



[P.S. 150]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 150
ADDRESS: 40-01 43RD AVENUE, SUNNYSIDE 11104
TELEPHONE: 718-784-2252
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q150 SCHOOL NAME: P.S. 150Q

SCHOOL ADDRESS: 40-01 43rd Avenue, Queens NY 11104

SCHOOL TELEPHONE: 718-784-2252 FAX: 718-729-7823

SCHOOL CONTACT PERSON: Carmen Parache EMAIL ADDRESS: CPARACHE@SCHOOLS.NYC.GOV

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Scott Grodsky</u>
PRINCIPAL:	<u>Carmen Parache</u>
UFT CHAPTER LEADER:	<u>Joann Rodeschin</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Colleen Walker</u>
STUDENT REPRESENTATIVE: (Required for high schools)	<u></u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: <u>30</u>	CHILDREN FIRST NETWORK (CFN): <u>Integrated Curriculum and Instruction Learning Support Organization</u>
NETWORK LEADER:	<u>Diane Foley</u>
SUPERINTENDENT:	<u>Dr. P. Composto</u>

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
Carmen Parache	*Principal or Designee	
Joann Rodeschin	*UFT Chapter Chairperson or Designee	
Colleen Walker	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shireen Soliman	Member/Parent	
Scott Grodsky	Member/	
Kim Brown	Member/	
Nicole Kroski	UFT Member	
Theresa Shannon	UFT Member	
Pat Chu	UFT Member	
Carmen Martinez	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Public School 150 is located in a diverse community. It has an annex which houses our pre-kindergarten and kindergarten classrooms. We educate pre-K through sixth grade students from a variety of countries and linguistic backgrounds. Some of our students are new immigrants or first-generation Americans. The average attendance rate is 96.36%.

We offer a variety of programs, such as monolingual classes in grades pre-K through 6th, one Talented and Gifted class per grade in Kindergarten through fifth grade, seven self-contained ESL classes- two in Kindergarten and 1st grade, and one in second, third, and fourth grade. We also have four dual language classes in Kindergarten through third grade. Additionally, there are three ESL teachers providing in-class services to mandated ESL students. As part of the C4E funding, ESL teachers also provide extra support to self-contained ESL classes in an effort to increase student achievement in grades three and five. We have one Integrated Collaborative Teaching (ICT) class in Kindergarten and two ICT classes in grades one through six. We have also added two 12:1:1 classes in the lower grades. Qualified students receive a variety of support services, such as academic intervention, extended day, SETTS, speech, physical and occupational therapy, adaptive physical education, and mandated and preventive counseling.

Literacy is at the core of our instructional programs. We believe that providing students with a strong foundation in literacy will result in high achievement in all content areas and a successful academic career. Our literacy program encourages students to learn reading and writing strategies utilizing a balanced literacy approach supported by the Teachers College Reading and Writing Project. All students use the Everyday Math curriculum. In order to enrich the math program, some of our students are participating in the Continental Math League. The Gifted and Talented classes supplement their math instruction with the Exemplars Program. Our exemplary arts program affords all of our students with the opportunity to receive music, visual arts, and drama instruction within their academic day. Students also participate in additional enrichment activities, Chess in the School, Mobil Museum of Natural History, After School Museum of the Moving Image, and Boys Scouts.

We have continuously been recognized as a high achieving Title I school. For three years, we were rated an 'A' school on the city's Progress Report. With the changes in target ranges, our school scored a B this year. We were well-developed school on our Quality Review. It is with consistent data systems and the collaborative efforts of our teachers successfully tracking and monitoring student progress that we are closing the achievement gap in our school. We are proud to say that our parent body is very strong and active, participating in many activities. These activities include the Parent-Teacher Association,

School Leadership Team, fund raising events, and math and literacy curriculum nights. We also have periodic school tours and the Learning Leaders will continue. This year, we are adding Parents as Learning partners.

Our ultimate goal is to have our students develop into independent and lifelong learners. We want our students to feel proud of their own culture and value the diversity of others. We want them to strive for high achievement, so they can become contributing members of our ever evolving society.

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				
School Name:	P.S. 150			
District:	30	DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	100	103	98		94.5	95.2	95.5		
Kindergarten	159	164	170						
Grade 1	176	189	164						
Grade 2	185	185	173						
Grade 3	162	177	180						
Grade 4	173	161	182						
Grade 5	134	164	159						
Grade 6	133	105	119						
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Ungraded									
Total	1232	1248	1245						
				Student Stability: % of Enrollment					
				(As of June 30)	2007-08	2008-09	2009-10		
					96.1	96.2	95.62		
				Poverty Rate: % of Enrollment					
				(As of October 31)	2007-08	2008-09	2009-10		
					95	96.1	96.2		
				Students in Temporary Housing: Total Number					
				(As of June 30)	2007-08	2008-09	2009-10		
					1	1	2		
				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
					2	5	8		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	9	12	24						
No. in Collaborative Team Teaching (CTT) Classes	124	133	129	Principal Suspensions	0	6	9		
Number all others	25	27	27	Superintendent Suspensions	0	4	2		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	38	26	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	21	26	69				
# receiving ESL services only	261	268	316	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	5	7	76	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	94	92	90
				Number of Administrators and Other Professionals	16	15	16
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	4	3	10
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	0				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	97.8
American Indian or Alaska Native	0.3	0.3	0	Percent more than two years teaching in this school	62.5	68.1	71.7
Black or African American	2.8	3.1	4.6	Percent more than five years teaching anywhere	55.7	56.4	53.3
Hispanic or Latino	46.1	45.5	66.7				
Asian or Native Hawaiian/Other Pacific Isl.	35.4	33.8	20.8	Percent Masters Degree or higher	92.0	86.0	88.0
White	15.3	16.8	13.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	95.7	97.3
Multi-racial			0				
Male	49.4	52.3	50.2				
Female	50.6	47.7	49.8				

2009-10 TITLE I STATUS

<input checked="" 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:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander	√	√	√				
White	√	√	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject	7	7	4				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09 N/A	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	83.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

Analysis of School Data

Summary of Data Analysis/Findings – Grade 3 ELA:

An analysis of Grade 3 NYS ELA State Test for school year 2009-2010 indicates the following: 172 students were tested. The results are as follows: There was an increase in students scoring at a level 1. We also had an increase in students scoring at a level 2. As a result, the amount of students scoring at level 3 significantly decreased by 27.4%. There was a small (1.7%) decrease in students scoring at a level 4.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2009-%	1.2	11.8	72.4	14.7	87.1
2010-%	13.0	28.0	45.0	13.0	58.0

Summary of Data Analysis/Findings – Grade 4 ELA:

An analysis of the Grade 4 NYS ELA Assessment results for the 2009-2010 school year indicates the following: The number of students taking the assessment in 2010 was 178. In 2010, we had an increase in level 1 students. We went from 1.3% in 2009 to 7.0%. Our students scoring at level 2 significantly increased from 15.2% to 37.0%. We also had a decrease (20%) in students scoring at level 3. We had an 8.2% drop in level 4 students.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4

2009 %	1.3	15.2	68.2	15.2	83.4
2010%	7.0	37.0	48.0	7.0	55.0

Summary of Data Analysis/Finding -Grade 5 ELA

An analysis of the NYS ELA Grade 5 assessment indicated the following results: The number of students taking the assessment in 2010 was 155. In 2010, we had an increase in level 1 students. We went from 0% in 2009 to 4.0%. Our students scoring at level 2 significantly increased from 11.4% to 31.0%. We also had a decrease (28.4%) in students scoring at level 3. However, we did have a significant increase in students receiving a level 4 (4.7%).

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2009 %	0	11.4	68.4	20.3	88.6
2010%	4.0	31.0	40.0	25.0	65.0

Summary of Data Analysis/findings - Grade 6 ELA

In 2010, 119 grade six students took the NYS ELA assessment. When we compared the 2010 and 2009 data, we found the following: There were an increase in Level 1 and 2 students and a decrease in Level 3 students. Although the percentage of combined level 3 and level 4 students decreased, we had a 6.1% increase in the number of sixth grade students receiving a level 4.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2009-%	0	11.8	84.3	3.9	88.2
2010-%	3.0	39.0	48.0	10.0	58.0

ELA Performance by Subgroup

Percentage of Students at Level 3 and 4 by Ethnicity

	2009 (# tested)	2010 (# tested)
American Indian or Alaskan Native	---	100% (1)
Asian or Pacific Islander	87% (218)	75% (211)
Black or African American	62% (26)	33% (21)
Hispanic or Latino	85% (255)	48% (290)
Multiracial	100% (1)	50% (2)
White	92% (97)	65% (99)

When we looked at the ELA data for the different subgroups, we found the following results: A decrease in the percentage of students receiving a level 3 or 4 can be observed in all subgroups by ethnicity. The ethnic subgroup that had the largest decrease in the percentage of students at

proficiency as defined as a level 3 or 4 was the Hispanic or Latino subgroup. The subgroup that experienced the smallest decrease was the Asian or Pacific Islander subgroup.

The following outlines the more detailed performance of each ethnic subgroup by proficiency level and grade.

Grade 3

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	5%	16%	63%	16%
Black	50%	43%	50%	0%
Hispanic	17%	38%	35%	10%
Multiracial	1%	0%	100%	100%
White	8%	15%	54%	23%

Grade 4

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	3%	26%	63%	8%
Black	50%	33%	17%	0%
Hispanic	9%	54%	36%	1%
White	3%	26%	52%	19%

Grade 5

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	4%	18%	46%	32%
Black	0%	50%	25%	25%
Hispanic	4%	40%	38%	18%
White	5%	23%	40%	32%

Grade 6

Nationality	Level 1	Level 2	Level 3	Level 4
Asian/Pacific Isl.	7%	20%	58%	15%
Black	0%	72%	14%	14%
Hispanic	0%	41%	51%	8%
White	6%	65%	29%	0%

ELA Performance by Gender

In comparison of gender from 2009 to 2010, we had a decrease in the percent of male students scoring at a level 3 or 4. In 2009, 88% of our male students scored at the aforementioned proficiency level, while in 2010, only 60% of our male students were able to attain a 3 or 4 level of proficiency. Female students also showed a decrease of 25%, having 84% of our females scoring at level 3 & 4 in 2009 and only 58% of our females scoring levels 3 & 4 in 2010. When comparing boys and girls, no significant difference can be observed.

Year	Male	Female
2009-%	88	84
2010%	60	58

In grade 3, 56% of our females scored at a level 3 or higher, while 60% of our males in third grade scored at a level 3 or higher.

In grade 4, we observed a significant difference in the percentage of females receiving a level 3 or higher and the percentage of males in 4th grade receiving a level 3 or higher. These percentages were 49% and 61%, respectively.

In grade 5, 64% of our female population scored at a level 3 or higher, while 66% of our male population scored at a level 3 or higher.

In grade 6, 66% of our females scored at a level 3 or higher, while 51% of the males scored at a level 3 or higher. This again represents a significant difference.

ELA General Ed and Special Ed Results

In 2010, our special education population experienced a significant decrease in the number of students receiving a level 3 or 4. While in 2009, 62% of our students with IEPs were able to score at a level 3 or 4, in 2010, only 18% were able to meet such a level of proficiency. While the general education population also experienced a decrease, it was not as significant.

Year	Gen. Ed.	Sped. Ed
2009-%	89	62
2010-%	66	18

English Proficient/Limited English Proficient

In grade 3, 119 of the students were classified as English proficient, while 53 were limited English proficient. For the English proficient students, the results indicate the bulk of our students are scoring at a level 3 or higher (71%), while a small percentage of our limited English Proficient students are meeting this level of proficiency in ELA.

In grade 4, 131 students were classified as English Proficient, while 47 were classified as Limited English Proficiency. Again, the results indicate that the majority of students who are performing at a level 3 or higher of proficiency are considered to be English Proficient.

In grade 5, 122 students are considered to be English Proficient, while 33 students are considered to be Limited English Proficient. In this grade, 33% of our Limited English Proficient students were able to achieve a level 3 or 4 of proficiency for ELA. This is higher than in any other grade.

In grade 6, 105 students are considered to be English proficient, while 14 are considered to be Limited English Proficient. Only 7 % of these students were able to achieve level 3 or 4.

% of students performing at a level 3 or higher

	Grade 3	Grade 4	Grade 5	Grade 6
English Proficient	71	73	74	65
Limited English Proficiency	30	9	33	7

English Proficient/Limited English Proficient

In grade 3, 131 of the students were classified as English proficient, while 42% were limited English proficient. For the English proficient students, the results indicate the bulk of our students are scoring at a level 3: level 1- 1%, level 2 -7%, Level 3-73% and level 4-19%. The majority of our students who are learning a second language scored between a level 2 and 3. In addition, 2% of our limited English proficient students scored a level 1.

In grade 4, This is the classification: Number of - English proficient - 117, level 1- 1%, level 2- 12% , level 3- 68% and level 4-20% while for Limited English proficient 41 students with - level 1- 2%, Level 2- 29%, level 3- 68% .

In grade 5, there were 19 limited proficient students with 42% scoring level 2 and 58 %and scoring level 3. For the English proficient, there are 143 students with the following scores: level 2- 8%, level 3- 70% and level 4- 22%.

In grade 6, the English proficient was 87% of students with the following: level 2- 6%, Level 3 - 90% and level 4- 5%. For the limited English proficient, there were 17 students with 13% level 2, 84% level 3 and 4% level 4

Economically disadvantage/Overall 2010 ELA Gains

Our school is a Title 1 school. We did not see any indication that there is a difference in performance with students who fall into this category. The Implications of the ELA DATA Analysis:

Summary of Data Analysis/Findings – Grade 3 Math:

An analysis of Grade 3 NYS Math State Test for school year 2009-2010 indicates the following: 176 students were tested. We had an increase in students scoring at a level 1, as well as level 2. The amount of students who scored a level 3 dropped. Although we did see a decrease in the percentage of students receiving a level 4, the decrease was not as substantial. We did observe a significant decrease in the percentage of students who were able to perform at a level 3 or 4 (97.7% to 72.0%).

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4

2009 %	0	2.3	50.9	46.9	97.7
2010-%	8	20.0	32.0	40.0	72.0

Summary of Data Analysis/Findings – Grade 4 Math:

An analysis of Grade 4 NYS Math Assessment results indicates the following: The number of students in 2010 was 183. We continue to have students scoring at level 1. We had a significant increase in students scoring at a level 2, as well. The percentage of students scoring at a level 3 also dropped by 4.1%, a relatively small decrease. However, we had a large decline in the percentage of students receiving a level 4, as well as a level 3 or 4, combined.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2009 %	0.7	1.3	33.1	64.9	98
2010 %	5.0	26.0	29.0	40.0	69.0

Summary of Data Analysis/Finding -Grade 5 Math

An analysis of the NYS Math Grade 5 assessment indicated the following: In 2010, 158 students took the assessment. We had a slight increase in students scoring at a level 1. The percentage of students scoring at a level 2 also increased by 16.8%. The students scoring at a level 3 dropped by a relatively small percent. The amount of students scoring at a level 4 dropped by 16.2%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2009-%	0	3.2	37.6	59.2	96.8
2010-%	1.0	20.0	36.0	43.0	79.0

Summary of Data Analysis/findings - Grade 6 Math

In 2010, 119 grade six students took the NYS Math assessment. The data reveals the following results: There was a 1% increase in the percentage of students scoring a level 1. There was an increase of students who scored a level 2. The percentage of students who scored a level 3 fell by 11.0% We had a relatively small decrease in students scoring at a level 4. Overall, the percentage of students scoring at a level 3 or 4 was 84%.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2009-%	0	3.9	50	46.1	96.1
2010-%	1.0	16.0	39.0	45.0	84.0

Math Performance by Subgroup

In 2010, all subgroups by ethnicity experienced a decrease in the percentage of students who received either a level 3 or 4. The subgroups who had the largest declines were Hispanic (29%), Black or African American (33%), and Asian/Pacific Islander (15%).

Ethnicity	2009	2010
American Indian/AK Nat	---	100% (1)
Asian/Pacific Islander	98% (218)	83% (216)
Black	81% (26)	48% (21)
Hispanic	98% (256)	69% (296)
Multiracial	100% (1)	100% (2)
White	92% (102)	80% (100)

Grade 3

Nationality	% Level 3 or 4 (# tested)
Asian/Pacific Isl.	80% (46)
Black	--- (4)
Hispanic	66% (97)
Multiracial	--- (1)
White	85% (27)

Grade 4

Nationality	% Level 3 or 4 (# tested)
Asian/Pacific Isl.	83% (69)
Black	--- (6)
Hispanic	55% (74)
Multiracial	--- (1)
White	73% (33)

Grade 5

Nationality	% Level 3 or 4 (# tested)
Asian/Pacific Isl.	79% (58)
Black	--- (4)
Hispanic	78% (73)
White	--- (23)

Grade 6

Nationality	% Level 3 or 4 (# tested)
Asian/Pacific Isl.	93% (43)
Black	57% (7)
Hispanic	81% (52)
White	76% (17)

Math Performance by Gender

When we looked at the math scores and compared according to gender, we found the following: Overall, the male performance dropped by 16.5%. Female students also had a 20.5% increase in their scores.

Comparing males and females, 77.5% of males scored at Level 3 or 4, while only 73.5% of females scored at Level 3 or 4.

Year	Male	Female
2009-%	94	94
2010-%	77.5	73.5

Math General Ed and Special Ed Results

Looking at our Special Education students, 18% were able to reach Level 3 or 4 in 2010. The previous year, 90% of students with IEPs were able to reach level 3 or 4.

Year	Gen. Ed.	Sped. Ed
2009-%	98% (534)	90% (60)
2010-%	66% (537)	18% (87)

Math Proficient/Limited English Proficient

When we compare the overall performance of our English proficient student and limited English proficient, there was a significant difference in math performance. Overall, 71% of students who were considered English Language Proficient (477) reached a level 3 or 4. Only 22% of Limited English Proficient students attained a level 3 or 4.

Economically disadvantage/Overall 2010 Math Gains

Our school is a Title 1 school. When we reviewed the math scores, there was no significant difference noticed for our economically disadvantage students. They are performing as well as our other students.

Analysis of Grade 5 Social Studies Assessment

As noted in our Social Studies test scores, our 5th grade students are doing very well in the area of Social Studies. There has been continuous progress.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2010-%	3	5	46	46	92%

Analysis of the Grade 4 Science

An analysis of the grade 4 Science test reveals that we are also making gains in Science.

Year	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2010-%	3	13	34	50	84

Progress Report

Our school received a B this year. We observed an increase in the School Environment section. We received extra credit in the area of “Lowest Third Citywide (Math).” The score is as follows:

School Environment: 7.2/15

Student Performance: 10.8/25

Students Progress: 23.7/60

Additional Credit: .8/15

Overall: 42.5/100

As per the State Accountability Status: We are a School in Good Standing.

Based on the Quality Review of 2007-2008 – Our school received a Well developed.

Performance Trends

The data reveals that we have made continuous progress in moving our students to proficient levels. Our students are making adequate progress.

Although we have observed a higher number of levels 1 and 2 than in previous years, this is in accordance with the data at the citywide level.

We must continue to reduce the number of level 1 and 2 students in ELA.

We have a high percentage of students in level 3 in Math than in ELA.

Although our limited English Proficient students are making progress, we still have a high percentage scoring at a level 2 in ELA.

The highest percentages of students scoring in Level 4 are the Asian/Pacific Islander sub-group. Overall, our students are performing better in Math, Social Studies, and Science. ELA continues to be an area which requires continued focus.

The Limited English proficient students are performing better in math than ELA.

Greatest Accomplishments

- We continue to be recognized as a school with an exemplary art program.
- We have demonstrated continued progress in all content areas
- For the third year our school received an A on the progress report
- Yearly, our students art work is selected for the Annual Visual Art's festival
- Each year our fifth graders perform a fabulous Broadway musical which is considered to be of the highest standards, and our school is always selected to perform at a City-wide celebration
- We are celebrating our students' writing with ongoing publishing celebrations in which parents are invited
- We have a yearly science fair which highlights and celebrates the Inquiry Model and Scientific Method
- Our students are involved in philanthropic activities, such as Penny Harvest and New York Cares.
- Our students have been recipients of awards and recognitions for their exemplary art performances
- Our yearly Career Day provides our students with the opportunity to develop and broaden exposure to work environments and actual work experiences
- As an alternative to observations, many of our tenured teachers are involved in projects that further support our instructional programs and communication with parents.
- As a way of building capacity within our school, our teachers are involved in leadership roles. They turn-key important information to their colleagues as a way of enhancing communication and collaboration.
- We have a strong parent community. Our PTA is involved in fund raising events.
- We offer our students extra support in literacy and math with the following afterschool programs - Project Intervention, ESL and Saturday
- Our two after school programs - Sunnyside and virtual Y offer our students homework support, sports, dance and other extracurricular activities.
- Last year, we had a successful school carnival that was held on a Saturday.
- We have parent tours to show case the different programs and curriculum areas, like read alouds with accountable talk, tiered math lessons, etc.

Aids/Barriers

Barriers

- We continue to face budget cuts. In order to not increase class size, we have had to reduce our extra curricular programs and in-school support programs.
- Since ELL students who have been in the country for a year or more take NYS ELA, they are required to take the ELA test, many of them are scoring at a level 1 and 2 – not meeting proficiency.
- Due to teachers retiring and others moving on, we have many new teachers who require mentoring and ongoing professional development.

Aids

- We are a community that values professional development; therefore, teachers get the opportunity to attend both on-site and off-site professional development on a regular basis.
- Each year, both administrators and teachers are becoming more effective with data use. As a way of supporting teachers with the data work, the administrators hold regular data conversation and monitor student progress.
- We have a strong Academic Intervention that utilizes an inquiry approach to establish and monitor student interventions for our at-risk students.
- We continue to use Kaplan math and literacy program in testing grades
- We have grade leaders for each grade in math, literacy and science to help support the instructional initiatives, turn-key professional development and disseminate information to colleagues.
- The majority of our staff have masters degree and is highly qualified.
We have a very active parent coordinator who has helped expand communication to the parents.
- We continue to have a full time business manager that monitors budget issues and orders necessary materials and resources for our teachers and staff.

P.S. 150 will continue to focus on student's improvement by way of:

- Continue to implement balanced literacy by utilizing the Teacher's College units of study and professional development.
- Continue to provide students who are at risk of not meeting standards with proper intervention, such as Wilson, AIS, reading and math support.
- Continue to help our students expand their vocabulary development by using Foundations, Words their Way and Wordly Wise.
- Continue to use data effectively and provide a differentiated approach, so we can help all of our students achieve
- Utilize the skills breakdown from Acuity Interim Assessments and Scantron to improve reading strategies for individual student's weaknesses.
- Continue to provide teachers with ongoing professional development in literacy via on-site with Teacher's College staff developers and our literacy coach.
- Continue to provide teachers with math support and professional development via cycles conducted by our math coach.
- Continue to create and edit the pacing calendars for all content areas
- Encourage teachers to do TPR's in the area of literacy;
- Continue to align the literacy curriculum to New York State Assessments;
- Continue to supplement the classroom libraries, so there is a wealth of leveled materials in a variety of genres.
- Continue the use of the School Bookroom to support Units of Study/genres
- Continue to utilize technology as a means of increasing literacy and other content area Knowledge;
- Provide ongoing access to the library media center.
- Continue to provide ongoing access to the library media center.

- Continue to utilize data from ARIS and Acuity and Scantron to provide focused instruction and assist teachers in grouping the students appropriately;
 - Implement enrichment activities for the higher level students as a way of raising their achievement
 - Continue to implement the Everyday Mathematics and Math Steps in grade 3;
 - Continue to utilize a 75 minute math block;
 - Institute a flex day, so teachers can utilize math games and provide small group instruction in mathematics;
 - Increase the utilization of manipulatives to enhance mathematical thinking skills;
 - Implement ;
 - Continue to provide AIS in the classroom;
 - Continue to improve inquiry based instruction in content areas;
 - Expand on the use of projects in Social Studies and literacy as way of moving our students into higher order thinking activities
 - Continue to implement the FOSS science kits and follow the science scope and sequence.
 - Continue to provide technology staff development and support personnel
 - Continue to implement the use of technology as a tool for teaching and learning
- Continue to expand the inquiry work to more teachers

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 2009-10 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 (SINI/SRAP/SURR 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 presumably be aligned to the school’s annual goals described in this section.*

Annual Goal	Short Description
<input type="checkbox"/> Goal:1 By June 2011, students in grades K – 6 will have produced a minimum of 4 Opinion writing pieces, to keep in line with the new Common Core State Standards. This will be accomplished by having 60% of the students receiving a score of 3 or higher on the opinion writing rubric.	<input type="checkbox"/> Rationale: Since the core standards must be fully implemented by 2014, it is necessary to begin to align the curriculum to these standards. To kick off the inclusion of the Common Core State Standards Kindergarten through 6 th will start by incorporation Opinion writing pieces in the curriculum for the 2010-2011 school year.
<input type="checkbox"/> Goal 2 By June 2011 there will be a 20% increase in ELA performance by Special Needs Students. This will be accomplished by the students showing an increased score in the New York State ELA exam.	<input type="checkbox"/> Rationale: In 2010 we only had 10% of Special Needs Students achieve proficiency on the New York State ELA exam. In order for our school to demonstrate student progress in this area, we need to have more of our Special Needs Students meeting proficiency in the ELA.
<input type="checkbox"/> Goal 3: By June 2011, 51% of our students (243) in grades 4, 5 and 6 will meet proficiency ratings on New York State ELA as measured by the progress reports.	<input type="checkbox"/> Rationale: Our progress report indicates that only 223 students out of 457 met proficiency ratings. In order for our school to demonstrate student progress, we need to have more students meeting proficiency levels in ELA.
<input type="checkbox"/> Goal 4: By June 2011, 48% of our students (229) in grades 4, 5 and 6 will meet proficiency ratings on the New York State Math test as measured by the State Math exam itself.	<input type="checkbox"/> Rationale: Our progress report data reveals that 250 students out of 484 have met proficiency in Math. We need for more of our students to make proficiency ratings.
<input type="checkbox"/> Goal 5: By June 2011, we will increase the use of smart boards in our school from 3 classrooms to 15 classrooms. This will be accomplished through an Instructional Technology Upgrade for our school through a RESO-A Grant.	<input type="checkbox"/> Rationale: On the quality review, one of the suggestions was to increase technology use in the classrooms.

	<p>We will hold meetings with the special education teachers and take a look at the instruction for special needs students. An action plan will be developed. Administrative walkthroughs will have a special focus on ICT instruction. We will reach out to the network and obtain professional development for the special education teachers. Our data meetings will have a focus on the special needs subgroup. We will regularly monitor the SE student data and progress. Teachers will meet on Mondays during extended day to discuss the inquiry work. Teachers will work with the students Tuesday-Thursday during extended day. Throughout the year, the findings of the inquiry work will be incorporated in the classrooms as a way to raise student achievement for all the students. The teacher meetings will be entered into our school's learning communities on Inquiry Spaces. The core inquiry team members and administrators will be monitoring the work that is posted on inquiry spaces and the inquiry work for each team.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Allowance will be made in the budget for per diem, so we can hire substitute teachers to cover classes and give the teachers more time to analyze data and develop next steps – appropriate small group instruction. • Teachers will be given off site and on site professional development by the coaches to assist them with the inquiry process. • Monies will be allocated to buy the necessary materials and resources for the teachers.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> For this goal:</p> <ul style="list-style-type: none"> • Teacher logs • Results of ongoing assessments • Walkthrough logs • Data for special needs • Information entered into inquiry spaces • Student work, like reading running records, writing notebooks and writing

Subject Area

To begin to implement the CORE standards in ELA as a way of increasing instructional rigor and academic achievement.

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 2: By June 2011, 100% of our classroom teachers will have implemented an area of the core standards. This will be accomplished by having 30% of these teachers aligning and implementing the curriculum to the core standards.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>In September, teachers will receive an introduction on the CORE standards and a brief over-view of our 4 year implementation plan</p> <p>In September, parents at Coffee with the Principal will receive an overview of the CORE standards and the school’s plan for implementation in 2010-2011.</p> <p>In October, we will dedicate time for Kindergarten and 1st grade teachers to meet and look at the CORE standards and develop an appropriate action plan.</p> <p>In October, Kindergarten and 1st grade teachers will begin to align the curriculum plans in ELA and Math with the CORE standards</p> <p>Kindergarten and 1st grade teachers will conduct an inventory of non-fiction texts. If necessary, we will begin to purchase more non-fiction texts for these grades.</p> <p>Grade meetings will be dedicated to looking at student work and evaluating the rigor in ELA.</p> <p>We will also create a cross-grade articulation team. They will take a look a close look at the progression of instruction by viewing student work across grades. They will report their findings to the staff in writing and at staff meetings.</p> <p>For grades 3 through 6, the teachers will introduce opinion and debate lessons that are aligned to the Core standards</p> <p>In November, we will develop a rubric for opinion writing that is aligned to core standards. The teachers will have the student write an opinion piece and assess the students’ knowledge with the rubric.</p> <p>Teachers in grades 3 through 6 will begin to review their curriculum plans in</p>

	<p>writing and align them to the CORE standards. We will be attending professional development provided by our network. We will seek the support and guidance of our network.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • We will set aside funds for substitute teachers, so the teachers can meet and plan out the work. • We will set aside per-session funds, so the core standard team can meet and familiarize themselves with the core standards.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student work – writing pieces • Rubric • Teacher feedback to students • Modified curriculum plans • Walkthrough observation notes • Formal observations • Agendas for faculty conference, grade meetings, and professional development sessions • CORE standard team’s action plan • Agenda and notes for the cross-grade articulation team meetings

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 3: By June 2011, 51% of students (234) in grades 4, 5 & 6 will achieve a higher proficiency rating (student performance) on the NYS ELA resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> For this goal:</p> <ul style="list-style-type: none"> • Teachers will take a look at the grade trends in ELA and target the instruction • Teachers will use ARIS to monitor data for the identified students • Teachers will also use predictive and ITA results to determine progress and data trends • Teachers will take a look at the students in their class who did not meet proficiency. They will assess the students’ areas of strengths and areas of weakness. • June and interim goals will be set for these students to target their areas of weakness. • Based on this data, teachers will develop targeted small group instruction. • Teachers will regularly assess and monitor progress. They will make ongoing instructional adjustments. • Teachers will maintain organized data binders with specific documentation of student progress • Administration will regularly monitor progress by meeting with the teachers and reviewing data

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/>Set aside per diem funds, so teachers can have time to meet and assess student program • Set aside funds to purchase any necessary materials
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>For this goal:</p> <p>Informal and formal walkthroughs Data conversation notes Conference notes Plan books Data analysis notices Assessments in ELA – ITA’s and predictive results Running records and reading logs Agenda – grade meetings, professional development, and faculty conference</p>

Subject Area

Math

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>Goal 4:</p> <p>Set the measurable target that will define whether you have met your goal. By June 2011, 48% of students (234) in grades 4,5,& 6 will achieve a higher proficiency rating (student performance) on the NYS Math resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.</p>
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<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>For this goal:</p> <ul style="list-style-type: none"> • Teachers will take a look at the grade trends in math and make instructional changes that will target appropriate instruction and lead to student achievement. • Teachers will take a look at the students in their class who did not meet proficiency. They will assess the students' areas of strengths and areas of weakness. They will develop an appropriate action plan for these students. • Teachers will set June and interim goals. • Based on this data, teachers will develop targeted small group instruction. • Teachers will regularly assess and monitor progress. They will take a close look at ongoing assessments and make necessary instructional adjustments. • Teachers will maintain organized data binders with specific documentation of student progress • Administrators will hold regular data meetings to monitor student progress for all students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/>Set aside funds for per diem, so teachers can receive professional development • Allocate funds for materials that may be needed
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>For this goal:</p> <p>Informal and formal walkthroughs Data conversation notes Checklists and math notes Math Unit assessments Plan books Data analysis notices</p>

	Assessments in math – ITA and predictive results Agenda – grade meetings, professional development, and faculty conference.
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Subject Area

Technology

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 5:</p> <p>By June 2011 we will increase smart board use from 3 classrooms to 15 classrooms. This will be accomplished through an Instructional Technology Upgrade for our school through a RESO-A Grant.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> For this goal:</p> <p>Use the capital funds to purchase 15 smart boards</p> <p>Smart boards will first be placed in the classrooms of teachers who have received training</p> <p>The rest of the smart boards will be placed in classrooms where teachers have expressed a genuine interest.</p> <p>The teachers with the training will assist the new teachers. We will provide them with time to meet on a regular basis.</p> <p>Teachers will develop smart board lesson plans for both ELA and Math.</p> <p>Administration will set aside time for the teachers new to smart boards to visit the rooms of the teachers who know how to use them.</p> <p>We will request the assistance of the network</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Set aside funds for per diem, so teachers can receive professional development
- Allocate funds for materials that may be needed

Indicators of Interim Progress and/or Accomplishment

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

- For this goal:
 - Teacher observations and walkthroughs will reveal students engaged in enrichment activities
 - The end products will also reveal the work and learning that the students are doing in these enrichment groups
 - Agendas for meetings will indicate that the teachers are discussing the outcome of these enrichment groups
 - Teachers will receive feedback about their progress in the development of these enrichment groups.

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	# of Students Receiving AIS	# of Students Receiving AIS			
K	21	12	N/A	N/A	1	0	0	9	
1	16	13	N/A	N/A	9	0	0	12	
2	22	20	N/A	N/A	9	0	0	7	
3	22	20	N/A	N/A	12	0	0	5	
4	34	34	N/A	N/A	8	0	0	6	
5	23	18	N/A	N/A	6	0	0	4	
6	39	17	N/A	N/A	6	0	0	7	
7									
8									
9									
10									
11									
12									

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on T.C assessments 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), and mathematics assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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)	Description: Provide a brief description of each 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.).
ELA:	<p><input type="checkbox"/></p> <p>In school, the reading teacher, IEP teacher, SETTS teacher, coaches, and assistant principals provide students who need additional support with small group instruction inside their classroom during reading or content area time.</p> <p>The out of classroom teachers also provide the students who scored a level 2 or lower with additional weekly small group instruction during the school day. The instruction targets the students' area of need in ELA.</p> <p>During the Extended Day the teachers provide students who need additional support with small group instruction.</p> <p>An after school program using various test sophistication materials for at-risk students in grades 3-6. NYS Coach materials are used during the Saturday</p>

	<p>Intervention to support at-risk students. Both programs are taught in small group using workshop model format.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>The classroom teachers provide their AIS students with Math group sessions during the independent time as a way of targeting their areas of need.</p> <p>The out of classroom teachers also provide the students with small group instruction.</p> <p>An after- school support program using various test sophistication materials for at-risk students in grades 3-6. NYS Coach materials used during Saturday Intervention Program for at-risk students. Both programs are taught in smaller groups using a workshop model format. Grades K-2 use the readiness skills areas of the EDM curriculum during the day in small group instruction.</p> <p>Grades K-2 use the readiness skills areas of the EDM curriculum during the day in small group instruction.</p>
<p>Science:</p>	<p><input type="checkbox"/>The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their FOSS notebooks. The ESL teachers are pushing into the Science classroom to support the students with vocabulary work-"Juicy Sentences" to enhance and further develop academic language in the content areas for grades 4-5.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/>During the social studies period, teachers have small group instruction to target and support Social Studies content. Rand McNally websites are available for teachers to reinforce map skills.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/>Guidance counselors provide at-risk and mandated counseling services to our students. They run individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel Team and Academic Intervention team to provide input for students who are at the greatest risk of not meeting standards. They help set goals and monitor progress of these children.</p>

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> If needed, the school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologists also participate in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, he/she helps set goals and monitor progress for these children.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> If needed, the Social Worker conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The Social Worker also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, he/she helps set goals and monitors progress for these children and is the link between the school and home.
At-risk Health-related Services:	<input type="checkbox"/> The nurse and health care personnel provide mandated students with the required services. They regularly monitor progress and keep families, teachers and administrators informed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) Pre-K through 6 Number of Students to be Served: 326 LEP 0 Non-LEP

Number of Teachers 17 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; 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.

At PS 150, there will be an after school ELL program. Beginning in January, the program will meet for 2 hours in the afternoon 2 days a week. This program will have a total of 90 students in grades 1-6. There will be 6 teachers instructing these students. The students will be grouped by grade and English Language proficiency level derived from their NYSESLAT score. The language of instruction will be English and taught by teachers qualified to teach ESL. The teachers will meet to plan instruction that is aligned to our ESL language needs and data. In order to increase reading comprehension, teachers will plan read alouds with a vocabulary focus. They will develop card games. In addition, teachers will also plan shared reading activities and interactive writing activities. There will continuous planning sessions, so the also be using the LEAP Frog Pads. They will also be using Getting Ready for the NYSESLAT and Beyond, these books are geared towards the NYSESLAT and provide students with the needed familiarity with the four modalities assessed. The program will end the beginning of May 2011.

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.

Staff Development for this year includes opportunities to attend the workshops at Teachers College, professional development offered by the CFN. Debbie White will also be working with teachers on the work conducted by Dr. Lillian Moore on “Reading Content Based Text” with ELLs.

Section II. Title III, Part A LEP Program Narrative

English Language Learner Program Descriptions

Dual Language

The Dual Language program at P.S. 150Q promotes bilingualism and bi-literacy amongst English Proficient Students and Spanish Proficient Students. The Dual Language is a maintenance program, meaning students do not exit upon achieving English

proficiency. A breakdown of the English Proficient students by ethnicity shows that there are 48 Hispanic students, 15 White students, 6 Asian students, 2 Multi-racial student, and 2 cases in which the parents refused to give the information.

There is one Dual Language class in Kindergarten, 1st grade, 2nd grade, and 3rd grade. This will continue to move up a grade each year until there is a Dual Language class on each grade. The students in each grade are exposed to language in Spanish and English through social, academic, and cultural activities. All students in this program develop their second language skills while learning content knowledge in both languages. The goal of this program is to maintain, strengthen, and enrich mastery of a student's native language while developing proficiency in a second language.

P.S.150Q follows the 50/50 Alternate Day Model. The teachers in this program provide instruction in English on English days and in Spanish on Spanish days. Students receive instruction according to the language of the day, which is alternated back and forth. A Balanced Literacy approach is followed in both languages. Teachers have access to the Teachers' College workshop model units of study in both English and Spanish and develop lessons accordingly. In this 50/50 organizational design, the amount of instructional time is equally divided between the two languages.

Teachers differentiate instruction for ELL students by using ESL strategies and methodologies within the Teachers' College Balanced Literacy program and in all content areas on English days. During the literacy block, a sequential model of literacy is followed. No lesson is repeated twice. As per Commissioners Regulation Part 154 all ELL students will receive the required minutes of ESL instruction per week on English days (180 minutes for advanced; 360 minutes for intermediate and beginners), according to their LAB-R or NYSESLAT scores.

All students are expected to meet or exceed New York State and City standards. Assessments in English for Dual Language students include NYSESLAT, state ELA and Math exams, state Social Studies in the fifth grade, state Science in the fourth grade, ELA and Math Interim Assessments, and ELL Interim Assessments. Assessments in Spanish for both EP and ELL students in Spanish include the ELE. However this year will be the first year that these students will be assessed through state assessments since we now have a third grade class. The Spanish LAB is given only once to those Spanish speaking students who do not pass the LAB-R. These students will be assessed using a variety of other methods, reading and writing conferences, running records, and portfolios which reflect student growth in both languages. These assessment tools will help teachers to differentiate instruction and provide necessary interventions.

Free Standing English as a Second Language Program

Students in Self-contained ESL classes receive all instruction in English from a certified ESL teacher. We have a total of 7 certified ESL teachers in the school. P.S. 150 has two self- contained ESL classes in Kindergarten and First Grade, and one class in each grade from second through fifth. The predominant language groups represented in this program are Spanish at 62.2%, Bengali at 12.3%, Arabic 4.3%, and Chinese at 3.7%.

The Teachers' College Balanced Literacy Program will help students develop strong literacy skills while incorporating ESL strategies and methodologies. These same strategies and methodologies are used throughout the day within the content areas. Content area lessons are taught using scaffolding strategies. The majority of ELL students not in Dual Language classes are in self contained ESL classes. There are currently 310 students in the ESL program. Students in free standing ESL programs who are

identified as advanced may be placed in a mainstream general education classroom and receive push in services from a certified ESL provider for 180 minutes a week as per the Commissioner's Regulation Part 154. These teachers work with ELLs during content area instruction in collaboration with regular classroom teachers. These students will then have the opportunity to be exposed to language by other students who are English proficient. Students who are beginners or intermediate in self contained classes must receive 360 a week as per the Commissioner's Regulation Part 154. In the upper grades, the highest percentage of ELL students in the ESL program who took the ELA exam scored in the level 2 range compared to the highest percentage of EP students in the school who scored in levels 3 and 4. The implications of these results for the school's LAP and choice of instructional methods are differentiation of instruction according to modality and continuing to provide ESL and ELA instruction using a Balanced Literacy approach which is aligned with NYS learning standards in ESL, ELA, and content areas.

SIFE Students

Currently P.S. 150Q has 4 SIFE students. The first step in servicing these students was to identify them. The Spanish LAB was used to determine literacy for these Spanish speaking ELL students. The Department of Education also has identification guidelines. SIFE students may fall under the following categories: students born in a country other than the United States or its territories, students who come from a home where a language other than English is spoken, students who enter a U.S. school after grade two who: upon enrollment have had two years less schooling than their peers, function at least two years below expected grade level in reading and math, and who may be pre-literate in their first language.

Strategies to employ with these SIFE students will be; AIS services, differentiating instruction, small group instruction, after school or Saturday programs geared toward SIFE students, accelerated or explicit teaching of academic language, and native language support when available. SIFE funding may also be available. The parent coordinator will also reach out to parents to provide home support.

Newcomers

The first step in servicing these students will be to identify them through the Home Language Survey. Upon registering their children parents fill out a Home Language Survey. This survey helps us to identify students who may be ELLs. These students are then tested using the LAB-R assessment tool to indicate their level of English proficiency. If the test indicates that the student is entitled to receive ESL services, parents then choose what program they want their child to participate in by filling out a program selection form. A parent orientation is held at the beginning of the year in various languages explaining this policy to the parents of newly identified ELLs. The parent coordinator, ESL coordinator, and various administrators are present to help explain our language allocation policy and to assist parents in filling out their program selection form. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have been requesting have been in alignment with the programs offered at our school (Dual Language and Free Standing ESL). At this time, parents have not expressed interest in TBE Programs. Strategies to employ with newcomer students may be AIS services, differentiating instruction, small group instruction, after school or Saturday

programs geared toward newcomer students, accelerated or explicit teaching of academic language, and native language support when available.

ELLs With Special Needs

ELLs with special needs in the Free Standing ESL program are in Monolingual ICT classes and receive push-in services from a certified ESL teacher. These teachers work with ELLs during content area instruction in collaboration with their classroom teachers.

Students who are beginners or intermediate receive 360 minutes a week as per the Commissioner's Regulation Part 154. Students who are advanced receive 180 minutes of ESL services a week. Students in the 3/4 and the Kindergarten/first grade self contained special education class also receive the appropriate push in services required.

The IEPs of these students are reviewed in terms of identifying specific language goals. Collaboration among general education, special education, and ESL teachers is essential for good planning towards meeting the needs of these students.

	SIFE	Spec. Ed.	Newcomer (0 - 3 yrs)	Pre Long- Term (4 - 6 yrs)	Long-Term (7 - up yrs)
ESL	4	63	178	134	14
Dual Language	0	0	20	0	0
TBE	0	0	0	0	0

Section III. Title III Budget

School: P.S 150Q BEDS Code: 343000010150

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$29,504.64	<input type="checkbox"/> There will be a total of six teachers. The program will begin on February 1, 2011 and end May 12, 2011. The program will be held three days a week with a total of 32 days. The teachers will work for 2.5 hours each of the three days. Teacher's salaries will total \$24,492.48 There will also be one supervisor. The total salary will be \$5,012.16 <input type="checkbox"/> Total salaries will be \$29,504.64.
Purchased services - High quality staff and curriculum development contracts.		We will be designing and implementing our own in-house program.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$12,000.00	<input type="checkbox"/> We will purchase read aloud and shared reading books, plus other supplies and NYSESLAT prep materials.
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> N/A
Travel	\$0	<input type="checkbox"/> N/A
Other	\$5,000.00	<input type="checkbox"/> This money will be allocated for parent workshops. There will be 3 Workshops for parents on the ELA and State Math tests. There will also be workshops on the NYSESLAT. Materials for the parents will be given out at these workshops.
TOTAL	\$46,504.64	

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

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.

Translation will be provided in the manner as follows: 1. We will utilize the Department of Education translation unit to have documents translated in the appropriate languages, so our parents are able to read and understand documents being sent home. We will also hire professional translators or utilize staff to translate for workshops whenever necessary.

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.

Our school has parents who speak Spanish, Korean, Chinese, Arabic, Urdu, Bengali. We need to provide both written and oral translation of documents and workshops/meetings. The translation results were presented to the parents at the SLT and PTA.

Part B: Strategies and Activities

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.

For written documents, we school utilize the translation unit provided by the Department of Education and teachers in our school. In order for the documents to ready, the school has to submit them at least a week in advance. For Spanish translation, we usually use a teacher or our assistant principal to translate the letters being sent home.

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.

For oral translation, we hire translators (outside contractor) to attend our workshops and meetings. They utilize our translation equipment. Whenever this is not possible, we try to have a staff member or parent to translate.

For parent-teacher conferences, we have available the phone translation system. We have dedicated rooms that the teachers use to contact a translator.

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>.

The regulations are posted at our entrance. Parents can also access them in our parent room. We have also posted this on our school webpage for parent to view.

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:	\$700,195.00	\$34,178.	\$734,373.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7001.00	\$342.00	\$7343.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,010.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$70,000.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95.2%

6. If the percentage of high quality teachers during 2009-2010 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.

Teachers are given opportunities and guidance in working towards areas of deficiencies. Offering mentoring hours with veteran teachers and providing support needed to fulfill mandates. Teachers are also made aware of the 5% set aside available to them to help them become highly qualified.

* 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.

DRAFT

Vision

Parents are their children's first and most important teachers. When schools welcome families, establish personal relationships among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school – and the schools get better.

Our school is committed to being family-friendly and to working as partners with our families to help all our students learn to high levels. Our school encourages families to be:

- **Teachers of their children at home.**
- **Supporters of our school and of public education.**
- **Advocates for their own and other children.**
- **Decision makers in school policy and practice.**

I. General Expectations

P.S. 150 Q agrees to implement the following statutory requirements:

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Bilingual speakers are available to help families.**
- **The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
 - **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –**

- That parents play an integral role in assisting their child’s learning.
- That parents are encouraged to be actively involved in their child’s education at school.
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

P.S. 150 Q recognizes that parents are more likely to become involved if they feel that:

- They have the skills and knowledge needed to help their children.
- Their children can learn what they have to share and teach.
- They can find other sources of skill or knowledge if needed what they do will make a positive difference in their children’s learning.

In order to develop a strong partnership with families, P.S. 150 Q will support the following ideas:

- Teachers and families meet face-to-face and get to know each other through class meetings, breakfasts, and class observations.
- Encouraging teachers or advisors to make personal contact with each family at least once a month.
- A parent coordinator helps teachers connect to families and bridge barriers of language and culture

II. Description of How School Will Implement Required Parental Involvement Policy Components

- 1. P.S. 150 Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - The school will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the requirements, and right of parents to be involved. All parents will be invited to attend, and notification will be given well in advance of the meeting.**
 - The school will hold further meetings to review and revise the current Parent Involvement Policy, School-Parent Compact, and allocation of Parent Involvement funds.**

- 2. P.S. 150 Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - Parents will develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.**

- 3. P.S. 150 Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**
 - Facilitation of parent driven events provided by main office includes;**
 - o Flyers**
 - o Funds for refreshments**
 - o Use of rooms**
 - o Materials**

- 4. P.S. 150 Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs: Superstart Universal Pre-K, Title I Project Intervention Afterschool program. The Family Room, housed in the annex, serves Pre-K parents, providing ESL classes, as well as arts and crafts, and social activities for parents.**

- 5. P.S. 150 Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular**

attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies:

- Parents will develop school improvement projects and do action research, including:
 - survey other families, including a Needs Assessment Survey and a School Climate Survey
- Other actions under consideration are:
 - Observe in classrooms.
 - Review materials.
 - Visit other schools and programs.
 - The school will work to publish a catalog of all the programs in the school, describing how to apply and who is eligible. This could include, but not be limited to: Title I, special education, gifted programs, dual language, and bilingual, Prep for Prep.

6. P.S. 150 Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards.
 - ii. The State's student academic achievement standards – what children should know and be able to do at each grade level.
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - iv. Explain what the state test measure and how the results are used.
 - v. Explain how students' report card grades are connected to standards.
- b. The school provides opportunities for families to develop their skills, self-confidence, and contacts:
 - Families are involved in planning how they would like to be involved at the school.
 - School committees and PTA reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.

- The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
 - Parents develop school improvement projects and do action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.
- c. The school offers programs and activities to engage families in improving student achievement:
- Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
 - Programs and activities help families understand what their children are learning and promote high standards.
 - Workshops, interactive learning kits, curriculum nights, exhibitions of student work, and other family learning activities show families how to help their children at home – and respond to what families say they want to know about
 - The school reports to parents about student progress and how teachers, parents, and community members can work together to make improvements.
- d. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Math night, Literacy Night and other parent workshops
 - Other parent workshops under consideration related to specific programs, including Talented and Gifted, Dual Language, Integrated Collaborative Teaching, and Chess in the Schools
- e. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- f. The school will provide professional development for families and staff on how to work together productively, with the following goals in mind:
- Families learn how the school system works and how to be effective advocates for their children.

- **Teachers learn about successful approaches to working with families of diverse cultural backgrounds.**
 - **Families and staff can learn together how to collaborate to improve student achievement.**
 - **The school reaches out to identify and draw in local community resources that can assist staff and families.**
- g. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children well in advance, and in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.**
- h. The school will consider and/or further develop the following actions, in the interest of furthering communication and partnership with their families:**
- **Publish a catalog of all the programs in the school, describing how to apply and who is eligible. This will include Title I, special education, gifted programs, dual language, bi-lingual, and Prep for Prep, Saturday Academy, afterschool programs, and Project Read.**
 - **Update the school’s website on a regular basis, at least monthly. Include a calendar of events and meetings, add a “How Parents Can Help” section with volunteer opportunities, and include links to free events and discounts to museums, etc. Reach out to parents to assist in management of website.**
 - **Reach out to parent leaders from each ethnic group to communicate with their communities.**
 - **Expand use of email throughout the school, including encouraging teachers to use this as a means of communicating with families. Encourage parents to form communication circles within their class, grade or other community.**
 - **The principal has initiated a parent email list as a way of increasing communication with parents.**
 - **Families will feel more confident and informed if they can easily identify school staff members. The school will begin to develop a school directory, including photos of all staff members, including teachers, administrators, aides, custodians and lunchroom staff, and/or post photos in school lobby to be accessible to families.**

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- **Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.**
- **Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.**
- **Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.**
- **Training parents to enhance the involvement of other parents.**
- **In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.**
- **Adopting and implementing model approaches to improving parental involvement.**
- **Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.**
- **Providing other reasonable support for parental involvement activities under section 1118 as parents may request.**

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Carmen Parache. This policy was adopted by PS 150Q on September 2009 and will be in effect for the period of one year or until the end of June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 19, 2010. We will re-evaluate the parent involvement policy by June 2010.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

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P.S. 150 Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

P.S. 150 Q will:

- 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.**
 - Teachers will:**
 - o Continue to develop their teaching strategies to successfully teach *all* children through professional development.**
 - o Explain their approach to teaching, expectations, and grading system to students and their families.**
 - o Assign work that is relevant and interesting.**
 - o Make sure students understand the assignment, what they'll learn from it, and grade it promptly.**
 - o Make sure all students get help as soon as it is needed.**
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice annually, in November and March.**
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will:**
 - Monitor student progress in all content areas and provide parents with updates regularly.**
 - Provide parents with an overview of the curriculum, describing content being covered in all subject areas.**
- 4. Create a partnership with every family in our school and provide parents reasonable access to staff. Administration can be reached by phone, email or by appointment. Teachers can be reached by written correspondence through the student, and by appointment as needed. Teachers are encouraged to form email lists with their families.**
- 5. Provide parents opportunities to volunteer and participate in their child's classroom, and to observe classroom activities, as follows: Curriculum night, publishing parties, family activities, and chaperoning fieldtrips.**
- 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 (for SWP schools) in an organized, ongoing, and timely way.**
- 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene**

the meeting at a time convenient 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. Ample notification will be given. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them 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. Send home learning materials in all content areas, and provide parents with information about the curriculum, so that families can supplement classroom learning. Materials could include: interactive learning kits, study materials, links to relevant websites, suggested reading lists and other publications.

11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes 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.

12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

13. 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.

14. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the e following ways:

- Ensure that my child is at school and on time.

- **Assist my child with daily homework, and use the learning materials the school sends home. Incorporate word lists and math games into our routine.**
- **Let the teacher know if my child has any problems with learning, or is having any difficulties in school**
- **Read to my child at least 20 minutes daily, and discuss what we have read.**
- **Limit my child's television viewing to one hour a day, and ask my child to write a report or draw a picture about a favorite program.**
- **Volunteer in my child's classroom, and attend family activities that are organized by the school.**
- **Participate, as appropriate, in decisions relating to my child's education.**
- **Promote positive use of my child's extracurricular time.**
- **Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

Student Responsibilities

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

- **Come to school every day, on time and ready to learn.**
- **Do my homework every day and ask for help when I need to.**
- **Read at least 30 minutes every day outside of school time, on my own and with my family.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Work on my math, reading and writing skills at home, using the materials my teacher sends home.**
- **Write down assignments, do my homework every day, and turn it in when it is due.**
- **Limit my television viewing to one hour per day, and write a report each week about a favorite program.**

Signatures:

School

Parents

Student

1. _____

Date

Date

Date

(Please note that signatures are not required)

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.

Academic information on students is gathered from NYSTART, ARIS, ATS, and the yearly Progress Report. Information is given to teachers so that data is used in grouping in the classroom for grouping and instruction.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Small group instruction with goal setting based on formal and informal assessment. AIS for children not meeting proficient or advance levels. After school programs and Saturday Academy to provide support in meeting State achievement standards.

Read aloud with accountable talk which contain two 'turn and talk' and address reading skills and strategies based on State standards. Tiered math instruction in all units to aid in the differentiation of math instruction.

- 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.
 - **Strategies implemented include but are not limited to; small group, extended day classes three times a week, dual-language Jumpstart in the summer, Kaplan test Prep materials for afterschool and Saturday programs.**
 - Help provide an enriched and accelerated curriculum.
 - **We provide enrichment through arts integration, project based learning, Chess in the School, Museum of moving image, and Natural History Mobil museum.**
 - Meet the educational needs of historically underserved populations.
 - **Underserved populations needs are met through AIS services and AIS team monitoring instruction given. Pupil Personnel Team aids in ensuring adequate supports and differentiation is given to the students. Push-in instruction for ELL students.**
 - 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.

Programs to address low achieving students are:

- **Wilson Reading Program**
- **Foundations**
- **AIS Program**
- **Academic and behavioral plans created by Pupil Personnel Team**
- **Mandated and enrichment extended day classes**
- **Project Intervention**
- **Afterschool ESL Program**
- **Saturday Academy for math and literacy**
- **Mentoring for teachers**

- Are consistent with and are designed to implement State and local improvement, if any.

- **Designed to improve the academic progress underperforming students, ELL's and children with Special needs.**

3. Instruction by highly qualified staff.

Highly qualified staff provides instruction in Art, Science, and Technology. Drama and Music instruction is also given as well as producing a yearly grade-wide play and two school choral performances.

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 School wide Program to meet the State's student academic standards.

Professional Development is offered to the teachers through the TCRWP staff developers who come to the school. Staff members are also sent on calendar day sessions provided by TCRWP. This information is then turn keyed within the grades. Staff members also take part in the Hunter College Title IIB Grant for professional development in math. Administrative staff takes part of CSA's ELI workshops for supervisors. They also belong to TCRWP study groups that meet monthly. All information is facilitated to all staff members during monthly Faculty and Grade Conferences.

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

Highly qualified teachers are screened by all administrative staff. Extensive interviewing sessions are conducted by a team and candidates are asked to execute a lesson which is later debriefed by the team and the candidate.

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

Parental involvement is attained through the work done with the Parent Coordinator and the PTA. Workshops to inform parents of academic requirements and regulations are done regularly. Information is sent home regarding monthly units of study and other activities in the school. Parents are also invited to partake in monthly publishing celebration in all classrooms. Evening family activities to promote Math, Literacy, Science and the Arts are also carried through.

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.

Most children from our preschool attend our elementary program; however, class visits and parent orientations take place every Spring to aid in the 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.

Teachers have grade liaisons, as well as Math and Literacy leaders to help in making decisions that impact assessment and instruction. Yearly TPR's are facilitated where teachers enhance pacing curriculums to match work to school goals and improve academic achievement.

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.

Students experiencing difficulty are monitored through tiered AIS services with the classroom teacher and/or another teacher in the school. Students are discussed in weekly AIS meetings and later referred to PPT if the academic intervention is not showing progress. The PPT, in conjunction with teachers and parents, creates academic and behavioral plans that are regularly monitored.

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.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² 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	X			\$588,164	x	
Title I, Part A (ARRA)	Federal	X			\$33,836	x	
Title II, Part A	Federal	X			\$120,048	x	
Title III, Part A	Federal	X			\$47,620		
Title IV				X			
IDEA	Federal		X			x	

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.

Tax Levy	Local	X			\$5, 156,690	x	
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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.

1. Use program resources to help participating children meet the State standards. **N/A**

2. Ensure that planning for students served under this program is incorporated into existing school planning. **N/A**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that: **N/A**
 - 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;

4. Coordinate with and support the regular educational program; **N/A**

5. Provide instruction by highly qualified teachers; **N/A**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **N/A**

7. Provide strategies to increase parental involvement; and **N/A**

8. Coordinate and integrate Federal, State and local services and programs. **N/A**

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: _____ **SURR³ 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.

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.

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

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.) **1 We currently have one pre-k student in temporary housing.**

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

The parent coordinator will work with social worker and guidance counselor to assess needs of the family along with a Residency Questionnaire. We will make them aware of their rights to bussing and free lunch. Assistance in obtaining medical and other insurance will be given as well as providing school supplies, paying for school trips, and requesting help form the PTA in any other help that can be extended to the family.

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

School Name:	P.S. 150 Queens					
District:	30	DBN:	30Q150	School		343000010150

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		

Enrollment				Attendance - % of days students attended:			
<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	103	94	85		95.2	95.5	95.3
Kindergarten	164	158	167				
Grade 1	189	172	183	Student Stability - % of Enrollment:			
Grade 2	185	178	171	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	177	176	171		96.2	95.6	94.5
Grade 4	161	180	181				
Grade 5	164	157	173	Poverty Rate - % of Enrollment:			
Grade 6	105	120	129	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		66.1	80.5	80.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	2
Grade 12	0	0	0				
Ungraded	0	9	6	Recent Immigrants - Total Number:			
Total	1248	1244	1266	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	4	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	12	20	32	Principal Suspensions	6	30	18
# in Collaborative Team Teaching (CTT) Classes	133	124	110	Superintendent Suspensions	4	12	4
Number all others	27	32	30				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	26	0	TBD	Number of Teachers	94	92	91
# in Dual Lang. Programs	26	18	TBD	Number of Administrators and Other Professionals	16	15	11
# receiving ESL services only	268	297	TBD				
# ELLs with IEPs	7	77	TBD	Number of Educational Paraprofessionals	4	3	11

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	97.8	98.8
				% more than 2 years teaching in this school	68.1	71.7	78.0
				% more than 5 years teaching anywhere	56.4	53.3	69.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	88.0	89.0
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers	95.7	97.3	92.1
Black or African American	3.1	2.3	1.7				
Hispanic or Latino	45.4	46.1	47.6				
Asian or Native Hawaiian/Other Pacific	33.8	33.1	31.0				
White	16.8	16.7	19.0				
Male	52.3	53.5	53.1				
Female	47.7	46.5	46.9				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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**	
All Students	v	v	v				
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	42.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 CFN 204	District 30	School Number 150	School Name type here
Principal Carmen Parache		Assistant Principal Ismael Perez	
Coach Lori Cummings		Coach Mark Lilakos	
Teacher/Subject Area Margaret Suarez		Guidance Counselor Mark DeSillas	
Teacher/Subject Area Cindy Kim		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Geneva Pate	
Related Service Provider type here		Other type here	
Network Leader Diane Foley		Other type here	

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	7	Number of Certified Bilingual Teachers	7	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	1246	Total Number of ELLs	326	ELLs as Share of Total Student Population (%)	26.16%
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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.
- 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.)
 - 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

Upon registering their children, parents fill out a Home Language Identification Survey (HLIS). Office personnel assist the parents through an informal oral interview in English, and in the native language when possible. The school pupil personnel secretary is responsible for conducting the initial screening and administering the HLIS. This survey helps us to identify students who may be English Language Learners (ELLs). These students are then tested by an ESL teacher/coordinator using the LAB-R assessment tool to indicate their level of English proficiency. If the test indicates that the student is an ELL, then that student will be tested annually with the New York State English as a Second Language Achievement Test (NYSESLAT) until proficiency is reached.

A parent orientation is held at the beginning of the year in various languages explaining program choices to the parents of newly identified ELLs. The parent coordinator, ESL coordinator, and an administrator are present to help explain our language allocation policy and to assist parents in filling out their Program Selection Form. As new admits arrive throughout the year, the ESL coordinator has a one to one parent orientation with the parent of the new admit.

Once students are identified as ELLs, entitlement letters are sent home with the score. In addition, a meeting is held to explain the ELL identification process as well as the assessment and scoring details.

In alignment with the parent program choice, identified ELLs are placed in Bilingual or ESL instructional program. During the parent program selection orientation, the school utilizes staff members who are proficient in various native languages to communicate program choices. These staff members are made available to parents to address questions or concerns they may have regarding available programs.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parent selection has been in alignment with the programs offered at our school (Dual Language and Free Standing ESL).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1	1	1											3
Freestanding ESL														
Self-Contained	2	2	1	1	1	1	1							9
Push-In														0

Total	3	3	2	1	1	1	1	0	0	0	0	0	0	12
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	326	Newcomers (ELLs receiving service 0-3 years)	178	Special Education	58
SIFE	4	ELLs receiving service 4-6 years	134	Long-Term (completed 6 years)	25

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	20	0	0	0	0	0	0	0	0	20
ESL	178	3	27	134	0	30	14	0	1	326
Total	198	3	27	134	0	30	14	0	1	346

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	5	7	7	4	8	8													20	19
Chinese																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	5	7	7	4	8	8	0	0	0	0	0	0	0	0	0	0	0	0	20	19

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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: <u>1</u>	Asian: <u>6</u>
Hispanic/Latino: <u>48</u>	Other: <u>0</u>
Native American: <u>1</u>	White (Non-Hispanic/Latino): <u>15</u>

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
Spanish	36	34	31	44	42	20	9							216
Chinese	1	4	2	1	2	0	2							12
Russian	0	0	0	1	0	0	0							1
Bengali	8	15	6	5	1	5	0							40
Urdu	0	1	0	0	0	0	0							1
Arabic	1	2	3	2	2	4	0							14
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	1	3	0	0	2	1							7
Punjabi	0	0	0	0	0	0	0							0
Polish	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
Albanian	0	0	0	0	0	0	0							0
Other	9	8	5	3	3	1	6							35
TOTAL	55	65	50	56	50	32	18	0	0	0	0	0	0	326

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 5-14 here

Students in Self-contained ESL classes receive all instruction in English from a certified ESL teacher. We have a total of 7 certified ESL teachers in the school. P.S. 150 has two self-contained ESL classes in Kindergarten and First Grade, and one class in each grade from second through fourth. The predominant language groups represented in this program are Spanish at 62.2%, Bengali at 12.3%, Arabic 4.3%, and Chinese at 3.7%.

The Teachers' College Balanced Literacy Program will help students develop strong literacy skills while incorporating ESL strategies and methodologies. These same strategies and methodologies are used throughout the day within the content areas. Content area lessons are taught using scaffolding strategies. The majority of ELL students not in Dual Language classes are in self contained ESL classes. There are currently 310 students in the ESL program. Students in free standing ESL programs who are identified as advanced may be placed in a mainstream general education classroom and receive push in services from a certified ESL provider for 180 minutes a week as per the Commissioner's Regulation Part 154. These teachers work with ELLs during content area instruction in collaboration with regular classroom teachers. These students will then have the opportunity to be exposed to language by other students who are English proficient. Students who are beginners or intermediate in self contained classes must receive 360 a week as per the Commissioner's Regulation Part 154. In the upper grades, the highest percentage of ELL students in the ESL program who took the ELA exam scored in the level 2 range compared to the highest percentage of EP students in the school who scored in levels 3 and 4. The implications of these results for the school's LAP and choice of instructional methods are differentiation of instruction according to modality and continuing to provide ESL and ELA instruction using a Balanced Literacy approach which is aligned with NYS learning standards in ESL, ELA, and content areas.

Currently P.S. 150Q has 4 SIFE students. The first step in servicing these students was to identify them. The Spanish LAB was used to determine literacy for these Spanish speaking ELL students. The Department of Education also has identification guidelines. SIFE students

may fall under the following categories: students born in a country other than the United States or its territories, students who come from a home where a language other than English is spoken, students who enter a U.S. school after grade two who: upon enrollment have had two years less schooling than their peers, function at least two years below expected grade level in reading and math, and who may be pre-literate in their first language.

Strategies to employ with these SIFE students will be; AIS services, differentiating instruction, small group instruction, after school or Saturday programs geared toward SIFE students, accelerated or explicit teaching of academic language, and native language support when available. SIFE funding may also be available. The parent coordinator will also reach out to parents to provide home support.

ELLs with special needs in the Free Standing ESL program are in Monolingual ICT classes and receive push-in services from a certified ESL teacher. These teachers work with ELLs during content area instruction in collaboration with their classroom teachers.

Students who are beginners or intermediate receive 360 minutes a week as per the Commissioner's Regulation Part 154. Students who are advanced receive 180 minutes of ESL services a week. Students in the K/1, 2, and 3/4 self contained special education classes also receive the appropriate push in services required.

The IEPs of these students are reviewed in terms of identifying specific language goals. Collaboration among general education, special education, and ESL teachers is essential for good planning towards meeting the needs of these students.

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

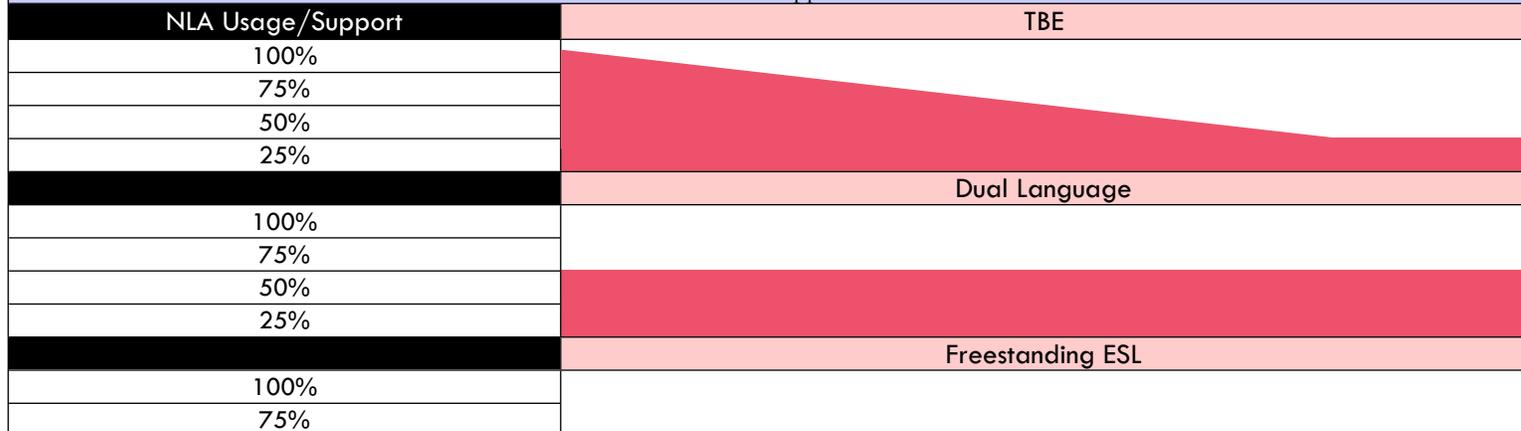
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Teachers will focus more on providing support for students in the modalities they are weakest. This will be enabled through Small group instruction. The Balanced Literacy program will serve as the student's primary source of literacy instruction as it incorporates ESL strategies and methodologies where appropriate. The NYSESLAT is given once a year to ELL students to measure progress. Students in free standing ESL programs who are identified as advanced may be placed in a mainstream general education classroom and receive push in services from a certified ESL provider for 180 minutes a week as per the Commissioner's Regulation Part 154. Students who have received a Proficient score on the NYSESLAT receive AIS services where needed. They are also included in extended day.

Identification of students who may have just reached proficiency in the NYSESLAT is important for the success of the newly mainstreamed student. NYSESLAT scores of all the modalities will be analyzed to determine areas that still need improvement. These students may benefit from being in a class where an ESL teacher pushes in. In addition, the after school Title III program, gives them the extra support they need.

ELL students who are transitioning from elementary to middle school will also need help with this transition. The guidance counselor is available to have conversations with the students about their move to middle school. The guidance counselor is also available to meet with parents to discuss their concerns. School visits are also set up for those students and parents who request them.

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

The Dual Language program at P.S. 150Q promotes bilingualism and bi-literacy amongst English Proficient Students and Spanish Proficient Students. The Dual Language is a maintenance program, meaning students do not exit upon achieving English proficiency. A breakdown of the English Proficient students by ethnicity shows that there are 48 Hispanic students, 15 White students, 6 Asian students, 2 Multi-racial student, and 2 cases in which the parents refused to give the information.

There is one Dual Language class in Kindergarten, 1st grade, 2nd grade, and 3rd grade. This will continue to move up a grade each year until there is a Dual Language class on each grade. The students in each grade are exposed to language in Spanish and English through social, academic, and cultural activities. All students in this program develop their second language skills while learning content knowledge in both languages. The goal of this program is to maintain, strengthen, and enrich mastery of a student's native language while developing proficiency in a second language.

P.S.150Q follows the 50/50 Alternate Day Model. The teachers in this program provide instruction in English on English days and in Spanish on Spanish days. Students receive instruction according to the language of the day, which is alternated back and forth. A Balanced Literacy approach is followed in both languages. Teachers have access to the Teachers' College workshop model units of study in both English and Spanish and develop lessons accordingly. In this 50/50 organizational design, the amount of instructional time is equally divided between the two languages.

Teachers differentiate instruction for ELL students by using ESL strategies and methodologies within the Teachers' College Balanced Literacy program and in all content areas on English days. During the literacy block, a sequential model of literacy is followed. No lesson is repeated twice. As per Commissioners Regulation Part 154 all ELL students will receive the required minutes of ESL instruction per week on English days (180 minutes for advanced; 360 minutes for intermediate and beginners), according to their LAB-R or NYSESLAT scores.

All students are expected to meet or exceed New York State and City standards. Assessments in English for Dual Language students include NYSESLAT, state ELA and Math exams, state Social Studies in the fifth grade, state Science in the fourth grade, ELA and Math Interim Assessments, and ELL Interim Assessments. Assessments in Spanish for both EP and ELL students in Spanish include the ELE. However this year will be the first year that these students will be assessed through state assessments since we now have a third grade class. The Spanish LAB is given only once to those Spanish speaking students who do not pass the LAB-R. These students will be assessed using a variety of other methods, reading and writing conferences, running records, and portfolios which reflect student growth in both languages. These assessment tools will help teachers to differentiate instruction and provide necessary interventions.

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.

Paste response to questions 1-3 here

P.S. 150 teachers participate in Teachers' College Balanced Literacy training. This is in-house training where teachers participate in a classroom labsite and discussion period. ELL and Dual Language teachers work with these staff developers on gearing the Balanced Literacy to meet the needs of ELL students. In addition, Debbie White works with classroom teachers, as well as ESL push-in teachers on reading content based text with ELLs. Teachers also attend professional development outside of school. For all professional development attended, teachers fill out an assessment for the PD they attended. They attach all agendas and hand-outs received at the PD.

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

P.S. 150's partnership with the parents and community has proven effective in enriching student learning. Family involvement is an integral part of the school's learning community. There are on-going weekly classes for parents by the family worker. The literacy and math coaches and guidance counselors provide literacy/math workshops. They are also informed about various workshops regarding test preparation. The school builds rapport with parents through expertise of social workers, family workers, and guidance counselors. Parents are welcomed through the school's open-door policy, regular parent notification, coordinated parent-teacher conferences, and an effective family room. Parents are encouraged to participate in many school activities such as Read-a-Louds in English and Spanish, 100 Days of School Celebration, presentations on Career Day, participation in classroom publishing parties, as well as Family Literacy and Math Nights, and many other school-wide events.

The school and parents work collaboratively through the PTA and the School Leadership Team. Parents have direct access to communicate with the school via the Parent Coordinator as liaison and advocate. The parent coordinator will be providing workshops and support activities for our newly arrived ELL families. Notices regarding these workshops are sent home to all parents. Also, notices in the home language of students are sent home to all newly arrived ELLs to attend a parent orientation and make a program selection. This workshop is offered twice a year, once in the fall and once in the spring. P. S. 150 has developed partnerships with the following Community Based Organizations to supplement instruction through various programs: Sunnyside Community Services, Virtual Y (YMCA), American Ballroom's Dancing Classrooms, Chess in the Schools, Studio in a School, Learning Leaders (Parent Volunteer Program), Junior Achievement and Commerce Bank.

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)	19	8	5	2	6	0	0							40
Intermediate(I)	31	16	17	12	10	4	0							90
Advanced (A)	10	31	20	30	22	21	10							144
Total	60	55	42	44	38	25	10	0	0	0	0	0	0	274

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	1	1	1	3	0	0						
	I	19	6	3	3	4	1	0						
	A	24	36	15	20	13	14	10						
	P	12	6	23	20	18	10	0						
READING/ WRITING	B	19	5	5	2	6	0	0						
	I	28	10	17	12	10	3	0						

	A	7	13	20	28	20	17	4						
	P	4	21	0	2	2	5	6						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
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	8	4	16	2	18	0	10	0	58
4	3	3	30	1	8	1	0	0	46
5	1	0	11	3	15	0	3	0	33
6	0	0	4	0	8	0	1	0	13
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	2	1	15	1	23	3	3	0	48
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	4	0	5	0	18	0	4	0	31
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				
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

The NYSESLAT assessment is given yearly to determine the ELL students' level of English proficiency across the four modalities, as well as to show yearly progress in language acquisition. Analysis of this data show that the majority of ELLs who are at the beginner level are in the lower grades (K and 1). Analysis of grades 2 and 3 show that the numbers of beginners/intermediates is far lower than the number of advanced students. The data also shows progress across the grades from beginner/intermediate to advanced levels. As you reach grades 4, 5, and 6, there are more advanced students. Beginners in grades 4, 5 and 6 are students who are new to the country. Similar findings were identified when we looked at the scores of the ELL students in the Dual Language classes.

Patterns across the four modalities reveal that students improve in the listening and speaking modalities faster than they do in the reading and writing modalities. The implication for students at different levels in each modality is to differentiate instruction.

Looking at the results of the English Language Arts (ELA) and the State Math tests for grades 3-6, there were 135 ELLs who took the ELA and 150 ELLs who took the State Math test. On the ELA, there were 24 ELLs who scored at Level 1, 81 ELLs scored at a Level 2, 25 ELLs scored at a Level 3 and 6 ELLs scored at a Level 4. On the State Math test, 150 students took the test, 11 of whom used a translated version. Of those students, 12 ELLs scored at a Level 1, 61 students scored at a Level 2, 49 ELLs scored at a Level 3, and 14 ELLs scored at a Level 4. The 1 student who took the translated version scored at a Level 3.

Teachers will focus more on providing support for students on the modalities they are weakest in. Small group instruction will enable this. The Balanced Literacy program will serve as the student's primary source of literacy instruction as it incorporates ESL strategies and methodologies where appropriate. The NYSESLAT is given once a year to ELL students to measure progress. Students in free standing ESL programs who are identified as advanced may be placed in a mainstream general education classroom and receive push in services from a certified ESL provider for 180 minutes a week as per the Commissioner's Regulation Part 154. Students who have received a Proficient score on the NYSESLAT receive AIS services where needed. They are also included in extended day.

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		