



**[FRANK HANKINSON]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 31/ RICHMOND/ 31R050  
ADDRESS: 200 ADELAIDE AVENUE  
TELEPHONE: (718) 987-0396  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Ps 50      **SCHOOL NAME:** Frank Hankinson

**SCHOOL ADDRESS:** 200 Adelaide Avenue 10306

**SCHOOL TELEPHONE:** (718) 987-0396      **FAX:** (718) 987-1925

**SCHOOL CONTACT PERSON:** Sharon Fine      **EMAIL ADDRESS:** Sfine3@schools.nyc.gov

**POSITION/TITLE PRINCIPAL**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Janet Miller

**PRINCIPAL:** Sharon Fine

**UFT CHAPTER LEADER:** Dolores Kranpost

**PARENTS' ASSOCIATION PRESIDENT:** Maria Puccio

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 604

**NETWORK LEADER:** Greg Jaenicke

**SUPERINTENDENT:** Erminia Claudio

**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
Janet Miller	*Principal or Designee	
Dolores Kranpost	*UFT Chapter Chairperson or Designee	
Maria Puccio	*PA/PTA President or Designated Co-President	
Toni Ann Esposito	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Roxanne Tagliavia	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	
Rosemarie Baldwin-Coppola	Member/Parent	
Lucille Ruggiero	Member/Parent	
Joseph Morrissey	Member/Parent	
Heather Campo	Member/Teacher	
Kathy O’Hanlon	Member/Teacher	
Amy Pearce	Member/Teacher	
Dina Depirro	Member/Teacher	

(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.

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PS 50 is a wonderful neighborhood school that provides a quality education and nurturing atmosphere for all students. We have created an environment in which all children are able to thrive academically, socially, emotionally, physically and athletically aiding in the development of becoming a well rounded individual. Our instruction is data-driven and we focus a great deal of time and energy on aligning our individualized student goals with data findings. We have been recognized through the schools Progress Report as a "B" school for the 2009-2010 school year and will work even harder to promote growth as we continue to strive for excellence in all areas.

PS 50 is a unique learning community. We pride ourselves on our commitment to Response through Intervention (RTI) services, making sure that instruction is differentiated to meet the needs of all learners. We have grown to truly believe in data analysis and have used it to identify student trends. This has served as a valuable tool for driving our academic interventions and classroom instruction. Teacher teams are functioning on all grades throughout the building. These teams meet every Wednesday from 2:35pm to 3:25pm to analyze student work/data, plan for instruction and share best practices.

Administration has worked hard at providing a variety of Professional Development opportunities for the staff to broaden educational horizons. Faculty study groups have been formed to revisit professional literature as a means for developing and enforcing best practices in instruction. In this vein, we currently have a strong partnership with Teachers College Reading and Writing Project. Through Teachers College we have intensified our Professional Development given through our in-house staff developers for grades K-2 and 3-5. Each staff developer meets with their assigned groups in 3 week cycles every other month.

P.S. 50 is one of just four sites on Staten Island housing the Gifted and Talented SAGE program. These classes now exist on grades K-5 with two first grade classes. All of our gifted classes meet once a month to share classroom experiences and achievements. They also have a very strong relationship with the Richmond town Library that focuses on research skills and application.

We are a school dedicated to and excelling in the arts. We have remarkable bands on grades 3-5 and a NYC Philharmonic partnered violin program for our Gifted and Talented students in grades 1-5, all students in grades 3-5 experience recorders and lessons on composing and reading music through the schools band teacher. For the second year the school has incorporated Drama into the schedule holding quarterly performances involving students in all grades. As well as Drama, the school also has included Chorus, and Art in efforts to for each student to experience and make works of art beneficial to their intellectual, personal, and social development, and particularly beneficial for students from economically disadvantaged circumstances and those who are at risk of not succeeding in school. Research studies point to strong relationships between learning in the arts and fundamental cognitive skills and capacities used to master other core subjects, including reading, writing, and mathematics.

We have a student run bookstore, operated in conjunction with the PTA. This has added a wonderful dynamic to our building while promoting a new awareness and love for all types of literature as well as the concept of work ethic. The expectations for the students are extremely high at PS 50. Students in grade 5 are given the responsibility of being monitors and having assigned jobs. Every year the school holds elections for Student Council where the students select a President, Vice President, Treasurer and Secretary for the school. The Student Council is involved in decision making in certain areas of the school that have an effect on student moral, such as lunch, giving them a voice.

A critical component to the success of the school is the PTA. Through the PTA, numerous school functions are organized for our students to maximize their school experience. Throughout the year the School Spirit comity organizes School Spirit days where the students are encouraged to wear PS 50 attire and are able to participate in an obstacle course (students in grades K-3) and student/staff basketball game (students in grades 4-5). This has raised the moral in the building and created excitement amongst the students. The PTA is also responsible for conducting elaborate fundraisers that benefit both the teachers and students.

In our attempts to build community within PS 50, we have implemented the Learning Leaders program where parents are invited to have a more prominent role within the building on a day to day basis. Learning Leaders provides multilevel workshops focused on reading, writing and mathematics at the elementary grade levels. These workshops are designed to help family members develop and support children's literacy and numeracy skills through a wide variety of enjoyable learning activities that parents and children can do together at home. Reading: Reading to grow, Developing Your Young Reader, Reading to Learn. Writing: Get Your Child Ready to Write, Getting It "Write from the Start. Language: The Power of Storytelling, Lets Make Books! Math: Early Math Concepts, Addition and Subtraction, Multiplication and Division, Word Problems, Geometry. All parents willing to volunteer their time under the Learning Leaders program must attend training sessions and are required to have a background check in order to be cleared to work with the children.

Along with enriching our students during school hours, P.S. 50's offers its students an opportunity to participate in many after-school activities through the schools self-sustained Latchkey and After-School Programs called P.S. 50 "Kids On the Move". The Latchkey program operates 2:45pm to 6pm Monday through Friday every school day with the exception of half-days. Only students in grades K-6 are permitted to attend the program. The fee for the program ranges from \$175- \$225 per month depending on the length of the month. Discounts are given to parents/guardian who enroll more than one child. The program is supervised by the schools administration and is staffed with licensed teachers from the school. Student groups are kept small and are arranged according to age. Students are provided with a structured environment engaging in an assortment of activities. The day begins with homework assistance beginning promptly upon the student's arrival. Snacks are allowed and must be provided by the parents/guardians of the participants. After completing their homework, students are then transitioned into their scheduled activities which consist of organized sports, access to the playground, board games, arts and crafts and many other fun and creative activities. Applications must be filled out completely, indicating parent contact information, medical concerns, and authorization for dismissal. These files are kept in a secure location and are easily accessible for all P.S. 50 "Kids on the Move" staff to ensure the safety of all attending students.

P.S. 50's After-School Programs are separate from Latchkey. These programs are typically once a week from 3:45pm to 5:15pm (Tuesdays and Thursdays) and 2:45pm to 4:15 (Mondays and Wednesdays). The programs operate for a duration of 15 weeks, usually beginning with a 15-week fall/winter session and concluding with a 15-week winter/spring session. These programs operate every school day with the exception of half-days. We provide our students with an assortment of programs which include: Arts and Crafts, Sports, Chess, Cheerleading, Drama, and for the first time a Travel Basketball Team. The fees for these programs range from \$125 to \$140 depending on the

program. Applications are sent home and students are placed into programs based on a first come first served basis. Seating is limited.

**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>			
<b>School Name:</b>	PS 50 Frank Hankinson		
<b>District:</b>	31	<b>DBN #:</b>	31R050
		<b>School BEDS Code:</b>	353100010050

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	44	49	49		93.6	94.7	TBD		
Kindergarten	90	95	115						
Grade 1	78	100	116						
Grade 2	96	77	100	<b>Student Stability: % of Enrollment</b>					
Grade 3	101	93	80	(As of June 30)	2007-08	2008-09	2009-10		
Grade 4	87	103	99		96.0	95.6	TBD		
Grade 5	93	92	107	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		25.6	23.9	35.9		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	6	TBD		
Grade 12	0	0	0						
Ungraded	3	3	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	592	612	666		3	3	23		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	38	26	12						
No. in Collaborative Team Teaching (CTT) Classes	9	43	58	Principal Suspensions	5	7	TBD		

DEMOGRAPHICS							
Number all others	48	47	44	Superintendent Suspensions	0	1	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	1	Early College HS Participants			
# receiving ESL services only	44	38	47	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	2	6	(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	45	49	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	14	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	3	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	100.0	93.9	TBD
American Indian or Alaska Native	1.0	0.8	0.6	Percent more than two years teaching in this school	75.6	63.3	TBD
Black or African American	2.2	1.1	0.9	Percent more than five years teaching anywhere	82.2	75.5	TBD
Hispanic or Latino	10.1	9.0	8.7	Percent Masters Degree or higher	96.0	90.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	6.8	6.5	5.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	100.0	TBD
White	79.9	82.0	81.5				
Multi-racial	N/A	N/A	N/A				
<b>Male</b>	50.8	51.8	52.6				
<b>Female</b>	49.2	48.2	47.4				

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

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White	✓	✓					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	5	5	1				

#### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	74.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	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?
- 

In efforts to foster a positive school community within P.S.50, measures have been taken to ensure the success of that goal. The staff at P.S. 50 encompasses an equitable blend of senior staff members and newcomers, all of whom are 100% licensed and certified. The school's partnership with Teachers College will continue, involving separate staff developers for grades Kindergarten through second along with a staff developer for Third through Fifth grade. Also through Teachers College, the professional development will be expanded to address Special Education and English Language Learner teaching styles and techniques. The staff demonstrates a willingness to participate in professional development opportunities, as well as, collaborate with their colleagues on common grade preps and inter-visitations throughout the school year. Our Teacher Teams meet on a weekly basis and play a primary role in disseminating and turn-keying important information, such as data analysis and possible next steps, for improved student achievement.

This year with the introduction of Learning Leaders the parent community will have the opportunity to be involved in everyday learning by helping children with reading, writing, math, and study skills acting as project managers. Parents have assisted in our efforts to increase attendance and create a child friendly environment for the students by organizing school spirit days, school dances, student-teacher basketball games as well as other activities.

P.S. 50 will have nearly 100% of its classrooms equipped with Smart Boards by the end of the 2010-11 school year. The school has recognized the importance of technology in the classrooms and has made a valiant effort to provide their teachers and students with the necessary equipment to further their growth in this area. Professional development is ongoing through T- Equipment, our Smart board provider, and our Network Technology specialist. Over 90% of the staff has been or is in the process of being trained in the use of the Smart board, Document Camera, and Sentio.

Along with the use of technology, P.S. 50 exposes their students to many enrichment activities, some of which being: art, band, theatre, violins (partnership with New York Philharmonic) and new to the school this year is a chorus program, all which aid in forming the well-rounded child. In addition to offering a Latchkey program which affords working parents child care services until 6pm, P.S. 50 also offers an extensive after-school program including: Arts and Crafts, Chess, Sports, Drama, Cheerleading and for the first time a travel basketball team for fifth grade students.

Gathering, analyzing and developing next steps through data is critical in the development of our students. Information is collected and analyzed by Teacher teams that have been establish across

grades throughout the building. Teachers develop goals and next steps plans to avoid stagnancy throughout the school year. Each student is challenged and provided with the many forms of enrichment that are currently in the school. The data collected and analyzed is also used to determine which students will be provided with Response through Intervention (RTI), which has proven to be successful in the schools efforts to elevate student performance and achievement. RTI is provided through the extended day program on Tuesdays and Thursday for all at-risk and struggling students. Each month Grade Data Conferences are held with administration to discuss student work and have teachers develop a deeper understanding of how to analyze student data and formulate next steps in addition to weekly Teacher team meetings.

P.S. 50 has demonstrated growth in ELA and Math State test results consistently over the past 3 years, dating from 2006-07 to the 2008-09. Although the data reflects decreases in the percentage of students attaining levels 3 and 4 on the 2009-10 State exams, 79% of all students tested in ELA have demonstrated at least one year's growth and 74% in Math, as measured by each student's proficiency rating. Also, nearly 80% of the schools students identified as being in the bottom 1/3<sup>rd</sup> have demonstrated at least one year's growth. The change in cut scores determining a students level has had a major impact on the decrease of the schools overall percentage of level 3's and 4's, but through analyzing student proficiency ratings it is apparent that student growth has remained consistent with prior years.

Following a review of our Progress Report, and Self-Assessment it is evident that progress is being made. An analysis of the data shows the following results:

**A:** *English Language Arts:*

The overall result of the New York State English Language Arts Assessment indicates a decrease in the performance of tested students. Results for all students indicate that 69.0% scored in levels three and four. After analyzing each students individual proficiency rating it has been determined that student growth was evident as measured through the State exam, as well as through student work and assessments conducted in the classrooms

In analyzing our data, it has been determined in 2009-10 that 80.0% of our students in the schools lowest 1/3 have made at least one years progress. This is attributed to the teachers' ability to differentiate instruction and the productiveness of our Response through Intervention (RTI) program for at-risk and struggling students throughout the building.

In order to continue our upward trend in student progress, we support focused professional development with Teachers College, grade prep meetings, collaboration with the schools Data/Inquiry Team in regards to analyzing student work, and increased attention to individual students' strengths and weaknesses.

**All Tested Students**

<b>Grade</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>3</b>	8.0% level 1 18.6% level 2 73.3% level 3&4	3.3 %Level 1 13.3% Level 2 83.3% Level 3&4	0 %Level 1 8.0% Level 2 92% Level 3&4	3 %Level 1 23.0% Level 2 74% Level 3&4
<b>4</b>	12.5% level 1 16.6% level 2 70.8% level 3&4	10.5% Level 1 14.1% Level 2 75.2% Level 3&4	3.0% Level 1 17.0% Level 2 80.0% Level 3&4	0.0% Level 1 31.0% Level 2 69.0% Level 3&4
<b>5</b>	10.0% level 1 28.1% level 2 61.8% level 3&4	2.1% Level 1 15.7% Level 2 82.1% Level 3&4	0.0% Level 1 11.0% Level 2 89.0% Level 3&4	11.0% Level 1 23.0% Level 2 66.0% Level 3&4

**B: Math:**

The overall results indicate a positive trend in the performance of all tested students, which we attribute to the students having Everyday Math throughout their academic career and the teachers' confidence in teaching the Everyday Math curriculum. Results for all students tested indicate that 75.0% scored in levels three and four. Once again, the schools findings indicate that fifth grade demonstrated substantial growth from 2006-07 to 2008-09 by increasing 16.5% in the amount of level 3 and 4 performers. The school received exemplary proficiency gains for students in CTT settings for Math indicating that The RTI services provided have been successful, as well as teachers' abilities to differentiate instruction to meet the needs of their students.

In analyzing our data, it has been determined in 2009-10 that 79.5% of our students in the schools lowest 1/3 have made at least one years progress which is an increase of 3.1% from last year's exam. The development of Teacher Teams to analyze student work that affords teachers an opportunity to plan accordingly and implement meaningful individualized instruction has aided to this increase.

Even though levels have decreased, proficiency ratings have remained consistent and P.S. 50 is committed to ensure even greater growth is demonstrated in mathematics. After analyzing the data the school has identified areas of weakness and has provided professional development focusing on writing in math to all staff members. Our primary focus is to strengthen the students' ability to communicate their mathematical reasoning through writing.

**All Tested Students**

<b>Grade</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>3</b>	6.4% - Level 1 2.5% - Level 2 91.0% - Level 3&4	0% - Level 1 3.9% - Level 2 96.0% - Level 3&4	0% - Level 1 0% - Level 2 100.0% - Level 3&4	3% - Level 1 26% - Level 2 71.0% - Level 3&4
<b>4</b>	5.3% - Level 1 8.6% - Level 2 86.0% - Level 3&4	4.6% - Level 1 5.8% - Level 2 89.5% - Level 3&4	7% - Level 1 7% - Level 2 91.0% - Level 3&4	0.0% - Level 1 25.0% - Level 2 75.0% - Level 3&4
<b>5</b>	10.9% - Level 1 14.5% - Level 2 74.5% - Level 3&4	5.4% - Level 1 6.5% - Level 2 87.9% - Level 3&4	1.0% - Level 1 9.0% - Level 2 90.0% - Level 3&4	5.0% - Level 1 18.0% - Level 2 77.0% - Level 3&4

**C: Science:**

An analysis of Grade 4 State Science assessment results for 2009-2010 indicates the following:

**All Students Tested**

<b>Grade</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>4</b>	6.3% - Level 1 4.2% - Level 2 84.0% - Level 3&4	2.1% - Level 1 9.8% - Level 2 87.8% - Level 3&4	3.8% - Level 1 5.7% - Level 2 90.3% - Level 3&4	0.0% - Level 1 2.0% - Level 2 98.0% - Level 3&4

Results for all tested students indicate 98.0% of students scoring at a level three or four on the new State Science Exam. An increase of 7.7% has been made in the percentage of level 3's and 4's from 2008-09 to 2009-10. The number of level 1's has decreased during that same time to 0.0%.

The continuation of core curriculum science materials in grades 3-5 as well as the continuation of an early childhood science cluster teacher brings deeper development to our science program. Collaboration is promoted amongst the school's science clusters and classroom teachers focusing on short-term and long-term goals composed for each unit of study.

It is the goal of every school to show continuous growth amongst the students, staff and administration. P.S. 50 has identified the following as goals and objectives to improve upon:

1. To improve parent involvement by introducing the Learning Leaders procedures governing the recruitment, training and supervision of volunteers to participate in school-based programs.
2. To support teachers and promote student achievement all pedagogues will be engaged in structured professional teacher teams using an inquiry approach to set and track high goals accelerating students learning across the grades, analyzing student work, and planning and implementing instruction continuously in an on-going fashion throughout the year.
3. To support Special Education and ELL staff by providing in depth professional development to address the needs and learning styles of a wide range of learners. Through this professional development Special education and ELL students are expected to demonstrate growth in their reading levels, measured through Teacher College benchmarks.
4. To support students in phonics, spelling and vocabulary to increase accuracy and fluency that will raise the level of comprehension.

The above mentioned goals and objectives have been addressed through the following:

1. Learning Leaders provides multilevel workshops focused on reading, writing and mathematics at the elementary grade levels. These workshops are designed to help family members develop and support children's literacy and numeracy skills through a wide variety of enjoyable learning activities that parents and children can do together at home.
2. The work of the Data Inquiry Team will be shared, reviewed and reflected upon at Grade Conferences and other professional development opportunities. Teachers will use data from Acuity Predicative's, Teachers' College Reading and Writing Assessments (*AssessmentPro*), ARIS, Scantron Performance Series (Math), student/teacher conferences, writing samples, math unit tests, discussions and observations to analyze their students' strengths and areas of need. Teachers, with coaches and instructional team members, will meet during common prep planning sessions, forming coherent teams to examine student work, present alternate strategies and share best practices, while implementing an assessment/teaching/learning cycle.
3. Teachers will engage in scheduled professional development sessions provided by Teachers College, both at the Teachers College campus at Columbia and also at P.S.50. Teachers will also be involved in scheduled professional development with Network Support, providing differentiated sessions for advanced and beginning learners.
4. Teachers College staff developers conduct 30 week alternating cycles between grades K-2 and 3-5. Professional development will be geared towards improving word study skills which will have a direct affect on fluency and comprehension.

Constant self-assessment is critical in obtaining and reestablishing goals for the school as a whole, the staff, and the students. It is evident that this self-reflection process takes place at P.S 50 enabling

us to improve upon our deficiencies. Through these self reflections and assessments we have identified that significant progress has been made from 2006-07 to the present, demonstrating student achievement. The school has received a Progress Report score of a “B” last year and an “A” for two consecutive school years prior to 2009-10. Efforts have been made by administration and staff to become uniform throughout the building by developing common assessment binders, curriculum maps, and data tracking systems. All decisions made are to promote growth amongst students, as well as teachers. All staff, parents and students are encouraged to reflect on their performance on an individual/school wide basis and to share that information in efforts to foster a positive school community and environment where children can flourish socially and academically.

### **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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**Goal 1** - By June 2011, 15% of our parents will be introduced to the Learning Leaders procedures governing the recruitment, training and supervision of volunteers to participate in school-based programs.

**Goal 2** - By June 2011, 95% of pedagogues (teachers, administrators) will be engaged in structured professional collaborative teams using an inquiry approach to set and track high goals accelerating students learning across the grades.

**Goal 3** - By June 2011, 50% of Special Education and English Language Learning students will be reading at grade level according to Teachers College Reading and Writing benchmarks.

**Goal 4** - By June 2011, 70% of readers in grades 2-5 will increase their fluency rate by measuring words per minute using TC benchmarks for oral reading rate.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 15% of our parents will be introduced to the Learning Leaders procedures governing the recruitment, training and supervision of volunteers to participate in school-based programs.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Learning Leaders provides multilevel workshops focused on reading, writing and mathematics at the elementary grade levels. These workshops are designed to help family members develop and support children's literacy and numeracy skills through a wide variety of enjoyable learning activities that parents and children can do together at home. Reading: Reading to grow, Developing Your Young Reader, Reading to Learn. Writing: Get Your Child Ready to Write, Getting It "Write from the Start. Language: The Power of Storytelling, Lets Make Books! Math: Early Math Concepts, Addition and Subtraction, Multiplication and Division, Word Problems, Geometry</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>-Supervisors</li> <li>-Parents</li> <li>-Learning Leaders</li> <li>-No funding required</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Parent volunteers in the school enhancing student achievement, attendance and social skills as well as school environment. Assessment of these measures will be ongoing throughout the school year.</p>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 95% of pedagogues (teachers, administrators) will be engaged in structured professional collaborative teams using an inquiry approach to set and track high goals accelerating students learning across the grades.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. Grade inquiry teams will meet consistently every Wednesday from 2:35p.m. to 3:25p.m. to analyze student work, plan for instruction, access and reevaluate as an ongoing cycle . 2. Teachers will use data from Acuity, Predicative’s, ARIS, Scantron Performance Series, Teachers College Reading and Writing Assessments, students/teacher conferences, writing samples, math unit tests, and informal observations to analyze students’ strengths and weaknesses to develop and implement effective plans of instruction. 3. Teachers and inquiry team members will meet during common prep planning sessions, forming coherent teams to examine student work, present alternative strategies and share best practices while implementing an assessment/teaching/learning cycle. 4. Teachers will model differentiation as each contributes his/her teaching strengths to the team process of developing individualized instructional plans for students.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Teachers</li> <li>-ARRA</li> <li>-Inquiry Funding</li> <li>-Fair Student Funding</li> <li>-Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Each team is required to complete an agenda indicating the focus of the meeting, discussion points, possible strategies for intervention and next steps after each Wednesday meeting. The agendas are reviewed by administration and interventions for strategies and next steps are monitored in each classroom through informal and formal observations, which is ongoing. Student work is also analyzed by administration to ensure effective meeting practices.</p>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of Special Education and English Language Learning students will be reading at grade level according to Teachers College Reading and Writing benchmarks.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. Teachers will be provided with professional development opportunities specifically addressing students with learning disabilities and English as a second language through Teachers College. 2. Teachers will differentiate instruction by tiering lessons to meet the needs of each student. 3. Teachers will continue to raise the academic language of all students from BICS to CALP. 4. To continue supplemental academic services through our schools Saturday ELL academy addressing reading, writing, speaking and listening skills.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>-Professional Development Supervisors, Teachers, and Teacher's College.</li> <li>-Title III monies</li> <li>-The Staten Island Foundation</li> <li>-Fair Student Funding</li> <li>-Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student progress will be measured through Teachers College Running Records to determine increase of reading levels, comprehension and fluency on four separate occasions throughout the school year: September, November, March and June.</p>

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 70% of readers in grades 2-5 will increase their fluency rate by measuring words per minute using TC benchmarks for oral reading rate.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will be assessed through Teachers College assessments. Assessments will take place 4x throughout the school year (September, November, March, June). All students in grades 2-5 will be monitored. Each student in grades 2-5 will be given passages, according to their levels, to attain their fluency rates. Teachers will use a stop watch to gauge how many words per minute the student can read.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Teachers College Reading and Writing Project</li> <li>-Staten Island Foundation Grant</li> <li>-Inquiry Team Funding</li> <li>-Data Specialist Funding</li> <li>-Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Quarterly Teachers College assessments will be compared to one another to measure the growth of each student's fluency.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	1	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	3	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>N/A</b>
<b>Mathematics:</b>	<b>N/A</b>
<b>Science:</b>	<b>N/A</b>
<b>Social Studies:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Students are seen by the Guidance Counselor for "At-Risk" purposes based on the following criteria.</p> <p>Students who exhibit problems with: anxiety, depression, attention-deficit disorder affect school progress, family-related problems, separation and divorce, behavioral difficulties, negative peer interactions involving the necessity for conflict resolution, self-esteem issues, bereavement concerns, and anger-management issues.</p> <p>In general, the counselor will assist the students to acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Students receive "At-Risk" counseling for a period of approximately six weeks. Parent is apprised periodically as to how the student is progressing with "At-Risk" counseling. At the end of the six week period, a final assessment is given to the parent by the counselor. At that time, the parent may request additional formal services in school or seek private community services.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

**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.

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**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)** K-5                      **Number of Students to be Served:** 39 LEP 0 Non-LEP

**Number of Teachers** 2                      **Other Staff (Specify)** Supervisor

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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- Looking at the NYSESLAT Data we noticed a declining pattern in Listening and writing. There was also evidence of student relapse and flat lining across the strands. We have invested in **Empire State NYSESLAT ESL/ELL** in the appropriate bands for all grades with funds from the Title III program. Our Title III program for our ELL students will be a Saturday ELL Academy. The program will begin in January of 2010 and continue through June 2010. The Saturday ELL Academy will begin promptly at 9am and ending at 12pm on each Saturday. It will run every Saturday with the exception of: 1/15, 2/19, 2/26, 4/16, 4/23, 5/28, 6/25. At the Saturday ELL Academy all ELL students at P.S. 50 will be invited. We anticipate out of 50 ELL's that 30 will attend. This will help to maintain small class size equaling 15 in a group. Two ELL's teachers will divide the students into a K-2 and 3-5 group. The Saturday ELL Academy is an ESL program using English as the primary language, but the native language will be supported through various resources such as bilingual dictionaries, bilingual fiction and non-fiction books, etc...
- The leveled libraries will help support our Teacher's College practice for students in the program to help them comprehend strategies within their levels. We are targeting all ELL students in grades K-5. The libraries will be bought with Title III monies from MONDO.
- P.S. 50 is not open on Saturdays for any school programs. Due to opening costs Title III funds will afford us this opportunity to open our school on Saturday to operate our Saturday ELL Academy.
- The Saturday ELL Academy will also provide support for the students and increase academic rigor in reading, writing, listening and speaking. Title III funds will be used to purchase NYSESLAT materials from Continental Press, Inc. that will be used in both groups. We will also purchase the grade level bands for each of the groups.
- Materials utilized in the Saturday ELL Academy will be obtained through a combination of Title III funds and existing school materials.
  - Empire State NYSESLAT/ESL Grade K-1 Student Edition (Funded through Title III)
  - Empire State NYSESLAT/ESL Grade 3 Student Edition (Funded through Title III)
  - Empire State NYSESLAT/ESL Grade 4 Student Edition (Funded through Title III)
  - Empire State NYSESLAT/ESL Grade 5 Student Edition (Funded through Title III)
  - Empire State NYSESLAT/ESL Teachers Edition K-1 (Funded through Title III)
  - Empire State NYSESLAT/ESL Teachers Edition 3 (Funded through Title III)
  - Empire State NYSESLAT/ESL Teachers Edition 4 (Funded through Title III)
  - Empire State NYSESLAT/ESL Teachers Edition 5 (Funded through Title III)
  - Text Talk – existing school materials
  - Leveled Libraries – (Funded through Title III)

□ **Supervisor**

A Supervisor will be present every Saturday to oversee the ELL Saturday Academy. Currently P.S. 50 has a Latchkey and After-school program operating from Monday to Friday. There are no programs on Saturdays and parents have expressed an interest in the ELL Academy providing their children with an opportunity to attend Latchkey and After-school programs as well as the Saturday ELL Academy. The supervisor will ensure that the program is implemented and going according to the Title III plan. The supervisor will also observe, evaluate and provide support throughout the duration of the program to the teachers. There will be a breakfast program available to our participants at no cost to Title III. Supervision of teachers as well as student's arrival and dismissal will be monitored by the supervisor. The Supervisor will be responsible for student attendance and staff payroll. This position will be funded through Title III funds.

□ **Teacher Certification**

The Saturday ELL Academy program will have two ESL teachers that are highly certified and qualified in working with ELL children. They will work with students on Reading, Writing, and Speaking and Listening using the Empire State NYSESLAT preparation, Text Talk and leveled libraries. A Balanced Literacy structure will be used where students will listen, share, write, and speak.

**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.

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□ **Professional Development** – All of the following workshops will be attended by the Title III teachers and we will also invite our classroom teachers, and school administration. Parents will also be encouraged to attend these workshops in order for them to learn the skills their children need to be successful in school. Translators will be made available as needed at no cost to Title III. The language needs of our students are Albanian and Russian and we are fortunate enough to have staff members that speak these languages and voluntarily provide oral translation services for our parents.

□ We will provide 4 workshops from January to June. The workshops are as follows:

1. Saturday, January 9, 2010 from 9am-12pm the first workshop in the series will be presented by Maryann Cucchiara from ICI Research and Development titled "Reading with our Children". Compensated through the Support Organization.
2. Friday, February 26, 2010 from 3pm-5:30pm the Professional Development will be Deconstructing/Reconstructing Text. This workshop will be given by our Network Support Specialist. Per-Session will be paid through Title III money.
3. Friday, March 26, 2010 from 3pm-5:30pm a professional development workshop titled "Reader's as Writer's" will be conducted by our Network Support Specialist. Per-Session will be paid through Title III money.

4. Student celebration of their writing and achievement will be shared on the last day of the program. The cumulative product that the students will present to their families will be a “Big Book” that will be created by each group. Their parents will be invited to attend this celebration.
5. All refreshments for the final celebration will be paid through Title III funds.

**Section III. Title III Budget**

School: PS 50 BEDS Code: 35310001000

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$3,132.60	<b>60 hrs. x 52.21 Supervisor</b>
	\$5,986.80	<b>120 hrs. 2 teachers X 49.89</b>
	\$3,000	<b>Building Opening</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$249.45	<b>5 hours of PD for Title III Teachers</b>
	\$227.20	<b>5 hrs. x 49.89 – Professional Development Instructor 5 hrs. x 2 teachers attending training</b>
<b>Supplies and materials</b> - Must be supplemental.	\$1,850	-To invest in materials NYSESLAT- to assist students in understanding what is expected of them in specific modalities.

<ul style="list-style-type: none"> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		(Continental Press, Inc.) -A leveled library which includes multiple Genres. (Mondo)
<b>Educational Software (Object Code 199)</b>	\$0	<b>N/A</b>
<b>Travel</b>		
<b>Other</b>	\$ 500	Refreshments
<b>TOTAL</b>	\$15,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

All parents are given a HLIS form upon registration. The HLIS form request the parents to select their long choice for both oral and written communication. All language selection data is collected and distributed to the classroom teacher, TESL and grade administrator. NYC Division of Translation is available for day time oral translation and after school written, oral translation.

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.

The large majority of our parents have selected written and oral communication in English. The ESL Teacher, Joan M., arranges ongoing parent meeting in order to bring the parents into our academic community. Also to create a social and academic unity among ELL parents. This empowers the school community with multi-lingual and cultural parents.

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

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

All translation needs will be identified by either the Home Language Survey which is supplied to every first time admit or an interview with the immediate or extended family. PS 50 will employ the Department of Education Translation and Interpretation Unit for translated documents and over-the-phone interpretations. When available a staff member or parent volunteer will be used for immediate clarification on home work, and half day notices.

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.

All oral interpretation services will be provided by three sources; Department of Education Translation and Interpretation Unit, parent volunteers and or staff members. Oral interpretation needs will be assessed by HLS and admission interviews.

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>.

Due to the involvement in our academic community we have been able to meet the needs of our present population. We have staff members and parent volunteers that speak; Russian, Albanian, Spanish, Italian, and Arabic. When necessary we will seek outside help for students and their family to accommodate them in their academic, economic, or social needs.

### Part C: Action Plan- Language Translation and Interpretation

Directions: On the action plan template provided below indicate the key actions to be implemented for 2007-2008 school year as described in the school's response to Question 1,2 and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources required & targeted funding sources, and indicators of success and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation. When completing this section, please refer to the Guiding Question for action planning in the accompanying CEP Guide for 2007-2008

**Goal:**

To provide oral, aural, and written access to all school related and community members.

**ACTION STEP:**

What needs to be done to accomplish goal?

Research and collect data from all current students and their family on which language they prefer for academic and social concerns

## 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:	N/A	\$167.29	\$167,290.40
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1,673.00	\$1673.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine

major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## Part 1: **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. It is strongly recommended that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm> .) 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 and disseminated in the major languages spoken by the majority of parents in the school.

### I. General Expectations

Public School 50, a School-wide Programs School, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs activities and procedures will be planned and operated with the meaningful consultation with parents of participating children.

- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* 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.
- The school will involve the parents of children served in Title I, Part A programs(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

*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 encourage 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- Parent Involvement of ESEA.*

## II. Description of how the school will implement the required school parental involvement policy components

1. Public School 50 will take the following actions to involve parents in the joint development of the School Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agenda Plans* of the ESEA:
  - Parents will be surveyed regarding activities that they would like to see highlighted in the parent involvement plan
  - Parent involvement, as it pertains to Title I funds, will be discussed at every PTA meeting
  - Parents will be asked to make recommendations to the School Leadership Team regarding the allocation of the 1% Title I parent involvement funding.
  - A sub-committee of the PTA will be formed to address Title I parent involvement funds at every meeting
  - Parents will be provided with the name of a school contact person (PTA sub-committee chair) in order to direct all correspondence related to Title I funds
2. Public School 50 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 the quality of its Title I, Part A program. 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 finding of the evaluation about its parental involvement policy and activities to design strategies for more parental involvement, and to revise, in necessary (and with the involvement of parents) its parental involvement policies.

- The PTA sub-committee will develop and distribute a survey pertaining to the overall content and effectiveness of this parental involvement policy, this survey will be addressed during PTA meetings and assistance will be offered for all parents who may need help completing survey. The PTA newsletter will offer assistance to parents in completing the survey, should they be unable to attend the PTA meetings. The PTA sub-committee chair will be responsible for conducting and collecting this survey and for sharing its finding with the school parents.
3. Public School 50 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- 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 action described in this paragraph –
    - the State's academic content standards;
    - the State's student academic achievement standards;
    - the State's and local academic assessments including alternate assessments;
    - how to monitor their child's progress and
    - how to work with educators
  - New York State ELA and Math assessments will be discussed at the PTA meetings, as well as in literature sent home to parents
  - Curriculum conferences with classroom teachers will be held at the beginning of the school year to assist parents in understanding the best ways to monitor their child's progress and assist the teacher in educating their child
  - Individual meetings with parents will be held as needed to discuss a child's progress
  - Academic Intervention Plans will be developed and discussed with parents of children who are at risk of not meeting the standards
  - 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:
    - Providing parents with workshops in balanced literacy and Everyday Mathematics
    - Guiding parents through a writer's workshop in order to explain the writing process
    - Providing parents with a list of websites that will assist them in helping their child
  - The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 by:
    - Using professional development time to ensure that teachers understand the importance of reaching out to parents

- Asking for volunteers to run workshops for parents based on the individual teachers strengths
- Allowing the Parent Coordinator time to discuss involvement activities with the teachers and encourage the teachers to participate during prep periods and after school.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative forms upon request, and to the extent practical, in a language the parent can understand:
  - All information regarding parent programs, meetings and other activities will be sent to all parents via the Adelaide, individual flyers and in student homework assignments. Information will also be sent via *School Messenger* telephone system.
  - Alternative formats will be made available upon request to the best extent possible.

### 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 (3) of the ESEA:

- 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;
- 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;
- participating in District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118- *Parental Involvement*, as parents may request.

### IV. Adoption

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidence by discussion at the October 14, 2009 PTA meeting.

This policy was adopted by Public School 50 on October 27, 2009 and reviewed at the Title I parent meeting October 14, 2009. It will be reviewed and updated throughout the year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

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*(Signature of Principal)*

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*(Date)*

**School –Parent Compact – Attach a copy of the school’s School-Parent Compact.**

Explanation: Each school receiving funds under Title I, Part A of Elementary and Secondary Education (ESEA) must develop a written school-parent compact jointly with parents for all children participating Title I, Part A activities, services and programs. That compact is part of the school’s written parental involvement policy developed by the school 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 2008-2009 Title Parental Involvement Guidelines available on the NYCDOE website.

**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 111i-Parental Involvement- (b) School Parental Involvement Policy 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 partnerships to help children achieve the State’s high standards.**

**Note:** School and parents may use the sample template below as a framework for the information to be included in their School –Parent Compact. Schools and parents are not required to follow this sample template or framework. If they do use the template and include all of the **bolded items** listed under “Required School-Parent Compact Provisions” below, they will have incorporated all the information required by Section 1118-Parental Involvement (d)-Shared Responsibilities for Higher Student Academic Achievement into their School-Parent Compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that which will support effective parental involvement and strengthen students’ academic achievement.

Public School 50 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 that 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 2009-2010.

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

#### **The Public School 50 will:**

- **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 as follows:**
  - Continuing to offer small class size
  - Providing teachers and students with materials which support the New York State/New York City Learning Standards
  - Employing coaches to assist teachers in planning, organizing and understanding the core curriculum in reading and mathematics
  - Providing at risk students with Academic Intervention Services
  - Identifying at risk students through Teachers College Reading and Writing Assessments
  - Offering Consultant Teaching (SETSS) and ESL for children in need
  - Offering self sustaining after-school programs that educate and encourage the whole child
  - Collaborative Team Teaching on grades K-1 and 3-5
  
- **Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**

- In the Fall : November 10, 2009*
- In the Spring: March 16, 2010*
- **Communicate with parents and provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
  - Parents can be notified of important information through an automated phone messaging and email system*
  - Parents will receive progress reports (report cards) 3 times a year (fall, spring, and end of school year)*
  - Parents can inquire about Teachers College Reading and Writing Assessments: 3-4 times during the school year*
  - Parents can also be kept updated about assessments and specifically targeted skills practices for their child through the ARIS website*
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows.**
  - Parents take part in workshops given at Teachers College to be informed of current trends and methodology in educational pedagogy*
  - Curriculum conferences invite parents to rally together as a community*
  - Parents are invited to attend concerts and productions performed in the Arts*
  - Parents will have the opportunity to observe their child’s class during open house and school-wide activities*
  - Parents will be invited to celebrations highlighting student work*
  - Parents will be invited to special night-time events such as Math/ELA nights when children come to school with their parents to work in small groups on math and literacy*
  - Parents are involved in planning and executing and collaborating with staff to support students in creating culminating 5<sup>th</sup> grade project.*

**PTA Responsibilities:**

**PS 50’s Parent-Teacher Association supports students and teachers by maintain open communication with the school and families and fostering positive involvement. Our PTA is responsible for the following activities:**

- Meetings scheduled monthly in both the morning and evening on a rotating basis
- Family outings to neighboring restaurants providing a sense of community
- School functions including, but not limited to:
  - Arts to Remember workshop
  - Holiday Dances
  - Picture Day
  - Senior activities and commencement
  - 5<sup>th</sup> grade culminating project

- Staten Island Yankee night
- End of school year on-site carnival
- PS 50 bookstore
- Holiday fairs and bake sales
  
- Organizing responsibilities from class parents
- Acting as liaison between federation and parents and administration
- Gathering information and publishing our school-wide newspaper, The Adelaide
- Coordinating class parents to assist and volunteer in their children's classrooms
- Enforcing safety (along with administration) of daily arrival through our Stop, Drop, and Go morning program

### **Parent Responsibilities**

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

- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance/lateness;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - monitoring my child's reading logs; ensuring daily reading
  - providing an environment conducive for study;
  - making sure that homework is completed
  - monitoring the amount of television my children watch
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement on achievement;

## OPTIONAL ADDITIONAL PROVISIONS

### *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 ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school everyday.*

Signatures:

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT (S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

## 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.

See Needs Assessment on page ..... of document

2. School-wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - a. PS 50 provides opportunities for all children in grades PreK-5 across the spectrum (general education, special education, Collaborative Team Teaching, and Gifted and Talented) to meet New York State's proficient and advanced levels of student and academic achievement, including:
      - i. Response through intervention (RTI)
      - ii. Reading Volunteers
      - iii. Differentiated Instruction
      - iv. Conferring
      - v. Assessments
      - vi. Small Group Instruction
      - vii. English Language Learners Instruction
      - viii. Counseling
      - ix. Occupational Therapy
      - x. Physical Education
      - xi. Theater Arts
      - xii. School partnership program with the NY Philharmonic
      - xiii. Instrumental Music
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - a. PS 50 uses effective methods and instructional strategies that are based on scientifically based on research.
        - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
          - PS 50 increases the amount and quality of learning time through the following:
            - o Extended Day where we met students' academic deficiencies through small group instruction.
            - o After school programs where we provide enrichment opportunities such as chess, lacrosse, theater arts, art and basketball.
            - o Summer programs where we provide a literacy program for students in grades Kindergarten and 1<sup>st</sup> grade funded by a literacy grant from the Staten Island Foundation.
        - o Help provide an enriched and accelerated curriculum.

- PS 50 provides an enriched and accelerated curriculum. In addition to our Gifted and Talented program, we engage all students at accelerated levels through Columbia University's Teachers College Reading and Writing Project, Everyday Math, Technology, and the Arts.
- Meet the educational needs of historically underserved populations.
  - PS 50 meets the educational needs of its historically underserved population through our Academic Intervention Services program and Extended Day where we provide differentiated instruction.
- 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.
  - PS 50 addresses the needs of all students including low academic achievers and at-risk students. We offer reduced class size for our youngest learners through our Early Grade Class Reduction (EGCR) funding. We also offer Collaborative Team Teaching classes on grades K, 1, 2, 3, 4, 5. In addition, support staff includes paraprofessionals for individual students based on need along with IEP mandated service personnel including counselors, social workers, family workers, and school psychologist.
- Are consistent with and are designed to implement State and local improvement, if any.
  - Not applicable.

3. Instruction by highly qualified staff.

- a. See page 8 of document

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- a. See page 18-19 of document

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

- a. N/A

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

- a. See page 33-37 of document

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.

- a. N/A

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.
  - a. See page 16-19 of document
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.
  - a. PS 50 ensures that students who experience difficulties mastering the proficient or advanced levels of academic achievement standards are provided with assistance to meet their individual needs. Throughout the school year, academic intervention and enrichment programs are facilitated during extended day sessions. The use of differentiated instruction and small group strategies are a regular part of the classroom curriculum across the grades (PreK-5). Additionally, student progress is monitored through ARIS and TC Pro. Teachers use this data in order to inform instruction and in turn, meet the needs of learners which increases student achievement.
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.
  - a. PS 50 coordinates and integrates federal, state, and local service programs including programs supported under NCLB. PS 50 is a feeder program servicing our educational community with free breakfast. PS 50 has a school safety committee who meets regularly and abides by our school safety plan. PS 50 has a full day Pre K program and two half-day programs.

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” <sup>1</sup>	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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**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.

	State, or Local)	Consolidated in the Schoolwide Program (✓)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			√			
Title I, Part A (ARRA)	Federal	√			\$167,295	√	19, 33
Title II, Part A	Federal	√			\$24,341	√	19
Title III, Part A	Federal		√				
Title IV	Federal			√			
IDEA	Federal		√				
Tax Levy	Local	√			\$3,550,040	√	19, 20, 21, 24

#### 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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

**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.

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:
  - 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;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, P.S. 50 has 0 students in Temporary Housing.

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

Title I set-aside funds will be used primarily for educational services to ensure homeless children and youth progress academically. However, due to the different needs of the homeless population, Title I funds may be used to pay for emergency supplies such as uniforms, school supplies, books or even glasses. The list below possible uses of Title I funds for students living in Temporary Housing:

- 1) Academic programs and educational support services
- 2) Basic/emergency supplies
- 3) Extended library hours access school programs
- 4) Counseling services
- 5) Parental involvement
- 6) Intervention programs
- 7) Transportation once the student is permanently housed
- 8) Outreach efforts to identify the STH population and help them
- 9) Data collection to assess the needs/progress of STH

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 050 Frank Hankinson					
<b>District:</b>	31	<b>DBN:</b>	31R050	<b>School</b>		353100010050

**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		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	49	49	51		93.6	94.7	94.4
Kindergarten	95	115	120				
Grade 1	100	116	151	<b>Student Stability - % of Enrollment:</b>			
Grade 2	77	100	114	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	93	80	103		96.0	95.6	96.2
Grade 4	103	99	85				
Grade 5	92	107	94	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		25.6	35.9	34.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	6	7
Grade 12	0	0	0				
Ungraded	3	0	2	<b>Recent Immigrants - Total Number:</b>			
Total	612	666	720	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	26	12	0	Principal Suspensions	5	7	5
# in Collaborative Team Teaching (CTT) Classes	43	58	72	Superintendent Suspensions	0	1	0
Number all others	47	44	36				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	45	49	47
# in Dual Lang. Programs	0	1	TBD	Number of Administrators and Other Professionals	11	14	8
# receiving ESL services only	38	47	TBD				
# ELLs with IEPs	2	6	TBD	Number of Educational Paraprofessionals	5	3	10

*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	0	% fully licensed & permanently assigned to this school	100.0	93.9	98.0
				% more than 2 years teaching in this school	75.6	63.3	80.8
				% more than 5 years teaching anywhere	82.2	75.5	83.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	90.0	97.9
American Indian or Alaska Native	0.8	0.6	0.6	% core classes taught by "highly qualified" teachers	97.8	100.0	98.5
Black or African American	1.1	0.9	1.3				
Hispanic or Latino	9.0	8.7	10.8				
Asian or Native Hawaiian/Other Pacific	6.5	5.9	6.5				
White	82.0	81.5	79.4				
Male	51.8	52.6	51.3				
Female	48.2	47.4	48.8				

#### 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

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

<b>SURR School (Yes/No)</b>		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	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	41.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>604</b>	District <b>31</b>	School Number <b>50</b>	School Name <b>Frank Hankinson</b>
Principal <b>Sharon Fine</b>		Assistant Principal <b>Janet Miller, Joseph Santello</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Heather Campo/5<sup>th</sup> CTT</b>		Guidance Counselor <b>Barbara Norton</b>	
Teacher/Subject Area <b>D. DePirro/2<sup>nd</sup> CTT</b>		Parent <b>Maria Puccio/PTA President</b>	
Teacher/Subject Area <b>Amy Pearce</b>		Parent Coordinator <b>Ellen Marans</b>	
Related Service Provider <b>Joanna Primont/Speech</b>		Other <b>Joan Murphy, TESOL</b>	
Network Leader <b>Greg Jaenicke</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>722</b>	Total Number of ELLs	<b>39</b>	ELLs as Share of Total Student Population (%)	<b>5.40%</b>
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## Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. All newly admitted incoming students from grade k-5 are supplied with a HLIS. They are given an informal oral interview in English and if the need exists they are supplied with a native language speaker. This native language speaker may be a member of our staff or a daily hired pedagogue for the admissions process. Once the student has been identified as a possible ELL then our state certified ESL teacher, Joan Murphy, will perform a Lab-R test. Parents will be notified immediately after the test as to their child's results and parents' possible language education choices.

2. After our incoming students have been identified and tested with the LAB-R, as per the results, these entitled English language acquisition will receive notification for a parent information meeting. This will occur inside of the first ten days of enrollment. All parents will receive a written invitation in English and their native language according to the HLIS. This meeting will be hosted by our ESL Teacher, Joan Murphy and Parent Coordinator, Ellen Marans. The NYC Department of Education DVD Parent Orientation Video will be viewed in their language of choice. This may be Albanian, Arabic, Bengali, Chinese, English, French Haitian, Korean, Polish, Punjabi, Russian, Spanish or Urdu. Parents who are unable to make this orientation will be reinvited to attend a similar parent meeting at their earliest convenience.

3. Our ESL teacher identifies, and distributes all entitlement letters to our parents. All Parent surveys and Program Selections forms are returned at the Parent Orientation meeting or if necessary the survey is completed over the telephone. Additional Parent Orientation meeting will be held on a needs basis to help our parents when ever necessary.

4. We strictly adhere to the NYC Department of Education guide lines on identifying and admitting students into Bilingual, Dual Language, and ESL instructional programs. All students, in the 09/10 school year, HLIS form must contain the mandated number of responses in a second language to ensure testing consistency. After an informal oral interview the ESL teacher and the parent together will discuss possible need for further interaction in a bilingual or ESL instructional program. At this point the student will be given a Lab-R by the ESL teacher.

5. After reviewing the Parent Survey and Program selection forms for the past few years there is a definite trend for the majority of parents to select ESL as their number one choice. Approximately 48 out of 50 parents have labeled ESL as their number one choice. Many of our Ells prefer an all English classroom. Therefore they are tested and if necessary placed into our ESL pull-out, push-in program to strengthen their English reading, writing, speaking and listening during the day in our mandated program.

6. P.S. 50 has met and continues to align its self to the particular needs of the ESL parents and their language choice, by permitting the parents to select the best language program to meet their child's needs. All parents are aware of the three possible choices; Dual Language, Bilingual Education and ESL and the great variety of programs that are available in our school and all of New York City. We will continue to work diligently to aid the parents to find the correct program for their child. We do inform them that it is more effective to keep your child in a continous program for three of more years. Through scientific inquiry it has been noted that students that consistently remain in any of these programs will measurably improve as opposed to changing their program each year. Constant movements between these programs will create a fossilation in that particular language and therefore academic growth will level off in lieu of exceeding

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	2	1	1	1	1	0	0	0	0	0	0	0	7
<b>Total</b>	1	2	1	1	1	1	0	0	0	0	0	0	0	7

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups						
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)		32	Special Education	6
SIFE	0	ELLs receiving service 4-6 years		7	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	32		5	7		1	0				39
<b>Total</b>	32	0	5	7	0	1	0	0	0		39

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

**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
Arabic						0								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian									0										0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean					no				0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

## 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	1	1	0	0	1	2								5
Chinese		1												1
Russian	2	5	1	0	1	0								9
Bengali														0
Urdu														0
Arabic	1	1	2	0	1	1								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	0	1	0	0								2
Albanian	5	4	0	2	1	1								13
Other		3												3
<b>TOTAL</b>	<b>9</b>	<b>16</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>39</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### A. Programming and Scheduling Information

1a. Presently we use two organizational models; Pull-Out and Push-In. Due to the low number of ELL students in our upper graders it is educationally sound to employ a Pull-out program. They are serviced in periods of forty five minutes depending on their particular score on the most recent NYSESLAT or Lab-R. Advanced students meet for a total of 180 minutes per week which is four periods. Beginners and Intermediate students receive 360 minutes per week. This year our school admitted a relatively high number of 1st grade ELLs. This made it possible to use a push in model to address a large number of students in their own class. These students will receive in the classroom instruction with their ESL and General Education Teacher. Kg ells receive instruction alone, 1st grade is broken down into two separate period; 1st beginners alone, 1st beginners and advanced and 2nd grade, 3rd grade, and 4th and 5th combined.

1b. P.S. 50 uses a Heterogeneous model in the majority of its classrooms. We do have a Gifted and Talented program which offers classes from Kg to 5th. These students are selected and tested from a large pool of students from all over Staten Island. Also, we have CTT classes on all grade levels.

2. All students are identified by their test scores on the Lab-R or NYSESLAT. The individual teacher is immediately made aware of the necessary mandated number of ESL minutes of instruction; 180 minutes for Advanced, 360 minutes for Intermediate and Beginner. All teachers are required to implement differentiated instruction to meet the particular needs of their ELLs.

3 All content areas are delivered in English in our English as a Second Language and general education classrooms. Native language texts such as maps, dictionaries, texts, listening tapes and school notifications are available for all students. Our teachers use a combination of instructional approaches and methods to make content comprehensible to enrich language development.

This includes;

A. using the teaching of Lily Wong Fillmore our teacher using larger units of language are employing Juicy Words (layers of synonymies) in Social Studies, Science and Math. .

B. We have two Teacher College staff developers which offer reader and writer workshop strategies. The developers group the teachers into two specific levels; K-2, 3-5

C. Teachers are infusing instructional strategies such as CALPS to build vocabulary and create academic language.

4a At the present we do not have any SIFE students. When necessary we will address this particular program by collaborative planning and continuity and congruence between all teachers that educate this particular student. Our TESOL Classroom and Speech teachers will collaborate whenever there is a need to share professional methodology and /or particular concerns.

4b. This particular group of ELLs will receive the mandated minutes of ESL instruction. According to New York State ELA Testing Guidelines all English language learners will receive time and a half testing time plus a separate location. Also, the listening part of the ELA will be read three times. All educational materials from the ESL classroom are available for daily use in the self-contained classroom. Each ELL will be invited to attend extended day which takes place two times a week for a forty five minute session.

4c. ELLs that have been receiving services four to six years will be identified and continued to be serviced. Their individual data which includes; ELA, Math, NYSESLAT will be studied and an individual plan of instruction will be incorporated to help them succeed. If necessary there will be a parental discussion with the Principal, Assistant Principal and the instructional team to find their individual weakness that is causing them not to succeed. Based on 2010 New York State data we have found that writing needs to be addressed. Teachers will continue to receive professional development, conferencing and small group instruction to address this modality. We have also found that writing in Math extended responses needs to be addressed.

4d. Presently we do not have any long term ELLs. In the event that long term ELLs do register at our school, we will include them in our mandated ESL program and provide additional support with enrolment in our Title III program.

4e. All special education students English Language learners are identified by their NYSESLAT scores and their IEP. Their IEP is discussed with our CIT, General Classroom teacher, TESOL, Principal and Assistant Principals. All school personnel are aware of the student's daily needs and/or testing modifications. Special Education teachers use Wilson and professional development in order to address their particular issues.

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week



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?

5. P.S. 50 is able to provide a wide range of intervention services in English. They include; ESL, Speech, OT, PT, Title III ESL Program. All ELLs are assessed according to the ESL and NYS standards.

6. Transitional support for former ELLs is available up to two years after passing the NYSESLAT. Each student's academic record is examined and recommendations suggested. All transitional ELLs receive additional time on standardized tests, and all passages are read and reread.

7. We are considering grouping all ELLs according to their grade level in the same class and creating a Push-in position in conjunction with a Pull-out program.

8. We have instituted an ESL Saturday Academy that will meet on Saturdays. This will provide the students with small group instruction, parental support, and a healthy breakfast for all involved.

9. All ELLs receive equal treatment and resources to the general population of our school. All after school clubs, music, art, drama, talent shows, plays, and extended day instruction are open to the complete academic community.

10. We employ a varied amount of instructional materials in all ELL instruction. This includes;

ELLIS computer technology and Math Steps Skills Tutorial Cd-ROM.  
Recorded Books Sound Reading Solutions.  
Author and Performer Caroline Graham-Jazz Chants, Jazz Chant Fairy Tales

Eye Openers- reading text  
Foundation and Soliday Programs

Rigby-English in My Pocket  
Reading Rainbow ESL Focused Literature; Watch the Stars Come Out, The Lotus Seed

Author Tova Ackerman- The Art of Reading, Puppet Drama and Whole Language  
Author Elizabeth Claire; ESL Teacher's Activities Kit

Transcultural picture Word List, and Bilingual Dictionaries  
Attanasio-Getting Ready for the NYSESLAT

Number Sense- Grades 1-2 and 4-6

11. Pertaining to Use of Native Language Public School 50 employs bilingual translators when the state mandated standardized test is unavailable in the Native language. Also, the translators provide the students with daily classroom notices and report cards in their native language. Open school day/night communication between the parents and the school staff is also provided by our bilingual staff. All bilingual children have access to bilingual dictionaries in their classroom and through out the school. The ELL students are a resource to the monolingual class by sharing and providing background information on their language, customs, and holidays particular to their ethnicities and region of the world that they have originated from.

12. Required services support and resources correspond to both the age and grade level of the ELL population. All teachers are aware of the particular IEP goals and teaching styles for that particular student. Each teacher has the individual education plan for their particular student in their classroom so that they may reference it when needed.

13. All incoming Kg parents are welcome to enroll in P.S. 50 in the spring before the fall session begins. Also, they may attend by choice our summer camp which encompasses both play and academic instruction. Parents and their child may arrange to take a tour of our building over the summer with our parent coordinator. Ellen Marans, Parent Coordinator, is part of the Welcoming Committee to all new and existing members of our academic community. Parents are supplied with Ms. Marans' in school phone number and her cell number to help them to become a vital part of our community.

14. We do not offer language electives in our school due to the fact that this is strictly a Kg to 5th grade school.

### C. Schools with Dual Language Programs

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

#### C. Schools with Dual Language Programs

1. N/A

### 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.

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

1. Our ESL teacher, Joan Murphy, receives monthly support by attending ESL workshops with Terri Maisano, Instruction Specialist, District 31. Additional professional development is scheduled through Teachers College, Columbia University and BETAC. Also our school supports ESL professional development by arranging ESL professional, MaryAnn Cucchiara to deliver workshops in our school. This support is available to our TESOL and all grade level curriculum leaders. They will turn key this information to their particular grade level.

For 2010-2011 ESL Workshop Schedule is as follows;

- 10/01 BETAC Understanding the Nuts and Bolts of CR Part 154 and Title III
- 10/13 Teachers College; Small Group Instruction to Support Assessment-Based Reading
- 10/29 CFN 604; Academic Literacy for Ells Aligned to CCSS
- 11/02 CFN 604: Scaffolding Instruction for Ells
- 12/07 CFN 604; Academic Literacy for Ells Aligned to CCSS-Reading and Writing
- 01/25 CFN 604; Academic Literacy for Ells Aligned to CCSS-Student Work
- 01/27 CFN 604: Team Teaching in the ESL Program
- 03/22 CFN 604; Academic Literacy for Ells Aligned to CCSS; Curriculum Mapping
- 06/03 Effective Strategies in Literacy Instruction for Ells

2. All fifth grade staff meets with our TESOL to assist the ELLS as they transition into Middle School. Our staff takes part in workshops and small group instruction and teachers use strategies that transition into Junior High curriculum. Our staff is aware of the particular middle schools that provide ESL support to their ELL population. All fifth grade staff is aware of the particular procedures for state testing which deal with extended time, group size and location. Fifth grade teachers attend an orientation session or meet with an orientation group from the Middle Schools.

3. Our staff has been surveyed by our TESOL and the results provide us with an accurate account of the percentage of teachers that need ongoing training. The majority of our teachers have reached either the minimum 7.5/10 hours of mandated training. All teachers are welcome to observe the ESL Lab in action and confer with our TESOL on a needs basis. They are also invited to district wide professional development opportunities which provide ESL workshops.

### 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?

1. P.S. 50 welcomes parents of all children to be a member of our academic community. We hire Translators for all our parents that have expressed a need for help on their HLIS. Parents are a valuable force in the whole education of their child in and out of school. There are activities at night and during the day that parents can be part of. This includes game night were all families come and share a fun filled of math based games. Parents that are available during day hours may be part of a lower grade reading group, Art Fair, productions to enhance our school, and assist in the school book store.

Our Ell parents meet with our TESOL several times a year to address their needs and their student's expectations. These meeting are held in the privacy of the ESL classroom on a one to one basis or as a group. Also, parents express their needs through a school translator or the Department of Education Bureau of Interpretation and Translation. Parents are provided a School Survey by the Department of Education to insure that their particular needs are being addressed. Our parent coordinator works with all parents to aid them in becoming an integral part of our academic community through school workshops or events.

2. We invite our local public library and Jewish Community Center to attend our parent workshops so that our Ell parents learn that these particular groups offer free ESL classes during the day hours. Our school offers parent workshops to prepare the parents for the coming year both academically and socially.

3. Parents attend a series of ongoing ESL workshops during the school year. These workshops are geared towards introduction to the NYC school system, academic goals for their children and to address their individual needs and concerns.

4. Our parental involvement activities are created to meet the needs of our parents. Translators are available to help our parents express any academic or social concern in our school or the community at large. We have tools that we are able to supply to them either during, after, before or weekend hours. We realize that all our students and their families together make a coherent academic community and want our parents to be involved to help their student as a whole. We encourage our teachers to use the Department of Education's Translation and Interpretation Unit.

## 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)	4	7	1	0	0	0								12
Intermediate(I)	0	3	2	2	0	0								7
Advanced (A)	5	6	0	1	4	4								20
Total	9	16	3	3	4	4	0	0	0	0	0	0	0	39

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

	<b>A</b>	0	4	2	1	0	1							
	<b>P</b>	0	9	1	2	4	3							
READING/ WRITING	<b>B</b>	1	6	1	0	0	0							
	<b>I</b>	0	3	2	2	0	0							
	<b>A</b>	0	4	0	1	0	3							
	<b>P</b>	0	0	0	0	4	1							

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**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.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the following assessment tools to assess the early literacy skills of our ELLs; TCRWP, Lab-R, NYSESLAT, ELL Periodic Assessment, and Mary Cappellini's Developmental Checklist of Language Patterns for ELLs. The data from the 08/09 and 09/10 NYSESLAT results shows the following;

Grade K and 1 showed a 23% increase in the Listening and Speaking

Grade K and 1 showed a 16% increase in the Reading and Writing

Grades 2-4 showed a 37% increase in the Reading and Writing

Grade 5 showed a 5% increase in Reading and Writing

According to the results of our data we have made significant gains in achievement with our ELLs. All grades have show growth.

2. We are able to use the Lab-R and NYSESLAT to uncover data patterns across proficiency level and grades to use on formulating our differentiate instruction. The majority of our ELLs have remained in ESL for two or more years. This solid base of ELLs has developed into well rounded English dominate readers and writers. They have achieved a grade of two or higher on the; NYSESLAT, ELA, MATH and Science and Social Studies exams. All ELLs need the intense ESL instruction to engage and improve their academic and holistic student skills.

3.. Instructional decisions are based on the data from the NYSESLAT. Each child, each grade level, each language is examined to create and incorporate a well rounded program that includes reading, writing, listening and speaking modalities. When analysis New York State Data through our Data, Instructional and LAP Team we will examine and address their needs by providing further professional development which will increase student achievement. All our ELLs take their New York State tests in English. We will used the current information to drive their particular curriculum to address their individual and small group needs. We do not have a population that can read or write in their native language. . According to our 2010 Spring NYSESLAT results the vast majority of our ELL population has experienced well deserved academic gains. Our lower grades, kg to second, results exhibit a need to continue to develop their writing and reading skills. Out of 16 students, in grades one and two, twelve out of 14 students scored in the beginner to intermediate level in reading and writing skills. All first and second graders scored in the advanced or proficient level in listening and speaking which is a dynamic improvement.

The upper grades have drastically improved in listening and speaking and reading and writing skills. Out of 11, nine scored in the advance or proficient level in all four skill groups. Only two students scored in the intermediate level and that is an improvement for all involved students. We are continuing to differentiate instruction based on their needs in order to insure student growth

4. This year we are implementing the Fall and Spring ELL Periodic Assessment. The results will be available to all teachers. The classroom teachers meet with our ESL teacher to explain the testing methodology and individual results. In some instances the ESL periodic assessment results were not an indication of the way the child performed on the NYSESLAT. We do not have a population that can read or write in their native language but we do provide literate, classroom libraries, and translation support in their native language.

. P.S. 50 uses the following assessment tools to assess the early literacy skills of our ELLs; According to our 2010 Spring NYSESLAT results the vast majority of our ELL population has experienced well deserved academic gains. Our lower grades, kg to second, results exhibit a need to continue to develop their writing and reading skills. Out of 16 students, in grades one and two, twelve out of 14 students scored in the beginner to intermediate level in reading and writing skills. All first and second graders scored in the advanced or proficient level in listening and speaking which is a dynamic improvement

The upper grades have drastically improved in listening and speaking and reading and writing skills. Out of 11, nine scored in the advance or proficient level in all four skill groups. Only two students scored in the intermediate level and that is an improvement for all involved students. We are continuing to differentiate instruction based on their needs in order to insure student growth.

The school staff is learning the range of proficiency of their students in various modalities and also exactly what is expected of all ELL students across grades 3.4. and 5.

5. N/A

6. We will continue to evaluate the success of our programs for Ells by examining the achievement history of each student. We will compare the results from the NYSESLAT and the New York State ELA, Math, Science, and Social Studies test. All modalities of reading, writing, speaking and listening will be compared and addressed. Then we will compare the result on each grade level to view trends and patterns to address the ESL student needs. TESOL will collaborate with classroom teachers to implement and instructional plan based on these results. Our 2010 results were a wonderful success story in that the vast majority of our students not only succeed on the NYSESLAT but also on the ELA and Math. Each and every one of our Ells has become a member of our academic community of learners.

P.S. 50 has meet and continues to align its self to the particular needs of the ESL parents and their language choice, by permitting the parents to select the best language program to meet their child's needs. All parents are aware of the three possible choices; Dual Language, Bilingual Education and ESL and the great variety of programs that are available in our school and all of New York City. We will continue to work diligently to aid the parents to find the correct program for their child. We do inform them that it is more effective to keep your child in a continuous program for three or more years. Through scientific inquiry it has been noted that students that consistently remain in any of these programs will measurably improve as oppose to changing their program each year. Constant movements between these programs will create a fossilation in that particular language and therefore academic growth will level off in lieu of exceeding.

### 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		