is spent on logistical scheduling of students. We have two school building that are not connected, so teachers must move between buildings to transport students to various activities. Precious instructional time is lost in dressing students in their winter clothing in order to travel to lunch and/or classes.

Recent and projected budget cuts affect our ability to continue improving and meeting our mission. Our at-risk services are at jeopardy of being reduced.

## **The greatest accomplishments during the last few years were mentioned in our 2008 Quality Review. Highlights of our strengths are as follows:**

- Data is collected using a variety of assessments and is used to drive instruction in the classroom.
- Systems are in place to train and support teachers in the use of data for their planning and instruction.
- Teachers meet regularly with coaches, assistant principals and/or principal to analyze the assessments data and to plan how to regroup students, address strategies and discuss the students in need of additional intervention. .
- Teachers are fully aware of the school’s goals and know what they need to do translate these goals into classroom activities.
- Teachers are successfully increasing their ability to plan for and provide differentiated instructions in the classroom.
- Classroom observation by school leaders are consistent in reinforcing a policy of differentiated planning and teaching based on analysis of pertinent data.
- Teachers new to the profession receive clear direction and support.
- The school evaluates well the effectiveness of its plans and interventions and amends its plans promptly when the need arises.

### **Currently P.S. 50 Q continues:**

The school review and updates its knowledge and understanding of the performance and progress of individual students on a frequent basis.

- School leaders and teachers are developing a school spirit of personal accountability.
- Teachers are successfully increasing their ability to plan for and provide differentiated instruction in the classroom.
- Classroom observation by school leaders are consistent in reinforcing a policy of differentiated planning and teaching based on analysis of pertinent data.
- The school operates to support and encourage student learning.
- The principal provides a clear vision for the school and her cabinet supports her effectively.
- Our school is getting a new computer lab via a grant from the late Councilman White through which we envision P.S. 50's students will be better prepared to meet the demands of the twenty-first century.
- School leaders and teachers collect and use data from ARIS, periodic assessments and numerous other sources such as running records, portfolios, and student's notebooks to differentiate instruction and raise student achievement.
- Teachers have been trained in the use of Whiteboards in order to more fully bring modern media into the classrooms.
- Teachers and parents are trained in the use of ARIS, predictive assessments and other accountability resources.
- Our ELL (English Language Learners) program has freestanding classes from 1-6, push-in and pull-out services to meet the needs of all of our ELL population.
- Although budgetary funding continues to be reduced in New York City, our school remains committed to developing the arts in order for our students to receive a balanced education. This year, we have the services of a dance teacher, a creative movement teacher, 2 visual arts teachers, and 2 part-time theater teachers.
- We are committed to expanding student schema in the arts through many and varied cultural field trips.
- Arts residency programs enhance the school curriculum such as Alvin Ailey Dance Company and the New Vic Theater.
- We have a refurbished auditorium for assemblies and dance/theatrical performances.
- Our school is experiencing an increase in parent participation and this continues to be one of our goals.
- Through a partnership with Trust for the Public Land we have turned our concrete yard into a beautiful and inviting community playground.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### Goal 1 - English Language Learners

By June 2011, 15% of English Language Learners Students will increase in proficiency rating on the New York State English Language Arts Exam. Teachers will set specific, measurable, achievable, realistic, task-oriented goals for students, monitor progress and develop differentiated instruction that will improve ELL student's proficiency.

### Goal 2 - Special Education

By June 2011, 10% of Special Education Students will show an increase in proficiency rating on the ELA Exam. During the school year all classrooms with Special Education Students will use results from formative and summative assessments to differentiated reading goals and prepare rigorous individuals literacy instructions

### Goal 3 - Math

By June 2011, 20% of students in grades 4 through 6 will show an increase in proficiency rating on the NYS Math Exam. During the school year all classroom teachers will use the data collected from formative and summative assessments that will serve as the focus for creating actionable and differentiated learning goals for all students.

### Goal 4 - Writing

By June 2011, 70% of current grades 4 and 5 students will complete two (2) persuasive/argumentative pieces achieving at least a level 3 based on a rubric aligned with the Common Core State Standards. During the school year teachers will develop school wide student's writing portfolios aligned with the Common Core State Standards for writing.

### Goal 5 - Communication

By June 2011, 90% of the teachers will have developed and implemented a system in which feedback will be given to students and parents regarding student's progress. Opportunities for support will be constantly provided in a timely manner at least (3) times a year.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Goal 1: English Language Arts**

**Subject/Area (where relevant):** \_\_\_\_\_ (ELL)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 15% of students in grade 4 of our English Language Learners population will demonstrate an increase in proficiency level in ELA</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ELL data of students in grade 4 will be collected and disaggregated to all appropriate staff by our ESL teachers to indicate language, gender, age, grade and admission date,</li> <li>• LAB-R and NYSESLAT scores will be reviewed utilizing <a href="http://www.calcsoda.com">www.calcsoda.com</a>, by administration, ESL teachers and Staff Developers for areas of greatest need.</li> <li>• Results of the LAB-R and NYSESLAT will be shared with classroom teachers, AIS and SETTS teachers.</li> <li>• ESL professional development in the content areas will be provided to classroom and out-of-classroom staff by our in-house ESL teacher, Children First Network support staff, TC staff developers and through DOE workshops/conferences (as available).</li> <li>• Teachers will implement ESL strategies and techniques within their classrooms- as indicated by lessons, material utilization, management, and/or environment.</li> <li>• Information from tests (i.e. ELL Interim Assessments, NYSESLAT) and student work will be reviewed at least twice a year by administration, ESL and classroom teachers and Coaches to assess ELL student progress.</li> <li>• Classroom visits by Administration to assess implementation of strategies and instructional practices with ELL population will take place at least 4 times per year.</li> <li>• The importance of Curriculum Maps will be emphasized and the importance of aligning them with State Standards. This will aid in our goal of building teachers skills in aligning</li> </ul>

	<p>instruction and providing flexible grouping to our students.</p> <ul style="list-style-type: none"> <li>• Push-in ESL teacher will assist classroom teachers in implementing strategies.</li> <li>• Our A.I.S providers supplement the classroom instruction by addressing our bottom 1/3rd in efforts to increase student achievement.</li> </ul> <p><b><u>Target Population:</u></b> Grade 4</p> <p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, ESL Teachers, Literacy Coaches, AIS Personnel, Speech Teachers, Columbia Teacher College Staff Developers</p> <p><b><u>Implementation Timelines:</u></b> <b>September 2010 - June 2011</b></p> <ul style="list-style-type: none"> <li>• Daily 90 minute literacy block + 45 minute writing period</li> <li>• Extended day (Monday – Wednesday)</li> </ul> <p><b>February 2011 – April 2011</b></p> <ul style="list-style-type: none"> <li>• After school program for academically at risk students in grades 3-6</li> <li>• Saturday Test Sophistication Institute</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding/Title 1 SWP Funding, and Contract for Excellence - 3 self-contained ESL Teachers</li> <li>• Tax Levy Fair Student Funding - 1 full time Push-in/Out ESL Teacher</li> <li>• Tax Levy Fair Student Funding &amp; Title 1 SWP - AIS support services during the day</li> <li>• Tax Levy Fair Student Funding &amp; Title 1 SWP - purchase supplies for ESL services such as NYSESLAT materials and Imagine Learning Books</li> </ul>

**Goal 2: English Language Arts  
(SPED)**

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, of 10% of Special Education Students will demonstrate an increase in proficiency level in ELA</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Provide AIS through scheduling with our specialists to target students.</li> <li>• Meetings with teachers in reviewing data to establish flexible groupings.</li> <li>• CFN support in creating rubrics &amp; assessments.</li> <li>• Item analysis that will enable teachers to focus on the specific skill/strategy that best meets student needs.</li> <li>• Planning with coaches.</li> <li>• Lesson Plans reviewed by administrators.</li> <li>• Informal &amp; formal visits and feedback that is pertinent in helping teachers develop their next steps.</li> </ul> <p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, SPED Teachers, Literacy Coaches, A.I.S Personnel, Speech Teachers, Columbia Teacher College Staff Developers</p> <p><b><u>Implementation Timelines:</u></b> <b>September 2010 - June 2011</b></p> <ul style="list-style-type: none"> <li>• Daily 90 minute literacy block + 45 minute writing period</li> <li>• Extended day (Monday – Wednesday)</li> </ul> <p><b>February 2011 – April 2011</b></p> <ul style="list-style-type: none"> <li>• After school program for academically at risk students in grades 3-6</li> <li>• Saturday Test Sophistication Institute</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy Fair Student Funding &amp; Title 1 SWP - purchase supplies, e.g. Wilson, Headstart &amp; Imagine Learning</li> <li>• Title 1 SWP - Teachers College staff developer calendar days</li> <li>• Contract for Excellence - Literacy and Math Coach</li> <li>• Title III LEP, Title 1 SWP &amp; Contract for Excellence - Afterschool and Saturday Institute</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Students will move up in their Fontas & Pinell book levels at each benchmark point during the school year.
- Administer Acuity ELA Predictive. Each Scale Score and equated Performance Level will be analyzed as a measurement of progress.
- Students in Grades 3 through 6 will meet grade level benchmarks in writing during the school year based on rubrics and individualized education plan.
- Students in grades 3 through 6 will show an overall increase of 5% at each benchmark periodic assessment in ELA aligned with their individualized education plan.
- Informal and formal staff observations will display vibrant and rigorous classroom cultures.
- Classroom assessments are developed by teachers to monitor progress in targeted areas.

Subject/Area (where relevant): \_\_\_\_\_

**Goal 3: Math**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 20% of grades 4-6 students will demonstrate an increase in proficiency rating in math.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>• Third Grade Inquiry Team will focus on deepening and extending students’ conceptual understanding of mathematics.</li><li>• Teachers in grades 3 through 6 will plan detailed math instruction to address the application of math strategies to solve open-ended, extended math problems and investigations.</li><li>• Teachers in grades 3 through 6 will focus on strengthening students’ ability to successfully solve open ended math problems and explain their problem solving process in writing extended responses. Teachers will consistently plan targeted problem solving instruction at least twice a week.</li><li>• AUSSIE math consultants will provide professional development and classroom coaching to teachers in grades K-6 in order to support explicit instruction geared to supporting students’ conceptual understanding of mathematics and their application of math strategies to open ended problem solving.</li><li>• Math Data ACUITY predictive exams will be used to target student needs/weaknesses in math and to group students for intervention strategies.</li><li>• Periodic formal assessments (typically one per month) are used to inform ongoing instruction.</li><li>• Teachers will use data from 2010 NYS exams as a guide for instruction.</li><li>• Teachers of math will meet with members of the Instructional Team (Math Coaches, Principal and Assistant Principal) to discuss testing data and create an action plan that meets the needs of their students.</li><li>• Math Coaches initiated regular, monthly meetings with grades K-5 to assess student/teacher needs for resources, instructional materials and professional development/coaching.</li><li>• A Core Inquiry Team will be formed and one of its goals will be deepening and extending students’ conceptual understanding of mathematics in grades K-6.</li><li>• A.I.S. Providers supplement the classroom instruction by addressing our bottom 1/3rd in efforts to increase student achievement.</li></ul>

	<p><b><u>Implementation Timelines:</u></b>  <b>September 2010 - June 2011</b></p> <ul style="list-style-type: none"> <li>• Daily 90 minute math block</li> <li>• Extended day (Monday – Wednesday)</li> </ul> <p><b>February 2011 – April 2011</b></p> <ul style="list-style-type: none"> <li>• After school program for academically at risk students in grades 3 through 6</li> <li>• Saturday Test Sophistication Institute</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Budget allocation of \$18,000 for AUSSIE consultant fees</li> <li>• Title 1 SWP &amp; Contract for Excellence – Afterschool and Saturday Programs</li> <li>• Tax Levy Fair Student Funding &amp; Title 1 SWP - AIS support services during the day</li> <li>• Contract for Excellence - Literacy and Math Coach</li> <li>• Tax Levy Fair Student Funding – Core Inquiry Team</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administer Acuity Math Predicative in January and March. Each Scale Score and equated Performance Level will be analyzed as a measurement of progress.</li> <li>• Administer Acuity Math I.T.A in November 2010 and March 2011 and assess each Student's achievement in the targeted areas of the test.</li> <li>• Scantron Performance Series results in Math are analyzed and used a barometer for student's success.</li> <li>• Classroom assessments are developed by teachers to monitor progress in targeted areas.</li> </ul>

**Goal 4: Writing**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 70% of current grades 4 &amp; 5 students will complete two (2) persuasive/argumentative pieces achieving at least a level 3 based on a rubric aligned with the Common Core State Standards.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Create a professional development committee representative of staff to plan for staff training in the CCSS.</li> <li>• Provide opportunities for staff members to attend CFN scheduled professional development meetings on the CCSS.</li> <li>• Schedule common planning times during the school day for staff to meet with Coaches to examine CCSS and develop rubrics for argumentative pieces (persuasive writing).</li> <li>• Develop Inquiry Teams with focused goals on student writing – persuasive (argumentative) writing.</li> <li>• Develop a School Writing Alignment Binder to contain samples, exemplars and rubrics used for persuasive/argumentative pieces and other writing genre.</li> <li>• Develop school wide writing portfolios aligned with the Common Core State Standards for writing.</li> <li>• Review and monitor ‘on demand’ student writing three to four (3-4) times per year.</li> </ul> <p><b><u>Target Population:</u></b> Grades K-6</p> <p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, ELL Teachers, Literacy Coaches, Academic Intervention Teachers, Columbia TC Staff Developers</p> <p><b><u>Implementation Timelines:</u></b> <b>September 2010 - June 2011</b></p> <ul style="list-style-type: none"> <li>• Daily 45 minute writing period</li> <li>• Extended day (Monday – Wednesday)</li> </ul> <p><b>February 2011 – April 2011</b></p> <ul style="list-style-type: none"> <li>• After school program for academically at risk students in grades 3-5</li> <li>• Saturday Test Sophistication Institute</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Contract for Excellence – Literacy Coach</li> <li>• Title 1 SWP – TC College Staff Developer/ calendar days</li> <li>• Title 1 SWP – Afterschool and Saturday Test Sophistication Institute</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Writing Curriculum Maps</li> <li>• School Writing Alignment Binder – exemplars, rubrics for persuasive/argumentative pieces and other writing genre</li> <li>• Teacher lesson plans reflects detailed planning</li> <li>• Teacher samples of modeled writing</li> <li>• Inquiry Team Spaces</li> <li>• Inquiry Team Logs</li> <li>• Professional development meeting agendas</li> <li>• Coaches logs</li> <li>• Writing Curriculum Binder to align with CCSS</li> <li>• Student writing notebooks, folders, writing portfolios</li> <li>• Classroom and corridor bulletin boards focused on persuasive/argumentative pieces.</li> </ul>

**Subject/Area (where relevant):** Goal 5: Parent Communication

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 90% of the teachers will have developed and implemented a system in which feedback to students and parents on students’ progress and opportunities for support and enrichment is provided in a timely manner at least three (3) times a year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The Parent Coordinator will help inform and teach parents about the purpose and importance of this report to support their children’s achievement.</li> <li>• A committee of teachers will develop a letter that will be sent home to parents indicating the student’s achievements in ELA and Math.</li> <li>• Use of ARIS parent link and additional informational workshops on how to use ARIS effectively.</li> <li>• Parent invitations to celebrations in reading, writing and mathematics.</li> <li>• “Coffee &amp; Conversations” with the Principal and Assistant Principal.</li> <li>• Use of the PS50 website as a tool to communicate between teachers, parents and students.</li> <li>• “Learning Leaders” will be involved in classrooms to provide support in content areas.</li> <li>• Celebrations created in collaboration with the Parent Teacher Association</li> </ul> <p><b><u>Target Population:</u></b> Parents</p> <p><b><u>Responsible Staff Members:</u></b> Principal, Assistant Principals, Teachers, Parent Coordinator</p> <p><b><u>Implementation Timelines:</u></b> <b>September 2010 - June 2011</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Parent Involvement Funds as well as Translation and Interpretation Funds will support our task for this year as they relate to parent involvement.</li> <li>• Title I SWP funding to fund parent workshops and cultural events.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase in parent feedback via survey and email</li> <li>• Increase in parent's workshop attendance</li> <li>• Parent newsletters</li> <li>• Parent invitations to informational workshops, celebrations, Coffee and Conversation workshops</li> <li>• Parent workshops conducted by Parent Coordinator on resume writing</li> <li>• Parent workshop on emailing and safety on the internet (cyber bullying)</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	4	N/A	N/A	2	1		
1	37	1	N/A	N/A	2	1	2	
2	15	17	N/A	N/A			1	
3	88	88	N/A	N/A				
4	85	85			2			
5	80	80			4			
6	40	40			1			
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Foundations</b></p> <p><b>Wilson</b></p> <p><b>English as a Second Language</b></p> <p><b>A.I.S. After School Program</b></p> <p><b>Saturday Test Sophistication</b></p>	<p><b>Type of Programs:</b></p> <p>Foundations is a phonological/phonemic awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. AIS teachers deliver differentiated instruction to small groups of grades K-2 students one period per day during the school day.</p> <p>Wilson Reading System is to teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Teachers deliver differentiated instruction to small groups of grades 3-6 students one period per day during the school day.</p> <p>One full time and 1 part time ESL teacher, utilize the Push-in/Pull-out model for grades K- 6. They deliver differentiated instruction to small groups of students who have not achieved proficiency on the <i>NYSESLAT</i>. Each group is serviced for one period per day during the school day.</p> <p>Teachers provide students in grades 3-6 who are at risk of not meeting the New York State Learning Standards in ELA with more teacher contact time to supplement and support the regular classroom program. Students receive additional instruction and have an opportunity to practice their skills with close supervision. The program is held 2 days a week for 2 hours a day from February through April.</p> <p>Grades 3 through 6 students receive instruction designed to help them prepare for their upcoming State ELA and Math Test. Teachers focus on teaching reading, writing and math strategies. Classes are held for 2 ½ hours.</p>

<p><b>A.I.S. Services</b></p> <p><b>Extended Day</b></p>	<p>A.I.S Teachers provides differentiated instruction to small groups of grades 3 through 6 students, one period per day during the school day.</p> <p>Teachers provide 37 ½ minutes small group instruction for at risk students, Monday thru Wednesday.</p>
<p><b>Mathematics:</b></p> <p><b>A.I.S. Services</b></p> <p><b>A.I.S. After School Program</b></p> <p><b>Saturday Test Sophistication Institute</b></p> <p><b>Extended Day</b></p>	<p>A.I.S teachers provides differentiated instruction to small groups of grades 3 through 6 students, one period per day during the school day.</p> <p>A.I.S provide students in grades 3through 6, who are at risk of not meeting the New York State Learning Standards in Math with more teacher contact time to supplement and support the regular classroom program. Students receive additional instruction and have an opportunity to practice their skills with close supervision. The program is held 2 days a week, for 2 hours a day from February through April.</p> <p>Grades 3 through 6 students receive instruction designed to help them become better prepared for their upcoming State ELA and Math Test. Teachers focus on teaching reading, writing and math strategies. Classes are held for 2 ½ hours.</p> <p>Small group instruction is provided provide 37 ½ minutes to at risk students during extended day, Monday through Wednesday.</p>
<p><b>Science:</b></p>	<p>Tier I Intervention – Grades K-6 small group instruction by classroom teachers, three times a week.</p>
<p><b>Social Studies:</b></p>	<p>Tier I Intervention – Grades K-6 small group instruction by classroom teachers, two times a week.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Services are provided by a full-time guidance counselor. Counseling is provided to students who are in crisis. This includes peer mediation, crisis intervention, and parent conferences. Counseling session is conducted in small group setting as well as a 1:1 setting, on a daily basis. The guidance counselor also helps graduating students and their parents with the transition into Middle School.</p>

<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Services are provided by a part-time psychologist. The services provided are agency referrals, educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services.</p> <p>School Based Support Team meets once to twice a month to discuss progress of students, referrals, and create a plan of action for individual students.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline. The social worker as provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers. Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by student's I.E.P.</p> <p>School Based Support Team meets once to twice a month to discuss progress of students, referrals, and create a plan of action for individual students.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity, asthma, etc. Students who are identified with asthma are serviced on an on-going basis.</p> <p>Based on the students health needs, they are serviced weekly, bi-weekly, or on a monthly basis. These services have proven to decrease acute visits, school absenteeism, and ER visits.</p>



grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Section III. Title III Budget**

School: 50Q BEDS Code: 28Q0050 (34280001005)

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$11, 973.60</b>  (9578.88 + 2394.72)	<ul style="list-style-type: none"> <li>• Per session for 4 ESL teachers to support ELL Students @4 hours per wk. for 12 wks.</li> <li>• 192 hours x \$49.89 (current teacher per session rate with fringe) = \$9578.88</li> </ul> <p style="text-align: center;"><b>Parent Component</b></p> <ul style="list-style-type: none"> <li>• 36 hours of per session for ESL/ Common Branch teachers to support ELL Parents:                          2 Teachers, 2 hrs. per week x 12 weeks                          48 x \$49.89 = \$2,394.72</li> </ul>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>\$36.40</b>	<b>Non-fiction ESL Books</b>
<b>Educational Software (Object Code 199)</b>	<b>\$7,050</b>	<b>Imagine Learning English Software for after school ESL program</b>  <b>47 Imagine Learning Licenses @150.per license =\$7,050</b>
<b>Travel</b>	<b>NA</b>	
<b>Other</b>		
<b>TOTAL</b>	<b>\$19,060</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**The data and methodologies used to assess our school's written translation and oral interpretation needs are assessed through the home language surveys. Student's Home Language Survey's are examined to determine the primary language spoken by both students and parents. In addition, data from ATS is examined in the form of the RHLA report. The data from this report is examined at the beginning of the school year to determine language translation of materials for both students and parents.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Major Findings are as follows:**

- **The majority of our non-English speaking parents speak Spanish.**
- **Findings reveal that a minority of our non-English speaking parents speak such languages as Bengali, Fulani, Haitian Creole, Portuguese, Punjabi, Shina, Soninkie and Chinese.**
- **Assistant Principals, Parent Coordinator, Guidance Counselors, members of the School Based Support Team and teachers are interviewed to assess the written translation and oral interpretation needs.**
- **The greatest needs that have been reported have been the need for Spanish translators when:  
Teachers are attempting to contact parents by telephone  
Parent-Teacher conferences  
Monthly Coffee and Conversations with Parents  
General PTA Meetings  
Special Education evaluation meetings such as: EPC, Annual Evaluations, Initial Evaluations, Guidance Counselor meetings.**

**The findings are communicated to the school community via:**

- **During PTA Conferences**
- **Parent Teacher Conferences**
- **Parent Workshops**
- **Colorful charts/posters reflecting the various languages represented in the school community**

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**The written translation services the school will provide will focus on the translation of:**

- **Progress Reports, Quarterly reports to parents regarding student academic progress**
- **Memos and letters pertaining to school schedules and changes that affect students and parents**
- **All Invitations to parents to Coffee & Conversation meetings with Assistant Principals, Guidance Counselors, Parent Coordinator regarding dissemination of information pertinent to students**
- **Notices of at risk intervention services and Saturday Academy programs**
- **Extracurricular activities, and Special Programs such as, Boys Scouts and other after-school activities**
- **Workshops for Parents on Curricula and other topics of interest to parents**

**All the translations communicate information about the school's academic programs, and student participation and academic performance.**

- All written Spanish translations will be provided by our Teachers, Parent Coordinator, Assistant Principal and School Secretary.
- We will use the Department of Education's translation services to meet the needs of the other students and parents whose home language is not English or Spanish.
- During Parent/Teacher Conferences, Per Session will also be offered to School Aides and Paraprofessionals to translate during Parent/Teacher Conference

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**Oral translation services will be provided by the school in-house staff (i.e. Parent Coordinator, Assistant Principal, School Secretary, Teachers, School Psychologist, Paraprofessionals proficient in Spanish, Bengali, Urdu, Punjabi). During large pre-scheduled meetings, such as Parent/Teacher conferences, workshops, Per Session will be offered to in-house staff in order to provide oral translation services.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- **All written Spanish translations will be provided by our Teachers, Parent Coordinator, Para-professionals, School Aides and Assistant Principal.**
- **Written translations in Bengali, Punjabi, and Urdu will be provided by in-house staff. When it's necessary, translations/oral interpretation will be provided by staff members funded through per session. The translations will be done well in advance to ensure parents receive information on a timely fashion.**
- **The services of The Department of Education's Translation Unit will be used when in-house translation is not available. Those requiring the Department of Education's translation services will be given at least 3 weeks notice for translation.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	<b>\$674,208</b>	<b>\$11,736</b>	<b>\$685,584</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>\$6,742</b>	<b>\$117</b>	<b>\$6,859</b>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$33,710</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>\$67,420</b>	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:           100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s

expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**By June 2011, P.S. 50Q will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of the parent's and to support the partnership with the parents, and the community to improve students' academic achievements.**

**This compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the New York State standards. This compact will be discussed and revisited throughout the year.**

### **School's Responsibilities**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.**
- 2. Hold parent-teacher conferences two times per year. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent involvement.**

- 3. Provide parents with frequent additional reports on their children's progress. The school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through ARIS, progress reports, at-risk meetings and informal teacher assessments.**
- 4. Provide parents reasonable access to staff. Staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are also consistently available by phone, email or by individualized appointments. All parents will have access to teachers email through the school based website. (<http://schools.nyc.gov/SchoolPortals/28/Q050/default.htm>)**
- 5. Provide parents' opportunities to volunteer and participate in the school and to observe classroom activities during scheduled periods, monthly assemblies and reading and writing celebrations.**
- 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- 7. Involve parents in the joint development of any School wide Program plan, in an organized, ongoing, and timely way.**
- 8. Hold an annual meeting to inform parents of the school's participation in different community activities, programs accessible for parents, etc. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.**
- 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- 10. Provide parents with information including a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet through monthly newsletter.**

- 11. Provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.**
- 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Additionally, provide them with the opportunity and ability to access ARIS Parent Link.**
- 13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by an Academic Intervention teacher. Meet with parents and suggest ways to help their child at home.**
- 14. Involve parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement, are spent.**
- 15. Offer parents the opportunity to train to become Learning Leaders and to volunteer as Learning Leaders in the school community.**

**Parent Responsibilities:**

As parents of students who attend P.S. 50Q, will support our children's learning in the following ways:

1. **Play an integral role in assisting their child's learning.**
2. **Log on to ARIS Parent Link.**
3. **Monitoring attendance.**
4. **Provide a place and time to allow children to complete homework and check that homework is completed.**
5. **Monitoring amount and content of video games, television their children watch and amount of time texting, talking on the phone and using the internet.**
6. **Volunteer in my child's classroom.**
7. **Participating in decisions relating to my children's education.**
8. **Promoting positive use of my child's extracurricular time.**
9. **Staying informed about my child's education and communicating with the school by promptly reading and responding to all notices from the school.**
10. **Talking with my child about his/her school activities every day.**
11. **Making sure my child is on time and prepared for school. Attending workshops provided by the school.**
12. **Getting involved in the PTA.**
13. **Communicating positive values and character traits such as: play fairly, act responsibly, work together and show respect.**
14. **Respecting the cultural difference of others.**
15. **Reading together with my child every day.**
16. **Providing my child with a library card.**
17. **Helping my child accept consequences for negative behavior.**
18. **Being aware of and following the rules and regulations of the school and district.**
19. **Supporting school discipline policy.**
20. **Expressing high expectations and offering praise and encouragement for achievement.**

### **Student Responsibilities:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will

- 1. Come to school ready to do our best and be the best;**
- 2. Come to school with all the necessary tools of learning-pens, pencils, books, etc.**
- 3. Listen and follow directions;**
- 4. Participate in class discussions and activities;**
- 5. Be honest and respect the rights of others;**
- 6. Follow the school's/class' rules of conduct;**
- 7. Follow the school's dress code;**
- 8. Ask for help when we don't understand;**
- 9. Do our homework every day and ask for help when we need to;**
- 10. Study for tests and complete assignments;**
- 11. Read every day outside of school time;**
- 12. Read at home (with our parents, if appropriate);**
- 13. Get adequate rest every night;**
- 14. Use the library to get information and to find books that we enjoy reading;**
- 15. Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.**
- 16. Limit our time watching TV and using the internet and cell phones.**
- 17. Use technology responsibly, for example, no cyberbullying.**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

### **1. Comprehensive needs assessment**

***Our needs assessment is based on the information from the NYS ELA and Math Exams, Quality Review and Progress Reports – see Section IV***

### **2. School wide Reform Strategies:**

**Academic Intervention Services is determined by teacher assessment (informal and formal), student performance, standardized assessment, Acuity assessments. Data is provided to meet the needs of all students who require additional instruction to meet the State standards in ELA and Mathematics. Guidance counselors meet with at-risk students to provided assistance to students who are experiencing issues that impact on their ability to achieve academically. The amount of the services provided is contingent upon the individual needs of students. This is discussed during the PPT meetings. Students in Grade 3-5 performing at levels 1 and 2 and Early Childhood students deemed to be at risk, including English Language Learners, will receive appropriately targeted services. These services include A.I.S. Reading and Math, Speech, Extended Day, After School A.I.S., Leveled Literacy, Foundations and Wilson. To aid in the advancement for all students, we provide the opportunity for students to take part in Saturday Institute and additional academic experiences. Our overall goal is to move the lowest quartile of students into higher levels of achievement. This will entail but will not be limited to:**

- Using Data from all sources to drive the kind of instruction that will be responsive to student needs through an effective curriculum and flexible grouping.
- Differentiated Instruction that will include pre and post formative and summative assessments, tiered activities, flexible grouping, commitment to a knowledge core, and demands for higher order thinking.
- Vertical Planning

### **3. Instruction by highly qualified staff.**

All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly-qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

### **4. High quality and ongoing professional development**

Professional Development is coordinated by the Coaches, Administration, Columbia TC Staff Developers, Technology/Literacy Specialists, and Classroom Teachers. Teachers are provided with planning days to work together to combine ideas and to provide vertical articulation for effective planning, the use of authentic assessment tools, and to develop curricula and instructional materials. The Professional Development Team meets once a month to reflect and refine school-based practices and update professional development plans. This team will continue to work on refining instructional strategies by working side by side with classroom teachers.

### **5. Strategies to attract high-quality highly qualified teachers to high-need schools.**

P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.

### **6. Strategies to increase parental involvement through means such as family literacy services.**

The Parent Coordinator, Technology/Literacy Specialist, Administrators, Teachers and the Parent Teacher Association are essential in bringing parents together for workshops and training in both academic and parenting areas. The Parent Coordinator develops

workshops and forums throughout the year, which focus on parenting skills and issues that enhance parents' confidence and their ability to serve as role models for their children. Parents receive constant communication from the school via letters and monthly calendars that are sent home with the children. The school website is also available for parents to obtain up-to-date information regarding school statistics, events and monthly calendars (available in English and Spanish). Staff members are available at dismissal time to address parental concerns and answer questions in effort to make sure that parents have several means of receiving information. The P.T.A also has a resource room in our school where parents can go to meet and receive resources to help them with their child's education.

**7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school program.**

Preschool parents have the opportunity to visit/tour the school during the spring. At this time, the early childhood program is outlined for parents. Families maintain close contact with our Parent Coordinator and Parent Worker throughout the child's transition.

**8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

During common planning, all teachers are encouraged to collaborate and share formative and summative assessment ideas and alterations of weekly and monthly assessments. Data will be gathered and re-gathered at least three times a year using the Columbia TC Assessments, math baselines, narrative writing continuums, IEP information; NYS standardized testing instruments, teacher made tests, checklists, conferences and/or rubrics. With this information the teachers will be able to group students according to benchmark achievements, adjust flexible groupings and identify next steps. Student data will be used to focus, plan and drive instruction to meet the needs of individual students. Coaches will meet with teachers to discuss their assessments, and what is working and not working well. Our Coaches and TC staff developer shares this information with Administration so changes can be made and implemented.

**9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

During common planning, grade meetings, grade leader meetings and Pupil Personal Team Meetings, teachers discuss the progress of students in his/her class. A plan is developed to meet student's needs. Through PD, the staff collaborate on developing differentiate instruction. Each grade level Inquiry Team is focusing on strategies to move at-risk children. Additionally, the PPT provides a plan for students who are at-risk and in the pre-referral process.

**10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

**Our guidance counselor provides training to all staff at the beginning of each school year to ensure that they are aware of strategies for recognizing and dealing with violence in a variety of situations. In addition, she conducts ongoing group sessions so that students are provided with effective techniques in dealing with anger management and conflict resolution. Our school physical education teacher provides students with lessons pertaining to eating healthy, being physically fit through the Fitness Gram and the mandated H.I.V/Aides Curriculum. Our adult education programs include English Language Classes and health awareness classes.**

**Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to School-wide Pool	Check (✓) in the left column below to verify that
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$674,208	✓	18, 19, 20, 24, 26
Title I, Part A (ARRA)	Federal	✓			\$11,736	✓	18, 19, 20, 24, 26
Title II, Part A	Federal	✓			\$253,016	✓	30
Title III, Part A	Federal	✓			\$19,060	✓	18, 19, 20
Title IV	Federal	✓			\$7,982	✓	
IDEA	Federal	✓			\$132,054	✓	20, 21, 22
Tax Levy	Local	✓			\$5,198,463	✓	18 - 27

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
3. Coordinate with and support the regular educational program;
4. Provide instruction by highly qualified teachers;
5. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
6. Provide strategies to increase parental involvement; and
7. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

**Currently, PS 50Q has 27 Students in Temporary Housing (STH).**

2. Please describe the services you are planning to provide to the STH population.

**The following support and services are provided to Students in Temporary Housing: At risk counseling, referral services to Community Based Organizations, clothing as needed, and information regarding food banks.**

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 050 Talfourd Lawn Elementary School					
<b>District:</b>	28	<b>DBN:</b>	28Q050	<b>School</b>		342800010050

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6	v	10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		93.5	93.7	93.0
Kindergarten	114	119	122				
Grade 1	117	139	132	<b>Student Stability - % of Enrollment:</b>			
Grade 2	131	116	137	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	139	129	120		91.3	89.8	89.8
Grade 4	112	139	122				
Grade 5	135	117	134	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	101	123	98	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.1	93.3	97.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	17	27
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	885	919	903	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	21	17

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	35	45	Principal Suspensions	8	38	45
# in Collaborative Team Teaching (CTT) Classes	21	26	39	Superintendent Suspensions	0	11	16
Number all others	58	48	43				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	64	62	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	13	10
# receiving ESL services only	112	119	TBD				
# ELLs with IEPs	2	15	TBD	Number of Educational Paraprofessionals	0	1	6

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	98.4	100.0
				% more than 2 years teaching in this school	57.8	64.5	83.6
				% more than 5 years teaching anywhere	54.7	54.8	63.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	94.0	95.1
American Indian or Alaska Native	2.1	2.7	13.4	% core classes taught by "highly qualified" teachers	98.2	100.0	100.0
Black or African American	34.0	32.2	32.6				
Hispanic or Latino	39.7	39.4	39.5				
Asian or Native Hawaiian/Other Pacific	18.5	18.3	10.9				
White	5.1	5.4	2.7				
<b>Male</b>	47.3	46.7	48.6				
<b>Female</b>	52.7	53.3	51.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial		-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	45.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	1.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>2/CFN 204</b>	District <b>28</b>	School Number <b>050</b>	School Name <b>Talfourd Lawn Elem</b>
Principal <b>Rina Manjarrez</b>		Assistant Principal <b>Mirtha T. Gil</b>	
Coach <b>Monica Brock Walker</b>		Coach <b>Laleanna Alfredsson</b>	
Teacher/Subject Area <b>Jenney Camporeale/ESL Teacher</b>		Guidance Counselor <b>Barbara Kozekwinski</b>	
Teacher/Subject Area <b>Lanna Medaglia/ESL Teacher</b>		Parent <b>Nilsa Roman</b>	
Teacher/Subject Area <b>Tonnie Robison/AIS Teacher</b>		Parent Coordinator <b>Isadora Guzman</b>	
Related Service Provider <b>Courtney Redman/SETSS</b>		Other <b>Janine Bordo/Speech Teacher</b>	
Network Leader <b>Diane Foley</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>914</b>	Total Number of ELLs	<b>151</b>	ELLs as Share of Total Student Population (%)	<b>16.52%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Question # 1

At P. S. 50Q English Language Learners (ELL) are identified through the following process:

- Upon registration all new entrants are required to complete the Home Language Identification Survey (HLIS). The HLIS is provided in the language spoken by the parent/guardian of the new entrant.
- An informal interview with the parent, new entrant is conducted by a pedagogue of the school. Staff members assigned are: grade supervisors, coaches, ESL teachers.
- If the new entrant speaks Spanish, the informal interview process is conducted by a pedagogue who speaks Spanish. Public School 50 has an administrator, Guidance Counselor and several teachers who speak Spanish and are able to conduct or assist during the interview process. The Spanish speaking Parent Coordinator is also available to translate during the interview process of Spanish speaking families.
- Interviews conducted for new entrants of other languages are facilitated by the Psychologist and Para-Professionals who speak Bengali and Urdu respectively.
- The DOE phone translation services are used, when there is no one to translate in the new entrant native language. Sometimes parents bring their own translators through a relative or neighbor.
- After the English Language Learners (ELLs) are identified, the ESL teacher administers the Revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The results of the LAB-R are used to determine whether students are entitled to bilingual/ESL programs and/or other services. The ESL teachers, and administrators rely on the LAB-R data to determine instructional programs and initial language allocations.
- Parents are informed of the results of the LAB-R scores through the Entitlement Letter which also informs parent their child is eligible for services as an English Language Learner.

Annual Evaluation Of Ells Using the New York State English As a Second Language Achievement Test:

- To measure English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring in accordance with the guidelines of New York State Education Department.
- Proficiency levels are used to determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirement for ESL instruction. P.S. 50 uses a balanced literacy approach, including high-quality instructional practices that facilitate academic excellence for all ELLs at P.S. 50.
- P.S. 50 ensures students receive the required units of study based on proficiency levels: Students (k-8) at beginning and intermediate levels of English proficiency receive two units of ESL. Advance students receive one unit of ESL. A unit of instruction, as defined by state regulations, is 180 minutes per week. As required by State regulations a schedule is designed to ensure the minutes are distributed into equal daily allotments

Question #2-

Structures in place to ensure parents understand all three program choices:

- To ensure parents of new entrants understand the three programs available for them to choose from: Transitional Bilingual Education, Dual Language and English as a Second Language, ongoing orientation sessions are held throughout the school year. During the heaviest time of registration, end of August and September, sessions are held in the library and are targeted to

accommodate groups of 10-15 parents at a time. If necessary, sessions are held one-on-one with parents.

- At these orientation sessions, the ELL program requirements, expectations, assessments and standards are explained. Parents have an opportunity to view a video in their native language, about the program choices available.
- The Orientation-Video sessions are organized so that a member of the LAP Committee is present at the Orientation. Consequently, one of the Assistant Principals, an ESL Teacher, or the Parent Coordinator are present at the given session. There is always a pedagogue present during the orientation meeting.
- After viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents who do not speak English in order for them to answer questions. The forms are always provided in their native language.
- If P.S. 50 does not have the program choice the parent has selected for their child, the staff explains why the program is not available in the school and the requirements for the creation of the program.
- Parents requesting a particular parent choice are provided with a list of schools that have the program.
- The Staff of P.S. 50 is sensitive to the fact that parents want only what is best for their children and makes it clear to the parent that they are more than welcome to register their child at P.S. 50 if that program is available.
- Parents that miss a scheduled orientation session are accommodated by re-scheduling the sessions at a later time.

#### Question # 3

Distribution of Entitlement Letters and Collection of Parent Survey and Program Selection Forms:

- Entitlement letters are sent home with the student whose LAB-R scores indicate they are eligible to receive services. Parents that did not fill out a Parent Survey and/or Program Selection Forms receive a second copy of these forms. Parents who do not return the Parent Survey and Program Selection are informed that their child will be placed in the ESL program.
- The Parent Survey and Program Selection Form parents filled out during orientation is reviewed and the parent is informed of the program that is available at P.S. 50. The parent is offered the Freestanding English as a Second Language program which is available at P.S.50. If parent does not choose the ESL program, that parent is assisted in finding the school that has the program.
- Parent Survey and Program Selection Forms are filed in the General Office. These are reviewed to determine if there are 15 or more students with the same Native Language need in a grade or contiguous grades to establish a TBE or Dual Language program. If this is the case, these parents are informed and classes are created combining the two contiguous grades into a bridge class.

#### Question # 4

P.S. 50 uses the following criteria and procedure to place all identified ELL students in the appropriate ESL program:

- P. S. 50 relies on the results of the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT) to determine who is a Limited English Proficient student (LEP). Students who score below State designated levels of proficiency on the above exams are provided the services as set forth in the CR Part 154.
- Upon analysis of the LAB-R, NYSESLAT- (RLAT), the Principal, Assistant Principals, and ESL teachers ensure LEP students are placed in the appropriate programs.
- Parents receive detailed information regarding the services their child will receive, based on their performance level: Beginner, Intermediate, or Advance.
- Through personal contact and/or letters to parents, P.S. 50 shares the instructional schedule ESL children will have in order to receive English Language instruction. All communication with parents is held in their native language.

- Parents are informed of the ESL programs for the current year of study. In 2010-2011 P. S. 50 expects to continue offering ESL instruction via two models: Self-contained classroom instruction and Push-In model. Self-contained ESL classes are instructed by teachers who have dual certification in Common Branches and ESL.
- We welcome and encourage all ESL parents to meet with staff and/or Parent Coordinators to discuss questions and/or concerns regarding the ESL programs we have created for the students.

Question # 5

Trends in Parent choices have revealed the following:

- Upon perusal of the Parent Survey and Program Selection Forms, the following trends have surfaced regarding parent program selection. Most parents have opted for the Freestanding ESL program.

Provide Numbers here: TBE: 0 Dual Language: 0 ESL: 20

Question # 6

- The administration is cognizant of research data which supports Transitional Bilingual Education and Dual Language Education and English as a Second Language. The administration is also committed to providing the program choices of parents based on the Parent Survey and Program Selection Form.
- In the school year 2010-2011, P. S. 50 is only able to offer parents Freestanding ESL programs. The freestanding ESL program includes several components: Language Arts, Math instructional component other content area instructional components. The Language Arts instructional component is delivered through instruction in English Language Arts and English as a second Language. The content area instructional component is delivered through instruction in English and ESL methodologies.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>		
6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

Dual Language (ELLs/EPs) K-8																						
Number of ELLs by Grade in Each Language Group																						
	(50%/50%)		K		1		2		3		4		5		6		7		8		TOTAL	
	Freestanding ESL	EP	ELL	EP																		
Spanish	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	2	1	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12												
Number of ELLs by Grade in Each Language Group												
	ELLs (0-3 years)		9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	Long-Term ELLs completed	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	44	10	0	0	0	0	0	0
French	0	0	0	0	44	10	0	0	0	0	0	0
Other	0	0	0	0	44	10	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0

### C. Home Language Breakdown and ELL Programs

This Section for Dual Language Programs Only														
Number of Bilingual students (students fluent in both languages):							Number of third language speakers:							
Ethnic breakdown of EPs (Number):														
African-American:				Asian:				Hispanic/Latino:						
Native American:				White (Non-Hispanic/Latino):				Other:						
Russian													0	
Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Spanish	24	18	15	18	12	8	13							108
Chinese			1											1
Russian														0
Bengali	6	1	0	3	2	4	2							18
Urdu														0
Arabic														0
Haitian		1				1	1							3
French														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi	1	0	2											3
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>31</b>	<b>20</b>	<b>18</b>	<b>21</b>	<b>14</b>	<b>13</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>133</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here Programming and Scheduling Information

Question # 1

Instruction is delivered in the following manner:

- a. ESL instruction is delivered in several models. For Kindergarten, first grade, fifth grade, and sixth grade, the push-in model is followed. P. S. 50 has three self-contained classes in the second, third, and fourth grades. During push-in the ESL teacher may do her own lesson or co-teach with the classroom teacher. In addition, during push-in, the ESL teacher may work with a smaller group of ELL students within the general education classroom.
- Special Education students are the only students receiving ESL services through the pull-out. These students are pulled-out for a period of 45 minutes daily.
- b. For the most part English Language Learners students are grouped homogenously, based on proficiency level and grade, regardless of what class they are in. Due to a very large ELL population at the school, beginners and intermediate students are often grouped together. Also, some ELL students are grouped together based on proficiency level regardless of their grade so long as the grades are contiguous. For newly admitted ELL students, grouping is un-graded—differentiated instruction is provided based on the level of proficiency; consideration of student's maturity level, social development and proficiency level is always taken into consideration. In the self-contained ESL classrooms, all English Language Learners are heterogeneously grouped.

Question #2

a. To ensure that compliance with the required number of units students are mandated to receive a schedule is created to service the students; i.e. Beginners and Intermediate students receive two units of ESL, the equivalent of 360 minutes per week. Advanced students receive one unit of ESL, the equivalent of 180 minutes per week.

Question #3

In the various content areas the ESL teacher(s) makes use of realia and varied instructional approaches to enrich language development. Manipulatives are used on a regular basis. Total Physical Response is emphasized in the lower grades. The use of technology, audiovisual equipment, and hands-on learning is stressed. Students do projects and research based on thematic units and content areas, which stress all four modalities of the ESL classroom (listening, speaking, reading, and writing). The content areas are taught in the ESL classroom with an emphasis placed on grammar, academic language, specialized vocabulary, and comprehension of nonfiction texts.

Question #4

a. SIFE students are informally assessed by the ESL teachers upon returning to the NYC Public School System. The ESL teachers meet with the classroom teachers to provide additional help for the SIFE students within the classroom. Upon acclimation, the students continue with the regular classroom curriculum.

b. Newly admitted ELL students are taught test-taking strategies in preparation for the ELA and Math State Exams. For example, they learn about the test format, how to bubble in their answer sheets, what is a multiple-choice question, etc. Sample exams are also given to familiarize students with the exams and to test for their strengths and deficiencies. A heavy focus is placed on listening and speaking skills for newcomers. Newly admitted ELLs are also invited to attend Saturday and after school ESL classes. Reading strategies are taught targeting all the necessary skills needed for the ELA exam. Each classroom teacher is supplied with ELA practice booklets which focus on such skills as: making predictions, cause and effect, making inferences, finding the main idea, etc.

c. For those ESL students receiving services from 4-6 years, the NYSESLAT scores are closely looked at to determine which areas of weakness each student has in the four modalities. Those students then receive differentiated instruction based on their needs.

d. Long-term ELL students are given language enrichment to polish their English skills. Also, because of fossilization, target areas are focused on pinpointing deficiencies they still have in certain English skills. Reading comprehension and writing is heavily emphasized, and the content areas are greatly stressed. Because many Long-term ELL students have plateaued in the ESL classroom, a heavier emphasis is placed on academic language in both written and spoken form. Grammar lessons are fine tuned to focus on specific language issues the students may be having. In addition, Long-term ELL students are given the opportunity to attend both Saturday and after-school classes for ESL enrichment.

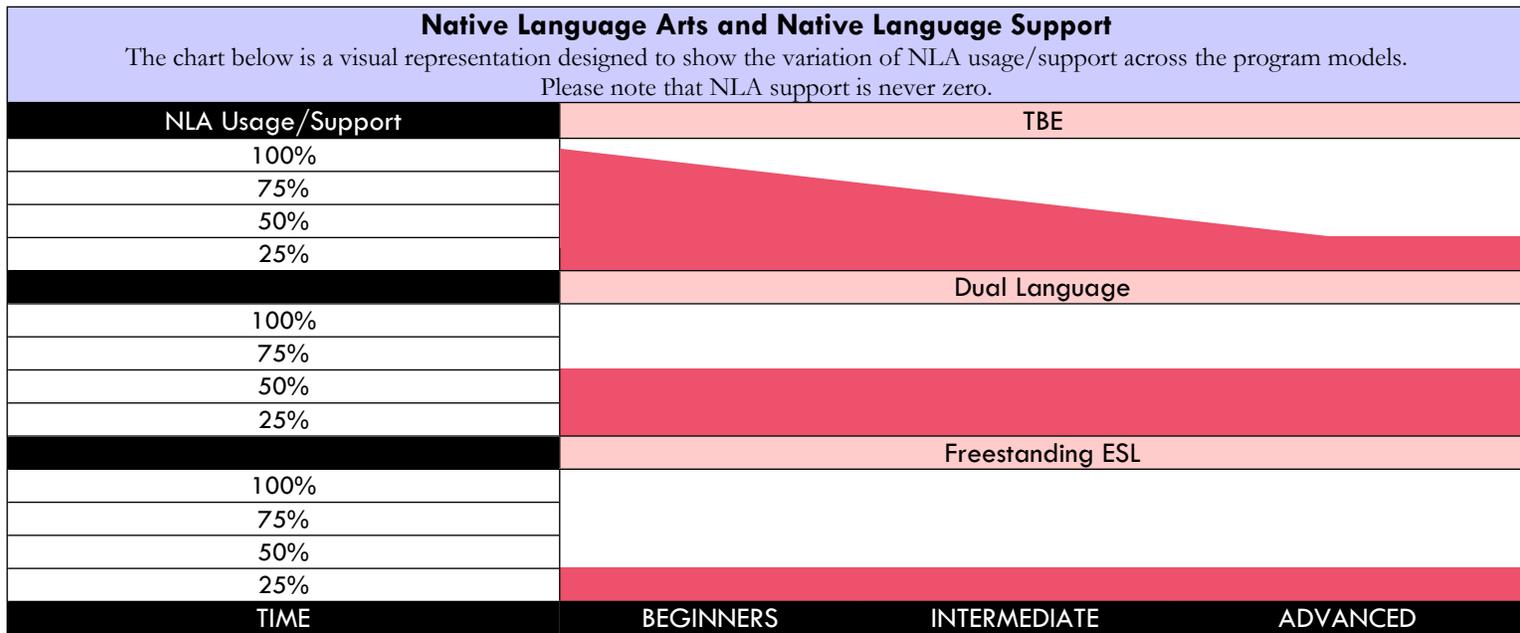
e. Special needs ELL students are given individualized instruction based on their academic deficiencies in the four modalities. Instruction is driven mostly by the use of hands-on activities and manipulatives, as well as audio-visual materials. Listening skills are emphasized by the use of books on tape, dictation lessons, and repetition games. Students may listen to a story read to them two or three times, then be asked to answer comprehension questions based on the passage. Reading materials are paired with visuals to ensure comprehension of texts, and vocabulary is taught in context. Word walls and personal word walls are made available to the students to help with both reading and writing. Speaking skills are reinforced in several ways. Students are paired with partners for turn-and-talk throughout the lessons, and are encouraged to read aloud their writing to their partners. In addition, accountable talk is stressed and promoted in the balanced literacy program, so those special needs ELL students may practice their speaking skills with their peers as well as with the teacher.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

**Question #5**

In order to insure that ELLs receive help in specific areas, such as ELA, math, and other content areas. Several instructional materials are employed to support the ELL students. For those whose proficiency level is beginning, picture cards, phonics books, simple readers, technology (computers), and audio-visual equipment are used. For intermediate level ELL students, simple chapter books, writing and grammar books, take home booklets, and games are used. Advanced students use thematic books focusing on the content areas, grammar books, games, and books teaching the literacy skills. All materials are equally used in all areas regardless of the language proficiency of the ELL students. Translated math books are also given to Spanish ELLs for use at home. In addition, bilingual glossaries are available to ELL students, which may also be used during the citywide math exam. ELA practice books are supplied to every classroom teacher and are made available to all students. For those grades taking the science citywide exam and the social studies citywide exam, bilingual glossaries are also available. Hands-on lessons and the use of visuals are also employed in the content areas.

**Question #6**

A transitional plan for those ELL students reaching proficiency on the NYSESLAT is being designed. However, if those students are having academic difficulty, they may be placed in the AIS program which gives them additional help by targeting the content areas and focusing on their specific needs and problems.

**Question #7**

Title III funds will be used to create a per session program in which a licensed ESL teacher will give small group instruction to at-risk ELL students who scored below standards on the citywide exams, both the ELA and Math.

**Question #8**

At the present time P. S. 50 is satisfied with the ESL program we have; consequently we are not discontinuing any of the services we provide to the students.

**Question #9**

Because P.S. 50 is also a Title III school, there are several school programs offered to our ELLs. ELL students are afforded the same opportunity to take part in after school programs, and several ELL students also remain for our extended day program, which takes place from Monday to Thursday.

**Question #10**

In order to help support ELL students, instructional materials and technology geared towards their needs are used. In the ESL self-contained classrooms, Leap Frog is used as an instructional supplement. Content area flash cards are used to teach ELLs specialized vocabulary. This is

very helpful for those ELLs who will be taking the science and social studies citywide exams. In addition, classroom teachers use computer technology to also support their ELL students. Programs such as National Geographic, AAA Math, Colorin Colorado, etc., are useful tools for the development of strong language, math, and content area skills.

Question #11

Native language support is very important as a foundation on which ELL students can build their new language learning. If the ESL or classroom teacher is able to communicate in the ELL students' language this is encouraged. Classroom instructions is delivered in the students' native language, as needed; and ELL students are also paired with another student who speaks the same language. They work together as a collaborative team, with the more advanced student helping the less proficient student with translation, comprehension, etc. In this way, native language support is stressed in the ESL environment. ELL students are allowed the opportunity to express themselves both orally and in written form in their native language. The native language and culture of the ELL student are also celebrated during multicultural lessons taught throughout the school year.

Question #12

P.S. 50 ensures that required services and resources support our ELLs' ages and grade levels. Every effort is made to provide every ELL student with the necessary high-interest books and supplies to pique their interest.

Question #13

At the present time we have no activities for newly enrolled ELL students before the beginning of the school year.

Question # 14 - Is not applicable to our school.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Question #1

All ELL personnel at P.S. 50 takes part in professional development. The ESL teachers attend TC professional development workshops several times a year, then turnkey with other classroom teachers on their grade. During articulation conferences, the ESL teachers meet with the classroom teachers to discuss the progress of the ELL students and different strategies that may be used to benefit these students. The ESL teachers are also invited to attend all in-house professional development conferences. Several ESL teachers even conduct special in-house professional development workshops for each grade, in order to better familiarize classroom teachers with the strategies needed to assist ELL students. The LAP is also discussed, so as to insure the planning of quality ESL programs throughout the school.

Question #2

- The guidance counselor holds sessions to inform our graduating ELLs about the different programs available to them in middle

school.

- The guidance counselor also holds parent workshops to facilitate the process of selecting a middle school for ELL students.
- Our literacy and math coaches support the staff in adapting instruction to a middle school curriculum.

#### Question #3

The literacy and math coaches, as well as the ESL teacher, hold ongoing professional development for the staff on testing procedures for ELL students, such as testing modifications, data analysis, promotional exemptions, etc.

### **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parental Involvement

#### Question #1

Parental involvement is encouraged in all school activities, and the school staff makes an effort to include all the parents of ELLs. Our bilingual parent coordinator conducts regular workshops for parents of ELLs, focusing on math strategies, help with homework, help with immigration, etc. Spanish and English homework help dictionaries/glossaries are provided. In this way, parents are offered strategies they can use to help their child and ways to increase their child's English abilities away from school. The parent coordinator also invites speakers to conduct parent workshops throughout the school year, and is actively involved in improving communication with parents and families of ELLs. Several of the workshops are geared towards curriculum help in reading, speech and the content areas. The school staff meets with parents on a regular basis, and several school staff members are able to serve as translators for foreign born parents and students. Our PTA also plays an integral part in welcoming and embracing the parents of ELLs. They hold several activities throughout the school year, celebrating the cultural diversity of our school population. During Spanish Heritage month, parents are invited to visit the classrooms and speak about their cultures. Ethnic foods are prepared and artists are invited to perform.

#### Question #2

The school partners with several agencies and community based organizations to provide workshops to our ELL parents. Both English and Spanish translators are brought in to insure the participation of ELL parents. The workshops are structured to meet the needs of the ELL parents, such as tenants' rights and immigration laws. These workshops focus on the specific problems and needs ELL parents may have in the community.

#### Question #3

Open communication is stressed between the school staff and the parents. As a liaison, the parent coordinator assesses the needs of the parents and relays those needs to administration. There is an open door policy for all parents, especially for those parents of ELL students. Parents are encouraged to make appointments and visit the school to address any concerns they may have. Parent concern forms are made readily available to those parents who wish to meet with administration. A schedule is then set up and a meeting takes place. The active involvement of ELL parents is a positive force, and provides the ELL students with the necessary support to achieve their best in school.

#### Question #4

Parental involvement activities address the needs of all parents, especially the parents of ELLs. Parents are encouraged to become Learning Leaders and to become active members of the school community. As members of the SLT, parents become participants in school policy and decision making, thereby having a voice in their child's education. This fosters school unity between both ELL and non-ELL parents, as well as between the school staff and the parents.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	13	6	14	1	2	5							53
Intermediate(I)	3	8	6	5	3	6	4							35
Advanced (A)	22	2	6	13	12	9	6							70
Total	37	23	18	32	16	17	15	0	0	0	0	0	0	158

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	1	0	0	2	2						
	I	0	2	0	1	0	0	2						
	A	1	8	13	8	4	6	5						
	P	0	1	2	13	12	6	3						
READING/ WRITING	B	1	9	4	2	1	2	3						
	I	0	9	7	5	3	6	3						
	A	0	0	6	12	12	6	6						
	P	0	0	0	0	0	0	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	7	8	2	21
5	4	15	7	0	26
6	2	8	5	0	15
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	0	13	0	4	0	0	0	17
5	0	0	11	0	12	0	0	0	23

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	1	0	9	0	6	0	0	0	16
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	12	0	13		0		26
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9	0	3	0	7	0	0	0	19
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

B. After reviewing the ELL Periodic Assessments, it has been shown that ESL instruction should be tailored to more grammar-driven lessons. This will help ELL students in the areas of reading and writing. Spelling (especially of sight words) and writing mechanics also need to be emphasized. A stronger emphasis should be placed on word works, including syntax, the parts of speech, pronoun-verb agreement, semantics, etc. The data based on the results of the ELL Periodic Assessments will drive instruction in the classroom. Those areas in which the ELL students scored below 50% will be targeted. In addition, the results of individual students will be used to differentiate instruction, based on their deficiencies in certain areas. Lesson planning will reflect the needs of the students. Test preparation geared toward the NYSESLAT is also developed based on the results from the ELL Periodic Assessments. Weak areas are targeted and lessons are created based on those areas in which the ELL students need more assistance.

respond in English and Spanish, and children are encouraged to respond in English if possible. For written assignments, newly admitted ELL students are permitted to write in their Native Language, and then they are assisted by more English proficient students in translating their work into English.

**Question #5**

Program success for ELLS is evaluated based on the number of students who become English proficient and no longer need to be ESL serviced, as well as the number of students whose overall NYSESLAT levels have improved. The four modalities are examined separately and compared from one year to the next to determine if the ELL student has shown any progress in that area. Based on these four modalities, ELL students receive differentiated instruction targeting those areas in which more help is needed.

**Additional Information**

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

Paste additional information here

**Part VI: LAP Assurances**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/1/10
	Assistant Principal		10/1/10
	Parent Coordinator		12/01/10
	ESL Teacher		12/1/10

	Parent		12/1/10
	Teacher/Subject Area		12/01/10
	Teacher/Subject Area		12/1/10
	Coach		12/01/10
	Coach		12/01/10
	Guidance Counselor		12/1/10
	Network Leader		
	Other		