



**[SCHOOL NAME]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (12/ BRONX/ 12X150)**  
**ADDRESS: 920 EAST 167<sup>TH</sup> STREET, BRONX, NY 10459**  
**TELEPHONE: (718) 328 - 7729**  
**FAX: (718) 589 - 7590**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 150      **SCHOOL NAME:** CHARLES JAMES FOX 150x

**SCHOOL ADDRESS:** 920 EAST 167<sup>TH</sup> STREET, BRONX NEW YORK 10459

**SCHOOL TELEPHONE:** (718) 328 - 7729      **FAX:** (718) 589 - 7590

**SCHOOL CONTACT PERSON:** Edwin Irizarry      **EMAIL ADDRESS:** Eirizar2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Danielle Stagno

**PRINCIPAL:** Edwin Irizarry

**UFT CHAPTER LEADER:** Danielle Stagno

**PARENTS' ASSOCIATION PRESIDENT:** Starlina Branch

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** 607

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** Myrna Rodriguez

**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
Edwin Irizarry	*Principal or Designee	
Danielle Stagno	*UFT Chapter Chairperson or Designee	
Starlina Branch	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mireya Hinkson	SLT Teacher	
Tarita Hinkson	SLT Teacher	
Ursula Samuels	SLT Parent	
Juan Muñoz	SLT Parent	
Nadine Ayala	SLT Parent	
	Member/	
	Member/	

(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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At CS150, both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx. Administrative and instructional staff includes the Principal, two Assistant Principals, 65 teachers and specialists, and six paraprofessionals. The school serves grades PK-5 in general-, bilingual-, and special education.

Our goal is to develop independent, self-reliant, lifelong learners. Collaborative planning is designed to fuel a love of learning that extends beyond the classroom. Through purposeful and rigorous activities, we strive to make each and every student a capable citizen.

The student body is comprised of approximately 769 children who are 79.5% Hispanic, 19.1% African American, 0.4% American Indian, 0.3% White, and 0.5% other. English Language Learners make up 25% of the student population; the vast majority of these students are from Spanish-speaking households. CS150 has nine bilingual- and/or special education classes, as well as specialized staff to provide additional push-in and pull-out instructional support services.

Instruction is enhanced by content-specific cluster teachers in science, art, technology, library, and physical education. The Social Studies program is itinerant with 2 teachers providing instruction in classrooms. One Literacy Staff Developer, one Literacy Coach, and one Math Staff Developer provide training and support for all classroom teachers.

In an effort to further enhance instruction, Academic Intervention Services (AIS) are provided in grades K-5 via two AIS teachers that divide time between four classes, effectively reducing class size. A team of dedicated related services staff provides additional support to ELLs and at-risk Special Education students in ELA, Math, Science, and Social Studies.

Many programs at CS150 have improved the existing school curriculum and the performing arts. The following is a list of some of the grants and enrichment programs that will be made available to the students at CS150:

- **My Own Book Fund** allows every 3<sup>rd</sup> grade student to go on a shopping spree at a local Barnes & Noble bookstore with a \$50 gift card to help build personal home libraries.
- **The Cook Shop Program** This program is for students in grades K-2. This program also promotes healthy eating and exploration of food.
- **The Renaissance EMS program** is a one year program for grades 4 & 5. The students learn the basic concepts of music and vocal skills.

- **Chess in the Schools program** Students learn to play chess in order to develop their critical thinking skills and problem-solving abilities. The program will promote discipline, focus, and enhancement of cognitive skills.
- **Book Club** Our Librarian will lead a book club for interested students in grades 4 & 5 in which students will discuss and debate various children's literature.
- **Sports & Arts in Schools Foundation** after-school program is offered to students and families interested in students receiving homework help and interdisciplinary instruction in basketball, music, dance and karate. Students participate in field trips and recreational activities around NYC and throughout the state.

## **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.

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See attached PDF document.

## 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.

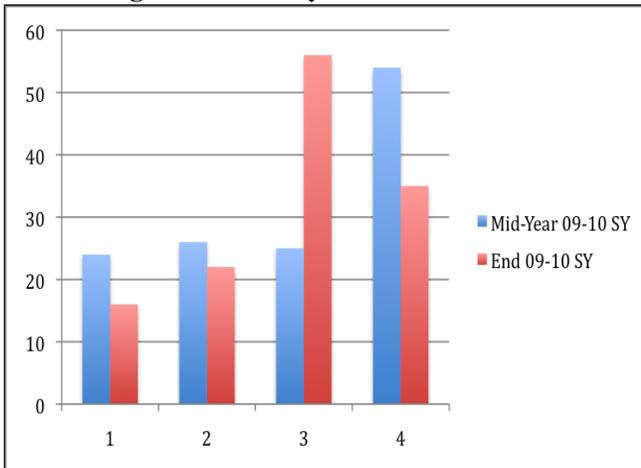
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- 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?
- 

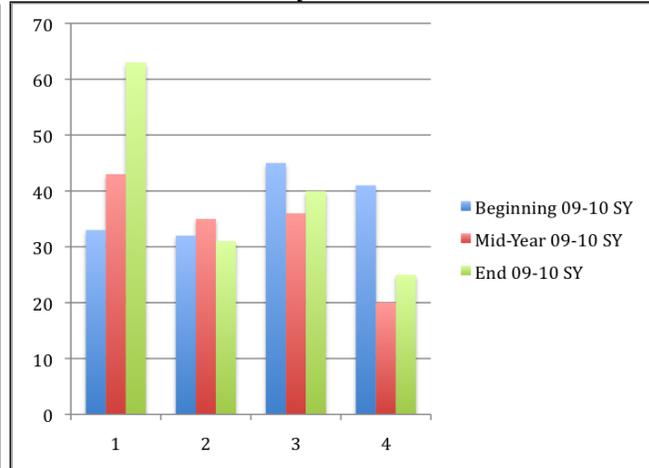
Throughout the school year, we have had School Leadership Team (SLT) meetings, Cabinet meetings, and initial Professional Learning Team (PLT) meetings to discuss the various needs of our school. The periodic assessment results, ARIS, school-based assessments, and progress reports helped us on our journey to identify our strengths and challenges. All of these components were utilized to improve the practices within the school and set future goals.

### Data Analysis for DRA-2

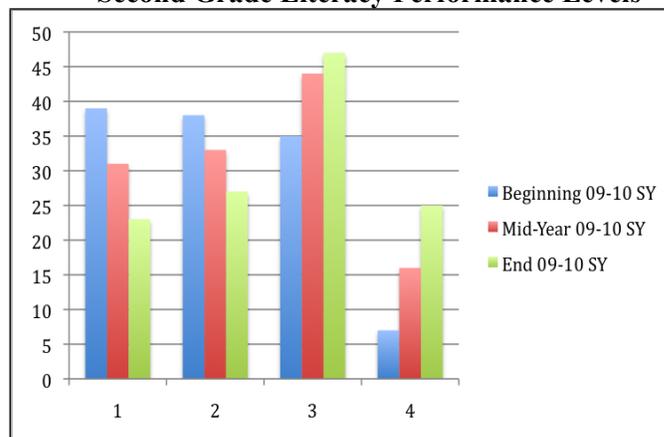
**Kindergarten Literacy Performance Levels**



**First Grade Literacy Performance Levels**



### Second Grade Literacy Performance Levels



Our DRA-2 data is based on each student's identified Fountas & Pinnell independent reading levels mastered as of the times of year noted within each chart. Students were assessed using the Developmental Reading Assessment (DRA-2) kits for grades K-2. Once each student's Fountas & Pinnell (F&P) level was determined, teachers used a grade specific F&P *Rating Sheet* that identifies performance level equivalents based on the time of year. Students can attain a performance level of 1 through 4 (level 1=below grade level, level 2=approaching grade level, level 3= on grade level, 4= exceeding grade level). This performance level information was recorded by teachers, collected by administration, and tallied in order to monitor student progress in literacy in grades K through 2.

The data above displays ELA Performance Levels for Grades K, 1, & 2 (2009 through 2010). The data indicates that in Kindergarten, 61% of the students achieved levels 3 and 4 during the mid-year DRA2 assessment. In the end of year, 71% of the students achieved levels 3 and 4 (at or above grade level). There was a 10% increase in students at or above grade level.

In first grade, 57% of students achieved levels 3 and 4 on their beginning DRA2 assessments. In the end of year, 41% of first grade students achieved levels 3 and 4 (at or above grade level). This data depicts a 16% decrease in levels 3 and 4 by the end of the 2009-2010 school year.

In second grade, 35% of students achieved levels 3 and 4 (at or above grade level) in the beginning DRA2 assessment. In the end of year 2009 DRA2 assessment, 59% of second grade students scored at or above grade level. This data shows that there was a 24% increase in students reading at or above grade level by the end of the 2009-2010 school year.

According to our results and assessments, one of the major trends in all three grades is difficulty in phonics, particularly in the strand of decoding. Another major trend is retelling and synthesizing the information within text. We aim to further reduce the number of students that are not meeting grade standards in ELA, through small group instruction, hands-on activities and academically rigorous tasks using the workshop model during literacy instruction.

### Data Analysis/Findings for NYS Literacy & Math assessments

**An analysis of New York State ELA Test Results, over a three year period from 2008 to 2010 indicate the following:**

	<i>Percentage of students achieving levels 3 and 4 NYS ELA 2008</i>	<i>Percentage of students achieving levels 3 and 4 NYS ELA 2009</i>	<i>Percentage of students achieving levels 3 and 4 NYS ELA 2010</i>	<i>Comparison of 2009 &amp; 2010: (Decline)</i>
<b>Third grade</b>	<b>51%</b>	<b>70.5%</b>	<b>47.9%</b>	<b>- 22.6%</b>
<b>Fourth grade</b>	<b>52.3%</b>	<b>62.7%</b>	<b>46.2%</b>	<b>- 16.5%</b>
<b>Fifth grade</b>	<b>59.8%</b>	<b>69.7%</b>	<b>52.5%</b>	<b>-17.2%</b>

Our NYS ELA results from 2008 and 2009 indicated a positive trend in the performance of students in grades 3, 4 and 5 from January 2008 to January 2009. When comparing achieving performance levels (levels 3 and 4) by grade, the data shows a 20.5% increase in third grade, a 11.7% increase in fourth grade, and a 9.7% increase in fifth grade.

Due to the adjustment of scale scores in 2010, our school shows a decline in level 3 & 4 in ELA, however, in comparison with area schools, our school ranked among the highest at 48.9% of 3's and 4's in all testing grades (3<sup>rd</sup> through 5<sup>th</sup>). We will continue to work with our ESL students and special needs students, as they are the lowest performing students at this time.

**An analysis of New York State Math Test Results, over a two year period from 2008 to 2009 indicate the following:**

	<i>Percentage of students achieving levels 3 and 4 NYS Math Test 2008</i>	<i>Percentage of students achieving levels 3 and 4 NYS Math Test 2009</i>	<i>Percentage of students achieving levels 3 and 4 NYS Math Test 2010</i>	<i>Decline</i>
<b>Third grade</b>	<b>87.7%</b>	<b>92.3%</b>	<b>46.3%</b>	<b>- 46%</b>
<b>Fourth grade</b>	<b>80.5%</b>	<b>84.3%</b>	<b>64.4%</b>	<b>- 19.9%</b>
<b>Fifth grade</b>	<b>79.6%</b>	<b>86.4%</b>	<b>49.6%</b>	<b>- 36.8%</b>

Our NYS Math results indicate a positive trend in the performance of students in grades 3, 4 and 5 from March 2008 to March 2009. When comparing achieving performance levels (levels 3 and 4) by grade, the data shows a 5% increase in third grade, a 2% increase in fourth grade, and a 4% increase in fifth grade. Overall, Math scores are consistently high due to the consistency of the spiraling math program used, *Everyday Math*.

Due to the adjustment of scale scores in 2010, our school shows a decline in level 3 & 4 in Math, however, in comparison with area schools, our school ranked among the highest at 53.3% of 3's and 4's in all testing grades (3<sup>rd</sup> through 5<sup>th</sup>). We will continue to work with our special needs students, as they are the lowest performing students at this time.

**School's strengths:**

Some areas of strength when using data to plan and set goals are the use of *Literacy Action Plans* and communication of data and next steps. During the 120 minute daily Literacy Block, teachers work and take notes to further develop *Literacy Action Plans* for each student detailing long and short-term goals. These action plans are individualized for each student, and are kept and updated in each

classroom teacher's Assessment Binder. This information is used for more than planning instruction; it is used by teachers when communicating with each other during Professional Learning Teams (PLTs), parents, and administration.

Data is communicated to families via *Progress Reports* sent home prior to report card distribution. There is also constant communication between the Principal, Assistant Principals, PLTs, and Professional Development Team regarding data and setting school goals.

In addition, administration is supportive of teachers, parents and students. Senior staff makes the necessary provisions for common planning time, professional development opportunities, development of school-wide events and providing the necessary funds.

### **School's accomplishments**

Some accomplishments we have had include the development of our unique *Literacy Curriculum Maps, Science Curriculum Maps, Social Studies Curriculum Maps*. Our Curriculum Maps are tailored to our school culture. In collaboration with the *Literacy Team, classroom teachers, cluster teachers, and administration*, the Curriculum Maps have evolved to be project based, thematic, and aligned to NYS standards. We have also received an *A* on our *Progress Reports* for three consecutive years. We received a *Well Developed* rating on our 2007-2008 *Quality Review Report* and our *Learning Environment Survey* was above the citywide average.

Teachers participate in monthly faculty conferences with administration and professional development staff. This forum ensures that all instructional staff shares common goals. Teachers also collaborate during Professional Learning Team periods so as to analyze student work, develop standard-based curriculum, and identify best practices. A *Student Council* has been established in order to encourage more students to be part of the decision-making process at C.S.150. Finally, *Renaissance E.M.S. Music Program*, a non-profit organization, has joined our C.S.150 community. They will integrate performing arts into the school curriculum.

The staff at C.S.150 is very committed to providing quality education for all students in our community. There are many challenges that we encounter at our school throughout the year. There are several root causes that have impacted low student performance such as a large special education population, poor attendance rates at parent workshops to teach the new literacy curricula, and an increase in the number of English Language Learners (ELL) entering our school. There is also a growing transient population of students living in nearby shelters.

In order to enhance instructional staff communication, coherence in both curriculum and practice, and align resources throughout common grade classrooms, we plan to establish professional learning communities by grade. Professional Learning Teams (PLTs) will focus on analyzing and aligning the Common Core State Standards (CCSS) to our current ELA curriculum. In addition, Mathematics results have become a concern due to the recent NYS changes to the scale scores. We plan to address this challenge through a Math AIS program and an in-house Math staff developer that will train teachers to differentiate their instruction in Math.

Another challenge we face is the development of Literacy skills in grades K-2. Our data shows that there is a need for more academic intervention services (AIS) both during the school day as well as after-school for students in these grades.

After carefully analyzing all our data and reviewing challenges, we have identified four school-wide goals that will help us address each challenge.



## 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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Based on the findings and implications of our comprehensive needs assessment, we have developed four instructional goals for 2009-2010. The following goals will improve CS150's academia and support services:

**Goal 1: English Language Arts:** By June 2011, the number of students achieving level 3 & 4 as measured by the NYS English Language Arts assessment will increase by 3%.

**Description:** Throughout the school year, staff developers will provide professional development on the Common Core State Standards (CCSS) to all instructional staff. Our goal is to develop and implement rigorous curricular tasks that are aligned to the CCSS.

**Goal 2: Mathematics:** By June 2011, the number of students achieving level 3 & 4 as measured by the NYS Mathematics assessment will increase by 3%.

**Description:** Through the use of data, AIS and differentiated instruction in math our goal is to increase level 3 & 4 students by 3%. Our math staff developer will work closely with administration, teachers, the AIS math cluster teacher, and students to develop strategies for learning math. Math data will be analyzed and used to group students appropriately.

**Goal 3: Academic Intervention Services:** By June 2011, 5% of students in grades K-2 identified as in need of academic intervention services (AIS) in literacy, will demonstrate one year or more of growth as measured by DRA2.

**Description:** Throughout the 2010 – 2011 school year teachers in grades K-2 will use a Literacy monitoring system to record DRA-2 Data. Grade-level PLT teams will summarize findings and identify students in need of AIS.

**Goal 4: Professional Learning Teams (PLT):** By June 2011, we will establish professional learning teams within C.S.150.

**Description:** Throughout the school year, administration and the professional development team will work with teachers to establish a PLT in each grade (K-5). These learning teams will work collaboratively to develop coherence in curriculum, pedagogy, communication, and school environment.

**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.

<b>Subject/Area (where relevant):</b>	<b>English Language Arts (ELA)</b>
<b>Annual Goal 1</b>	<u>English Language Arts (ELA):</u> In order to increase the number of students achieving level 3 & 4 in the NYS English Language Arts assessment by 3%, our goal is to develop and implement rigorous curricular tasks that are aligned to the Common Core State Standards (CCSS).
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Administration, PD staff, and teachers will analyze student performance on the 2010 NYS ELA exam and develop individual student action plans accordingly.</li> <li>• Professional Learning Teams (PLTs) will work together to develop rigorous literacy tasks that are aligned to the CCSS.</li> <li>• Teachers in grades K-5 will work within PLTs to revise the writing component of the Literacy Map. The revisions will be reflective of the K-5 writing band of the CCSS.</li> <li>• PLTs will identify various CCSS standards that are met through the development of rich writing tasks.</li> <li>• Teachers will incorporate non-fiction texts into their literacy lessons using Time for Kids non-fiction kits during Shared Reading and Writing.</li> <li>• Selected teachers in grades K-2 will participate in Reading Reform training and year-round Professional Development provided by Reading Reform consultants.</li> <li>• Network 607 will train our Literacy Coach (CCSS Liaison) on the Common Core State Standards and in return the liaison will work with PLTs to provide PD on selected city-wide PD days and professional preps.</li> <li>• Teachers in grades 3-5 will assess students using DRA-2 and simulation standardized assessments in order to track progress and differentiate instruction.</li> <li>• Teachers will utilize Literacy Action Plans and monitoring system data to drive instruction.</li> <li>• Coaches and PD Staff will model, co-teach, and serve as a support in classrooms.</li> </ul>

	<ul style="list-style-type: none"> <li>• School-wide database will be used to monitor student progress. We will analyze student performance by sub-groups such as Special Education and ELL students.</li> <li>• Supervisors will arrange inter-class visitations for teachers in grades K-5 so teachers can view best practices.</li> </ul>																					
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule.</b>	<ul style="list-style-type: none"> <li>• Funding Source: Title I and Fair Students Funding</li> <li>• Selected professional books and articles will be provided for teachers in grades K-5.</li> <li>• Administration will schedule common planning time in grades Pre-K-5 for teachers to meet and plan.</li> <li>• Time for Kids non-fiction kits will be purchased.</li> <li>• Network 607 will provide support to the school and instructional staff.</li> <li>• Substitute teachers will be hired to cover classes during scheduled meetings.</li> </ul>																					
<b>Indicators of Interim Progress and/or Accomplishment</b>	<table border="1"> <thead> <tr> <th data-bbox="667 919 935 993"><b>Indicators</b></th> <th data-bbox="935 919 1198 993"><b>Measures of Interim Progress</b></th> <th data-bbox="1198 919 1466 993"><b>Implementation Timelines</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="667 993 935 1077">Fountas &amp; Pinnell Progress of levels</td> <td data-bbox="935 993 1198 1077">DRA-2</td> <td data-bbox="1198 993 1466 1077">Quarterly: K-2: Sept, Dec, Mar, June</td> </tr> <tr> <td data-bbox="667 1077 935 1150">Implementation of best practices</td> <td data-bbox="935 1077 1198 1150">Supervisor formal &amp; informal observations</td> <td data-bbox="1198 1077 1466 1150">Periodically from Sept.-June</td> </tr> <tr> <td data-bbox="667 1150 935 1203">Literacy Development of students</td> <td data-bbox="935 1150 1198 1203">School-wide progress monitoring database</td> <td data-bbox="1198 1150 1466 1203">Sept.-June</td> </tr> <tr> <td data-bbox="667 1203 935 1266">Instructional Environment</td> <td data-bbox="935 1203 1198 1266">Learning Walks</td> <td data-bbox="1198 1203 1466 1266">November, February, May</td> </tr> <tr> <td data-bbox="667 1266 935 1434">Professional Development and Collaboration</td> <td data-bbox="935 1266 1198 1434">-Logs of PLT meetings with team members. -Implementation of methods learned as noted during informal and formal observations</td> <td data-bbox="1198 1266 1466 1434">September through June</td> </tr> <tr> <td data-bbox="667 1434 935 1497">Writing Curriculum alignment to CCSS</td> <td data-bbox="935 1434 1198 1497">Increase in student performance</td> <td data-bbox="1198 1434 1466 1497">Periodically from Sept.-June</td> </tr> </tbody> </table>	<b>Indicators</b>	<b>Measures of Interim Progress</b>	<b>Implementation Timelines</b>	Fountas & Pinnell Progress of levels	DRA-2	Quarterly: K-2: Sept, Dec, Mar, June	Implementation of best practices	Supervisor formal & informal observations	Periodically from Sept.-June	Literacy Development of students	School-wide progress monitoring database	Sept.-June	Instructional Environment	Learning Walks	November, February, May	Professional Development and Collaboration	-Logs of PLT meetings with team members. -Implementation of methods learned as noted during informal and formal observations	September through June	Writing Curriculum alignment to CCSS	Increase in student performance	Periodically from Sept.-June
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<b>Subject/Area (where relevant):</b>	<b>Mathematics</b>
<b>Annual Goal 2</b>	<u>Mathematics:</u> Through the use of data, AIS and differentiated instruction in math our goal is to increase level 3 & 4 students by 3% as measured by the New York State Mathematics assessment by June 2011.
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Teachers will regularly use ARIS and Acuity to identify student performance on routine math assessments throughout the year, and develop action plans to differentiate instruction.</li> <li>• Identified AIS students in math, will also receive additional instruction by an in-house AIS math teacher during the school day.</li> <li>• ST Math Integrated Instructional System by MIND Research Institute is an online supplemental mathematics program that will be utilized by students and teachers in grades 4 and 5. ST Math will provide differentiated instruction with personalized lesson by student need.</li> <li>• Math Coach will push-in to Special Ed. and Bilingual classrooms to co-teach and provide small group instruction.</li> <li>• Math Coach will model lessons in grades K-5 using differentiated instruction (DI).</li> <li>• Math Coach will summarize EDM pacing calendar on a monthly bases for teachers and administrators to ensure proper and timely implementation of program.</li> <li>• Math Coach and teachers will analyze math data and regroup students according to need during PLT sessions.</li> <li>• Teachers will work with performance indicators in math to provide rigorous instruction that is aligned with NYS Mathematics Standards.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>	<ul style="list-style-type: none"> <li>• Funding Source: Title I and Fair Students Funding</li> <li>• Administration will identify classroom teachers that model best DI practices and arrange inter-visitation between teachers.</li> <li>• Math Institutes will take place during Lunch &amp; Learns and / or after school hours. Teachers will be paid training rate.</li> <li>• In house Math Coach to support mathematics instruction.</li> </ul>

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

<b>Indicators</b>	<b>Measures of Interim Progress</b>	<b>Implementation Timelines</b>
Acuity: periodic assessments	Predictive and ITA assessments	Periodically: Sept/Oct, June ITA: Nov, March
Math Skills	EDM Unit Test	Monthly: K-5
ST Math online program	Pre & Post Task Assessments	Periodically: Sept.-June
EDM Skills	Indicator / skills checklist	Periodically: Sept.-June

- Projected gains of 3% as measured by NYS Mathematics Assessment

<b>Subject/Area (where relevant):</b>	<b>Literacy: Academic Intervention Services (AIS)</b>
<b>Annual Goal 3</b>	<u>Academic Intervention Services (AIS)</u> : By June 2011, 5% of K-2 identified AIS students in need of academic intervention services, in literacy, will demonstrate one year or more of growth as measured by DRA2.
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Teachers will identify students in grades K-2 in need of academic intervention services as measured by DRA2 assessment results in the Fall 2010 and periodically throughout the year.</li> <li>• Identified AIS students will participate in an AIS after-school program for K-2.</li> <li>• AIS students will also receive additional instruction by an in-house AIS teacher during the school day.</li> <li>• Assessment tools will include teacher-made assessments (grades K-2) and project-based assessments.</li> <li>• Implementation of Literacy tracking charts will allow administrators and other instructional staff to better understand areas of need and areas of strength when planning for differentiated instruction and assessments.</li> <li>• The after school AIS program will use the Fountas &amp; Pinnell Leveled Literacy Intervention Program (LLI) to help support struggling readers.</li> <li>• Selected teachers in grades K-2 will participate in Reading Reform and work with a consultant in planning literacy instruction.</li> </ul>

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

- Funding Source: Fair Students Funding, FSF Incremental, NYSTL textbooks and Title I SWP
- Thematic-based Literacy Curriculum Maps
- Assessment Tracking System
- Trips to NYC Library
- *Reading A-Z* online program will be purchased for teachers to use daily, during Reading Workshop.
- PD staff will provide: professional development, schedules for PD, and teacher support in classrooms.
- *Reading Reform* consultants will be contracted for the 2010-2011 SY.
- *Words Their Way* supplemental phonics program for grades K-3.
- *Fountas & Pinnell (F&P) Leveled Literacy Intervention* program (LLI) Kits for grades K-2.

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

Indicators	Measures of Interim Progress	Implementation Timelines
DRA2	Progressive increase in F&P reading levels	Quarterly
Fountas & Pinnell LLI	Running Records	Monthly
Reading Reform	Pre & Post Tests	Periodically: Sept.-June
Portfolios	Increase in student performance as seen in work samples.	Periodically: Sept.-June

<b>Subject/Area (where relevant):</b>	<b>Professional Development</b>
<b>Annual Goal 4</b>	<u>Professional Learning Teams (PLT):</u> By June 2011, we will establish professional learning teams within C.S.150.
<b>Action Plan</b> • Teachers will assess students	<ul style="list-style-type: none"> <li>• Our PLT initiative will begin with a study group that will focus on developing an understanding of how PLTs</li> </ul>

<p>using reading diagnostic assessments (ex: DRA2, and Rigby).</p> <ul style="list-style-type: none"> <li>• In grades 3 through 5, teachers will assess students using informal and formal assessments (ex: DRA2, simulated exams, ITAs, and periodic assessments)</li> <li>• Teachers will use an individualized Literacy Action Plan template which encompasses long term and short term goals for each student.</li> </ul>	<p>function and their purpose.</p> <ul style="list-style-type: none"> <li>• A vertical team of stakeholders in the school will work together as a PLT to support and launch grade level PLTs.</li> <li>• The vertical team will help to set norms and expectations at PLT meetings and support professional conversations and work based on professional articles, Common Core State Standards and Quality Review statements.</li> <li>• A PLT calendar will be created for teachers in grades K-5 outlining meeting dates and possible topics to discuss.</li> <li>• PLT teams will work on developing coherence in curricula and pedagogy, through the implementation of learning walks, rubrics, development of curriculum that is aligned to the CCSS, and using data to provide differentiated instruction to a range of subgroups.</li> <li>• Teachers will identify an area of focus for their professional learning teamwork and will begin to work collaboratively.</li> <li>• PLTs work will enhance communication, align teaching practices, and reflect a coherent set of beliefs.</li> </ul>						
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<ul style="list-style-type: none"> <li>• Funding Source: Fair Students Funding, Contracts for Excellence CTT, and Title I</li> <li>• Classroom teachers will be provided with professional development on Professional Learning Teams.</li> </ul>						
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p>	<table border="1"> <thead> <tr> <th data-bbox="646 1263 915 1341"><b>Indicators</b></th> <th data-bbox="915 1263 1184 1341"><b>Measures of Interim Progress</b></th> <th data-bbox="1184 1263 1449 1341"><b>Implementation Timelines</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="646 1341 915 1370">Learning Walks</td> <td data-bbox="915 1341 1184 1370">Evaluation forms</td> <td data-bbox="1184 1341 1449 1370">Periodically: Sept.-June</td> </tr> </tbody> </table>	<b>Indicators</b>	<b>Measures of Interim Progress</b>	<b>Implementation Timelines</b>	Learning Walks	Evaluation forms	Periodically: Sept.-June
<b>Indicators</b>	<b>Measures of Interim Progress</b>	<b>Implementation Timelines</b>					
Learning Walks	Evaluation forms	Periodically: Sept.-June					

	Ongoing & interactive grade-level PLT sessions	Minutes / Supervisor observations	Sept.-June
	Planning and aligning curriculum	Curriculum tasks/maps and lessons	Sept.-June

**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 improve 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	30	15	N/A	N/A	N/A	7	12	
1	60	25	N/A	N/A	N/A	4	30	
2	40	20	N/A	N/A	N/A		27	
3	60	40	N/A	N/A	N/A		13	
4	60	42	15	15	N/A		22	
5	50	45	5	25	N/A		16	8
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.).
<p><b>ELA:</b>  <i>Number of AIS students receiving services will increase as of January 2010 in preparation for the NYS ELA exam.</i></p>	<p>During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with co-teachers or AIS providers in grades K-5. In 3<sup>rd</sup> - 5<sup>th</sup> grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model. Programs used include: Wilson, Foundations, Words Their Way, Award Reading, Imagine Learning English software.</p> <p><u>ELL After-school Program:</u> ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5: 15 pm. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided.</p> <p><u>Test Prep After-School Program:</u> Students in grades 3-5 are provided academic intervention services through this after-school program on Tuesdays, Wednesdays, and Thursdays from January through May. Level 1 &amp; 2 students will develop reading and test-taking skills using test-sophistication materials and leveled libraries.</p> <p><u>AIS Literacy Intervention:</u> Literacy Intervention Specialist and Literacy Coach provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 2 and 3 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block.</p> <p><u>AIS After-School Program K-2:</u> Students in grades K-2 are provided academic intervention services through this after-school program on Tuesdays, Wednesdays, and Thursdays from December through May. Level 1 &amp; 2 students will develop reading and writing skills using Fountas &amp; Pinnell Leveled Literacy Intervention program (LLI).</p> <p><u>Mandated Extended Day Grade K-5:</u> The extended day program serves students who have been identified for academic intervention services in literacy, math, science, &amp; social studies for grades K-5. Three days a week, Tuesday, Wednesday and Thursday, students remain until 3:10 p.m. to receive additional support and focus instruction.</p>
<p><b>Mathematics:</b>  <i>Number of AIS students receiving services will increase as of January 2010 in preparation for the NYS Math exam.</i></p>	<p>During the school day, students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade receive additional support for Math from February through May. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students.</p> <p><u>Test Prep After-School Program:</u> Students in grades 3-5 are provided academic intervention services through this after-school program on Tuesdays, Wednesdays, and Thursdays from January through May. Level 1 &amp; 2 students will develop mathematics skills and test-taking skills using test-sophistication materials and math manipulatives.</p>
<p><b>Science:</b></p>	<p>The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students.</p>
<p><b>Social Studies:</b></p>	<p>Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5<sup>th</sup> grade students in small-group instruction using both push-in and pull-out methods during extended day time.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	No guidance counselor on staff. Services are provided by social workers.
<b>At-risk Services Provided by the School Psychologist:</b>	Our school psychologist provides support services to at-risk students within inclusion and self-contained special education classes in grades K-1.
<b>At-risk Services Provided by the Social Worker:</b>	Social Workers meet twice a week with identified students and provide counseling and training in conflict resolution. Students are pulled out for counseling sessions to discuss any behavioral problems they may have. Students also have an opportunity to learn how to resolve conflict productively.
<b>At-risk Health-related Services:</b>	The School Nurse meets with an identified group of students for small group instruction about health issues, predominantly managing asthma.
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.).

**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) 1<sup>st</sup> - 5<sup>th</sup> Grade      Number of Students to be Served: 100 LEP        Non-LEP

Number of Teachers 5      Other Staff (Specify) \_\_\_\_\_

**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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At CS150, both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx. Administrative and instructional staff includes the Principal, two Assistant Principals, 66 teachers and specialists, and six paraprofessionals. The school serves grades Pre-Kindergarten through Fifth Grade in general-, bilingual-, and special education.

The student body is comprised of approximately 821 children who are 79.5% Hispanic, 19.1% African American, American Indian 0.4%, Asian 0.5%, and 0.3% White. English Language Learners make up 1/4 of the student population; the vast majority of these students are from Spanish-speaking households. There are 200 English Language Learners in C.S.150. The vast majority are from Spanish speaking households. In addition to Spanish, French, Haitian Creole, Arabic and Fulani are also represented among the ELL population. They are in bilingual, monolingual, or inclusion bilingual classes.

### Data

At C.S.150 there is a trend in the way ELL students perform in the four competences, as per the NYSESLAT. In the strands of Listening and Speaking students seem to perform significantly better than Reading and Writing. The Data below shows that students Basic Interpersonal Communicative Skills are far more developed than their Cognitive Academic Language Proficiency. In order to become English proficient ELL students must develop their academic English.

### NYSESLAT Data

The NYSESLAT Modality Analysis indicates that in Listening & Speaking 19% of our students have reached English proficiency and only 3% have reached proficiency in Reading & Writing. There is a significant disparity between these strands. In our analysis of the data, we find that the majority of our students in grades 1-5 perform at the Advanced and Proficient levels in Listening & Speaking. However, in Reading & Writing, we have a decline in the number of students that reach the Advanced and Proficient level.

### Rational for proposed program:

Based on our needs assessment findings of English Language Learners, we have concluded that the major deficiencies are in reading, writing and vocabulary development. Our goal is to provide enriched support for struggling ELLs, which include students with Interrupted Formal Education, Long-term ELLs, Newcomers, and special education ELLs.

We will design a program for our 1<sup>st</sup> – 5<sup>th</sup> grade bilingual/ESL population that will provide support in English Language Arts. Instructional staff will provide opportunities for students to learn academic English, writing, syntax, grammar, vocabulary, and usage of the English language. The after school program will run from November 2010 through February 2011 on Tuesdays, Wednesdays and Thursdays from 3:15 to 5:15pm. It will be offered to all our ELL students in bilingual classes and selected ESL students. We estimate the program to have 5

groups of 20 students taught by licensed bilingual/ESL teachers. An Assistant Principal will oversee the program to ensure its correct implementation as well as monitor student progress and attendance.

Another goal of this program is to strengthen these students' English language skills by providing additional support using ESL methodologies through a thematic approach. The language of instruction will be primarily English with appropriate language scaffolding. During the two hours of instruction students will work on listening, speaking, reading, and writing activities, with a greater focus on Reading & Writing for non-beginners. Students will be engaged in whole class shared reading, guided reading, and writing strategies and techniques. In addition, all students who are beginners or intermediate as determined by the NYSESLAT will have an Imagine Learning English license. This license will allow the students to have daily access to Imagine Learning lessons and pre & post assessment via Imagine Learning English software.

We will use Award Reading in grades 1 & 2. This program is composed of big books, guided reading books, audio/CD-Rom, a series of teachers' guides, and pre & post assessment tools to further develop the four strands of language development. In grades 3-5 students will receive ESL instruction via Imagine Learning English software. Instructional materials will include a Vocabulary, Content, & Language program from Benchmark Education. *This program will help build academic vocabulary through an in-depth science study. In order to further develop reading and writing skills the program will use Connecting Reading and Writing with Vocabulary materials from Curriculum Associates and NYSESLAT & Beyond materials. All instruction will be aligned to NYS ELA standards.*

### Parent and Community Participation

In addition we will provide parents with the opportunity to join an ESL class. Providing ESL classes to parents will help support parents in their journey to assist and develop proficiency in English. There will be 20-25 parents invited to attend our ESL Adult classes. Parents will be registered on a first come first served bases. The program will take place at C.S.150 for 10 Saturdays from 9:00 – 12:00 am. The program will begin on December 2010 and end in March 2011. Two NYS certified ESL teachers will provide instruction for our ESL Adult class. These two teachers will provide parents with differentiated ESL instruction based on parent needs. One key component of the program is to provide parents will survival English classes to support their communication with the school and community. We will work closely with our bilingual staff to provide additional translation support to parents. In return parent communication will be enhanced and student performance will improve.

**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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**C.S.150 will provide a strong professional development program for all teachers who have direct contact with ELLs. Our ESL coordinator and Maria Garcia Underwood, from ideas consulting services, inc. will provide professional development on ESL methodologies and second language acquisition theories.**

**Due to our large ELL population, teachers have expressed the need for professional development in the areas mentioned below. The following professional development program has been designed with these needs in mind:**

- Ways to Differentiate Instruction (December 2010)
- Effective ESL/Bilingual Strategies for ELLs (January 2011)
- Effective Teaching of Writing to ELLs (January 2011)
- NYSESLAT Training (February 2011)

**Additional workshop topics will include the following:**

- **Strategies & Tools for Working with ELLs**
- **Instruction of Reading & Writing**
- **Creating, Establishing & Managing Effective Centers for ELLs**
- **Analysis of NYSESLAT Data & Instructional Implications**

### **Section III. Title III Budget**

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- **Instruction of Reading & Writing**
- **Creating, Establishing & Managing Effective Centers for ELLs**

- Analysis of NYSESLAT Data & Instructional Implications

**Section III. Title III Budget**

School: CS150 BEDS Code: \_\_\_\_\_

Allocation Amount: \$32,780.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$19,476	<b>The following is a breakdown of the sessions and per-session allotment:</b>  <b>5 Teachers x 40 sessions x 2 hours x \$48.69 = \$19,476</b> <ul style="list-style-type: none"> <li>• Per session rate with fringe: \$48.69</li> <li>• November 2010 – February 2011</li> <li>• Program hours: Tuesday, Wednesday, Thursday , Time 3:15pm – 5:15 pm</li> <li>• Grades 1- 5 (one teacher per grade)</li> </ul>
<b>Parent Involvement</b>	\$2,921.40	<b><u>Adult ESL Classes</u></b>  <b>The following is a breakdown of the sessions and per-session allotment:</b>  <b>2 Teachers x 10 sessions x 3 hours x \$48.69 = \$</b> <ul style="list-style-type: none"> <li>• Per session rate with fringe: \$48.69</li> <li>• December 2010 – March 2011</li> <li>• Program hours: Saturday, 9 am to 12pm</li> </ul>
<b>Purchased services</b> - High quality staff and curriculum	\$6,220	Instructional staff will receive a series of professional development sessions provided by Maria Garcia

development contracts.		Underwood, <b>ideas</b> consulting services, inc. These sessions will focus on effective ways of teaching ELL students in a bilingual & ESL setting, with a focus on how to develop students' reading and writing abilities.  <b>Workshop Topics:</b> -Ways to Differentiate Instruction -Effective ESL/Bilingual Strategies for ELLs -Effective Teaching of Writing to ELLs -NYSESLAT Training
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$2,962.60	<ul style="list-style-type: none"> <li>• <b><u>Materials for Instruction: Award Reading:</u></b> Consumables (Narrative/Informational workbooks, student dictionaries, and phonics books): to support language acquisition and develop English proficiency.</li> <li>• <b><u>Connecting Reading and Writing with Vocabulary</u></b> materials from Curriculum Associates: Instructional support for vocabulary development.</li> <li>• <b><u>NYSESLAT &amp; Beyond materials</u></b></li> </ul>
<b>Educational Software (Object Code 199)</b>	\$1,200.00	<b><u>Imagine Learning English Software:</u></b> to develop English proficiency through ESL software  Student Licenses for Imaging Learning
<b>TOTAL</b>	\$32,780.00	

### **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.
  - Parents' primary language is determined through the home language identification survey. Based on the responses of this survey, a staff member reviews the answers and determines the language in which the school can most effectively communicate with the parents.
  - After careful review of provided information through the home language survey, we have determined that there is a need for more translation services to facilitate communication with parents.
  - Parents need more information about school policies, central board policies, and procedures in their native language.
  - Parents need support in understanding and interpreting policies and procedures.
  - Parents need more support in understanding effective instructional practices.
  
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.
  - After analyzing the results of our needs assessment, we have noted that 99% percent of our parents are Latino and required Spanish translation services. About 1% percent of our parents speak other languages such as Haitian Creole, Arabic and French.
  - Our needs assessment results will be shared through various venues such as newsletter, staff conference and parent workshops.
  - Parents need to have the flexibility to schedule afternoon appointments with teachers when an interpreter is available.
  - An interpreter should be available for scheduled/unscheduled meetings. A request for services will be submitted to the Department of Education.
  - Parents need oral translation of IEPs, report cards, school-based evaluations, and written translation for all relevant documents pertaining to their child.

#### **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.
  - a. Translation of all documents considered vital for parental involvement (e.g. school calendars, letters, flyers, forms, permission slips, progress reports, etc.).
  - b. Translate academic standards and policies that are not available from Central Board.
  - c. Translators on site to assist parents with oral or written communication.
  
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.

As indicated in Part A, a need for translation services has been recognized in order to facilitate communication between English speaking school personnel and non-English speaking parents. Thanks to a high percentage of administrators, teachers, and school staff, who are fluent and bilingual in Spanish, Haitian Creole, Arabic, and French, we are able to provide all of the translation services through in-house resources. Oral translations are available for: parent-teacher conferences, IEP meetings, parent Literacy workshops, and parent Math workshops.

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>
  - Interpretation services for afternoon and Saturday activities, Parent-Teacher Conferences and workshops.

All of the letters and documents that are parents receive are provided in English and Spanish. In-house staff members translate all parent letters, school newsletter, school calendar, permission slips, welcome letters, and any individual correspondence to parents. In addition, we make arrangements to have oral translation available to parents as needed for other languages other than Spanish(due to to the fact that 99% of our parents native language is Spanish).

**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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$987,170.00	\$99,903.00	\$1,087,073.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,871.70		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$999.03	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$49,358.50		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		N/A	
6. Enter the anticipated 10% set-aside for Professional Development:	\$98,717.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		N/A	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.3%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**In order to ensure that our school will have 100% high quality teachers by the end of the coming school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach, Math Staff Developer, ESL/Staff Developer). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-**

highly qualified teachers in order to meet certification requirements. Curriculum maps and pacing charts aligned to NYS standards are distributed to all staff. Non-highly qualified teachers will also receive materials to prepare for certification exams as well reimbursement for NYS teacher certification exams.

## **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.

# **Title I Parent Involvement Policy**

## **C.S. 150x**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore C.S.150, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. C.S.150's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. C.S.150 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology) during monthly workshops facilitated by the school staff developers, administration, and parent coordinator;
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. provide opportunities for parents to participate in English as a Second Language (ESL) classes to improve communication and educational experiences through Saturday sessions;

8. host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools;
9. host Family Reading Night with a focus that will increase students and parents' love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children;
10. Classroom teachers also host monthly publishing parties that are listed on the school calendar. Publishing parties celebrate students' academic success in writing and offer a forum in which parents and the school community can interact, celebrate, and participate together.

C.S.150's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the C.S.150 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, C.S.150 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**C.S.150 will further encourage school-level parental involvement by:**

- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing a Library Media Center / lending library with open access hours for parents;
- develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and providing access to online school website(s) designed to keep parents informed about school activities and student progress <http://www.cs150.org/home.aspx> as well as academic sites such as ARIS and ACUITY.
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **Section II: School-Parent Compact**

C.S.150, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. C.S.150 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to NYS Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, publishing parties, informative ELA & Mathematics workshops, informative fairs);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
  - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;
  - participate in classroom events such as publishing parties and other academic celebrations.

## **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review on October 8, 2010.

This Parent Involvement Policy was updated in October 2010.

The final version of this document will be distributed to the school community on October 15, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## **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.
- The need to increase array of AIS resources / materials to address the academic intervention needs of our AIS students.

- Lack of knowledge base for new teachers to fully implement Literacy Approaches that require a solid foundation in experience with curriculum and assessments as well as lack of experiential strategies by new staff to appropriately manage classrooms at the start of each school year.
  - The need to increase the attendance rate at parent workshops that addresses Literacy and Math curriculum.
  - The need to develop our Social Studies, Science, and Literacy Curriculum maps in order to ensure alignment with NYS standards.
  - The need to provide intervention services to students not meeting standards in Science and Social Studies.
  - The need to provide Literacy support via workshops, for teachers in grades K-2
2. Schoolwide reform strategies that:
- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
- Provide all mandated special education services to mandated students.
  - Provide AIS services to special needs students and ELLs.
  - Provide after school academic services for ELL students using Title III funds.
  - Provide after school Literacy enrichment programs for grades K-2
  - Sports & Arts / Champions after-school program
  - Provide summer school programs, Saturday Academy
  - Use curriculum mapping to promote core knowledge and high order thinking.
  - Provide At-Risk counseling
  - Implement and develop Literature Circles to improve students' ability to think, rationalize, analyze, synthesize and provide support in comprehension, writing and mathematics problem solving
3. Instruction by highly qualified staff.
- Providing teachers with high quality professional development from highly qualified personnel.

- Hiring and recruiting certified teachers to provide the children with quality instruction.
  - Providing the teachers the opportunity to reflect on best teaching practices during common grade planning time.
  - Planning by grade level during common grade preps
  - Planning throughout the content areas in an integrated fashion.
  - Book Study Institutes
  - Using curriculum maps to guide standards-based instruction.
  - Developing a video collection of instructional lessons with best practices modeled by PD Staff & teachers to build capacity in Literacy instruction.
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.
- Literacy and Math professional development for the Reading and Mathematics programs.
  - Professional development that will help teachers focus on ELA, Math strategies and skills needed to meet the standards.
  - Science professional development that is aligned to the New York State and City standards
  - Social Studies integrated into thematic units embedded in daily instruction.
  - Professional Development that has a focus on academic rigor
  - Monthly school-aide meetings facilitated by administrators to support behavior management.
  - Professional Development opportunities provided through LLSO, NYC Office of English Language Learners, BETAC, Protrax, and other agencies.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Providing teachers with extensive professional development
  - Opportunity to plan effectively for students in a collegial fashion.
  - Providing teachers with appropriate resources and material to effectively teach students
  - Collaboration of staff to ensure best practices (e.g.: Social Studies cluster meets periodically with 5<sup>th</sup> grade teachers to plan for Social Studies instruction and align learning activities to NYS Social Studies standards).
  - Appropriate celebrations for success
6. Strategies to increase parental involvement through means such as family literacy services.
- Parent orientations
  - Parent workshops in literacy/math/ESL programs.
  - Articulation between teachers and parents to discuss overall performance goals

- Open House for students and parents (walk-through)
  - Utilizing technology to navigate the internet for educational resources
  - On site parent coordinator
  - Parent Workshops that focus on parents as their child's first teacher at home
  - ESL classes for parents of ESL students
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.
- Parent orientations
  - Inter-visitation (Pre-k visits K classes)
  - Articulation between Pre-k & K teachers to discuss overall program
  - Open House for students and parents (walk-through)
  - Parent Workshops that focus on parents as their child's first teacher at home
  - Sending CS150 representatives to a local, community pre-school for recruitment
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.
- Articulation period during common preps with supervisors and teachers
  - DRA2 and Acuity data analysis
  - Analyzing School Report Card, Quality Review Rubric and Progress Report to measure school performance levels and trends.
  - Utilizing School Assessment Monitoring System (SAMS) to track student performance
  - Individualized student action plans which delineate short and long term goals
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.
- AIS- Academic Intervention Services with a focus on small group instruction utilizing the following programs: Foundations, Wilson, guided reading, Reading reform, Award Reading, test prep materials, Reading A-Z and Writing A-Z
  - We will employ a responsive approach to intervention strategies that will include progress monitoring at regular intervals.
  - Students who are not responding will be re-evaluated and provided with something new
  - Student support services staff meet periodically throughout the school-year to discuss students' academic progress.

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.

- Sports & Arts / Champions after-school program for AIDP students
- ESL after-school program
- Breakfast in the Classrooms program
- Programs funded by grants throughout the school-year (listed on pages 5 & 6 of CEP)

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

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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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.

**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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	√			987,170	√	pp.15, 16, 20, 21, 35, 37-44, 53, 54
Title I, Part A (ARRA)	Federal	√			99,903	√	pp.17, 18, 19, 20
Title II, Part A	Federal	√			133,583	√	pp.15, 16, 17, 18, 19, 20
Title III, Part A	Federal	√			32,780	√	pp.27-34, LAP PDF document
Title IV	Federal			√	N/A		
IDEA	Federal	√			33,181	√	pp.24, 25, 26
Tax Levy	Local	√			3,647,032	√	pp.15-21, 44-47

#### 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.
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.)

**There are 95 students in Temporary Housing that are currently attending CS150 (as of 11/01/10).**

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

**CS150 has three social workers that support students in temporary housing in grades PK-5 by providing at-risk counseling for students as well as their families and guardians, intervention, links to outside resources and organizations, and case management.**

**CS150 also employs two Family Workers that monitor daily attendance and conduct home visits when necessary. We also provide at-risk counseling services via two full-time Social Workers.**

**STH students also receive Academic Intervention Services (AIS) due to their interrupted formal education. AIS provides additional academic support in Literacy and other content areas during the school day.**

### **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. 150 Charles James Fox					
<b>District:</b>	12	<b>DBN:</b>	12X150	<b>School</b>		321200010150

**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	36	36	36		91.2	92.4	91.9
Kindergarten	133	122	156				
Grade 1	130	152	144				
Grade 2	114	121	151				
Grade 3	117	118	132				
Grade 4	123	125	138				
Grade 5	115	130	142				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	7	7				
<b>Total</b>	<b>769</b>	<b>811</b>	<b>906</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	88.2	87.4	85.2

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	91.1	97.4	98.5

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	17	71	116

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	11	8	14

<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	44	56	61	Principal Suspensions	10	20	5
# in Collaborative Team Teaching (CTT) Classes	34	35	24	Superintendent Suspensions	3	5	1
Number all others	36	44	68				

<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	109	103	TBD	Number of Teachers	64	62	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	11
# receiving ESL services only	82	99	TBD	Number of Educational Paraprofessionals	2	2	7
# ELLs with IEPs	5	48	TBD				

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	100.0	98.4
				% more than 2 years teaching in this school	78.1	77.4	80.9
				% more than 5 years teaching anywhere	60.9	64.5	73.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	85.3
American Indian or Alaska Native	0.4	0.4	1.5	% core classes taught by "highly qualified" teachers	100.0	98.3	98.0
Black or African American	19.1	18.2	19.2				
Hispanic or Latino	79.5	79.3	76.5				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.4				
White	0.3	0.2	1.5				
<b>Male</b>	51.5	52.7	53.1				
<b>Female</b>	48.5	47.3	46.8				

#### 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	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**	
<b>All Students</b>	v	v	v	-	-		
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v		-	-		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	6	6	1	0	0		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	68	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

<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>607</b>	District <b>12</b>	School Number <b>150</b>	School Name <b>Charles James Fox</b>
Principal <b>Edwin Irizarry</b>		Assistant Principal <b>R. Martinez &amp; N. Sanchez</b>	
Coach <b>Miriam Torres</b>		Coach <b>Dale Freitas</b>	
Teacher/Subject Area <b>Miriam Garcia/ ESL</b>		Guidance Counselor	
Teacher/Subject Area <b>Luisa Acosta/ Bilingual</b>		Parent	
Teacher/Subject Area <b>Mercedes Rodriguez/ Bilingual</b>		Parent Coordinator <b>Cassie Rodriguez</b>	
Related Service Provider		Other <b>N. Rodriguez/ Literacy Coach</b>	
Network Leader <b>Elmer Meyers</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>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>2</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>904</b>	Total Number of ELLs	<b>219</b>	ELLs as Share of Total Student Population (%)	<b>24.23%</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.

The process of identifying English Language Learners (ELLs) begins at P.S.150X during registration. There are 4 pedagogues\* in our school who have been trained and are familiar with correct HLIS completion, informal identification of ELLs and OTELE determination. Whenever a student is a new admit to the NYC Public Schools, one of these pedagogues is called upon to assist parents/guardians in the completion of the Home Language Identification Survey (HLIS). All four staff members who assist with the process speak Spanish, as the vast majority of the students at P.S.150X are Hispanic. We also have a teacher who is a native speaker of Arab, another who speaks French, and one that speaks Haitian Creole to assist when the need arises. After the HLIS has been filled out and signed, an informal interview is conducted with the student in English and their home language as indicated by the HLIS (if other than English). A prescribed grade appropriate questionnaire (see attachment A for a sample K-1 questionnaire) is used to guide the interview. Slight deviation from the questionnaire is inevitable and invited as long as the type of questions asked require more than one or two word utterances, ones that require explanations and details.

If the HLIS form indicates that the student's OTELE code is one other than English, but the interviewer, through the informal oral interview deems the student English proficient, the OTELE determination of the interviewer will override the responses on the HLIS and an OTELE code of NO will be entered on the HLIS and into ATS. The interviewer will use the informal questionnaire form to explain her/his OTELE code determination and this form will then be attached to the HLIS. By the same token, if the HLIS indicates no language other than English in the home, an informal interview will still be given. If the student does not seem to be English proficient, and therefore an OTELE code of a language other than English is determined, the questionnaire will be given in the student's other language. This way the interviewer can decide on the student's language of proficiency. If other than the one indicated on the HLIS, the same type of documentation as described above will be attached to the HLIS.

If after the completion of the HLIS and the oral interview there is an indication that the student is dominant in a language other than English, the LAB-R is administered within 10 school days after admission. Miriam Torres, Miriam Garcia and Dale Freitas, all licensed ESL teachers, work as a team administering the LAB-R. The test is hand-scored immediately and if the student does not reach the proficient cut off and their native language is Spanish, the Spanish LAB follows (given by M. Garcia). That too is immediately hand-scored. The two bilingual programs offered at P.S.150X are transitional Spanish Transitional bilingual (TBE) classes, one per grade, and freestanding ESL. The immediate decision as to which program to place the child depends on the informal interview, the child's background and the comparison between the LAB-R and Spanish LAB scores (where available). Of course once parents fill out the Parental Choice form, if the child is not already placed in the parent's desired program, the child will be transferred into the chosen program.

Parents of students who are entitled to ELL services are invited to a parent orientation run by the LAB-R coordinator, Dale Freitas; ESL teachers, Miriam Torres and Miriam Garcia; and Parent Coordinator, Cassie Rodriguez. Within the 1st ten days of school, entitlement letters are sent home with the student along with an invite to the first Parent Choice orientation. Throughout the school year monthly Parent Choice orientations are offered. The school calendar alerts parents to the orientation dates. Entitlement letters are sent out with new admits a few days before each orientation and the day before the orientation the parent coordinator, Cassie Rodriguez, or a school aide calls the homes of those invited as one last reminder. Also individual orientations are available to those parents who cannot make it during the scheduled monthly orientation.

After a brief welcome and introduction at the orientation the parents receive the ELL Program brochure and watch the video/ or online orientation (in their native language if available) describing all three programs: TBE, ESL and Dual Language. After the video the three programs are further explained, questions are answered and parents complete the Parental Choice Survey. The meeting's facilitators circulate and help the parents who need assistance filling out the survey. The trend in Parental Choice for the past 5 years has been approximately 2/3 of the new admits choosing the TBE program and 1/3 choosing the Freestanding ESL program. Options of the few parents of children who do not speak English or Spanish are explained, but they have always opted to keep their children in P.S.150X as opposed to looking for a bilingual class that could serve their child. We have enough Spanish speaking children to be able to offer one bilingual class on each grade level. We also have 3 ESL teachers who work with those students whose parents opted their children out of the TBE program and for those whose native language is other than English or Spanish.

After surveys are filled out parents are advised of the two programs currently being offered on each grade level: A Transitional Bilingual Program (TBP) and an ESL program. If parents chose a Dual Language program, their transfer options would be explained to them, and if they decided to keep their child in the school and opt for another program available at 150, this discussion and change of mind would be documented and attached to the Parental Choice Survey. But that scenario has yet to arise. If a parent fails to fill out a Parental Choice form, their child is automatically placed in the TBE program, when available, or continue in the freestanding ESL program where TBE is not available in their native language.

Ms. Freitas places the children in the program chosen by the parent wherever possible and sends home a Placement Letter informing the parents of that placement. Since we have both TBE and ESL programs available, our parents generally have no problems getting their child the placement they prefer.

Students new to the school, but not new to the NYC Public Schools, who are eligible for ELL services are identified by weekly RLAT reports. Interviews with the parent/student/former school help to determine the proper placement and services for the student. In the Spring of each school year, our students take the NYSESLAT to measure their progress towards English proficiency. Parents of those students still eligible for ELL services the following school year receive a Continued Entitlement letter. If a parent wants to opt their child out of a TBE class they fill out an Opt-Out form. If the child passes the NYSESLAT, a Non-Entitlement/Transition letter is also sent home informing the parent.

All copies of HLIS, Parental Choice Surveys, Placement Letters, Continued Entitlement letters are kept on file in Ms. Freitas' room, room 213.

\*The 4 pedagogues who assist with the HLIS at registration are:

- Dale Freitas (ELL Compliance/ LAB Coordinator,
- Miriam Torres (ESL Teacher/ ESL Professional Developer)
- Miriam Garcia (ESL Teacher)
- Brenda Singpracha (IEP Teacher)

## 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1	0	0	0	0	0	0	0	6
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	1	0	0	0	0	0	0	0	0	0	0	1
<b>Push-In</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6
<b>Total</b>	2	2	3	2	2	2	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	219	Newcomers (ELLs receiving service 0-3 years)	178	Special Education	40
SIFE	6	ELLs receiving service 4-6 years	41	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	108	6	16	11	0	3	0	0	0	119
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	70	0	18	30	0	5	0	0	0	100
<b>Total</b>	<b>178</b>	<b>6</b>	<b>34</b>	<b>41</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>219</b>

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	27	20	20	19	18	15								119
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>27</b>	<b>20</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>15</b>	<b>0</b>	<b>119</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
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-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	6	19	15	18	22	14								94
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2											4
<b>TOTAL</b>	6	22	17	18	22	15	0	0	0	0	0	0	0	100

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. How is instruction delivered?
  - a. What are the organizational models (e.g. Departmentalized, Push-In [Co-Teaching], Pull-Out, and Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together As a group]; Upgraded [all students regardless of grade are in one Class]; Heterogeneous [mixed proficiency level is the same in one Class])?

The Transitional Bilingual Education (TBE) program is the most commonly used at C.S.150. This program follows the guidelines provided by Part 154 of the Commissioner's Regulations and the New York City Chancellor's Recommendations for ELLs. TBE programs support the academic and linguistic development of students in the native language and in English. As the student achieves a level of English proficiency ,as determined by the NYSESLAT that will enable him or her to succeed in English. The amount of instruction in English is increased as the students' level of English proficiency improves. This model uses a 60-40 ratio - English and Spanish. In this program, the students are grouped heterogeneously.

Within the TBE program students are grouped heterogeneously by grade. Teachers in these classes plan instruction according to level of proficiency. In these rooms differentiation is a key component of the success of this program. Teachers differentiate through process and product throughout the school day. They modify instruction to meet the needs of the classroom population. In addition students received instruction in the content areas such as Science, Mathematics, and Social Studies in the students' native language of Spanish. Materials such as textbooks and leveled books are purchased in Spanish. When necessary, additional materials are translated in-house to support content area learning needs. Teachers use a variety of instructional approaches such as the workshop model, cooperative learning, and thematic units of study. In order to make content comprehensible for our ELLs, teachers implement language related lesson modifications such as: teaching lessons in the student's native language and then re-teaching the lesson in English. This concept allows ELL students to better grasp the concept because they are able to make a reference to what they already learned. The use of semantic webs, picture/vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small heterogeneous groups. In this program teachers integrate listening, speaking, reading, and writing throughout the content areas.

Our ESL program serves students in grades K-5. The program primarily serves ELL students in monolingual classes where English is the only language of instruction. The ESL program services those children who have been opted-out of the bilingual program. In this program, students are grouped homogeneously, based on level of English proficiency. In both Transitional Bilingual and ESL programs, the classes follow a block program model in which students move together as a group. We have certified teachers using both push-in and pull-out approaches. One of the purposes of our ESL program is to move students in their proficiency levels from beginner to intermediate to advance with proficient level being the main goal of the program.

Aligning resources to student's need is key to the success of the ESL and Bilingual Programs. To help support ELL students, we have purchase a number of programs to support instrctrion for English Language Learners. Throughout K-2, we have implemented the Award Reading

program that consist of guided reading books, big books for shared reading and read alouds, audio CDs and DVDs for all books, and instructional guides. There is also a computerized pre and post assessment for every unit. In grades 3-5, we have Imagine Learning computer software. Imagine Learning English allows students to get tutorial sessions daily in ESL. The program makes the necessary adjustments depending on students language development and gives us feedback which teachers use to guide their instruction. Throughout our K-5 bilingual and ESL classes, teachers utilize materials such as Mondo Lets Talk About It, Rigby On Our Way to English, classroom libraries in Spanish and English, NYSESLAT and Beyond Test Sophistication materials, and Words Their Way. Teachers have received materials and training for the following programs: Reading Reform, Fundations and Wilson Reading Programs.

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, and ESL).

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

There are 10 certified teachers in 6 TBE classes that each implements the mandated units of instructional time as required by proficiency level. The teachers develop schedules that indicate minutes and frequency of English instruction in the day. In our TBE program, teachers instruct in the various content areas (e.g.: Math, Social Studies, and Science). For the beginner student bilingual teacher provides 360 minutes a week of ESL through guided reading, shared reading and read alouds in Spanish and English according to proficiency levels. In our Transitional Bilingual program beginners students receive 360 minutes of ESL through thematic literacy instruction and native language arts through thematic content area unit in science and social studies for 2 periods a day. Intermediate student receive 360 minutes of ESL through thematic literacy instruction and native language arts through thematic content area unit in science and social studies for 1 period a day. The advanced students in our TBE program receive 180 minutes of ESL, 180 minutes of ELA and one 45 minute period of NLA. Teachers in this program differentiate instruction according to the student's proficiency level. This is evidenced by experienced charts in the classroom, student notebooks, and informal / formal observations by school supervisors.

In our ESL program, there are 2 certified ESL teachers that service grades K-5. Each teacher develops group lists of students grouped homogeneously by proficiency level. The teachers also develop a daily schedule while ensuring that the number of minutes of ESL instruction is consistent and follow mandated timelines. Students who fall between the beginner and intermediate category receive 360 minutes of ESL instruction weekly and advanced students receive 180 minutes ESL and 180 ELA.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and the methods used to make content comprehensible to enrich language development.

Within the ESL program, content areas such as Science, Mathematics, and Social Studies are taught in English. Materials such as textbooks and leveled books are purchased in English. In our Transitional Bilingual program content areas such as Science, Mathematics, and Social Studies are taught in Spanish. Materials such as textbooks and leveled books are purchased in Spanish in order to support NLA.

In both programs teachers use a variety of instructional approaches such as the writing workshop model, cooperative learning, and thematic units of study. In order to make content comprehensible for our ELLs, teachers build on prior experiences and scaffold learning for support of second language acquisition. Teachers use Total Physical Response (TPR), semantic webs, picture / vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small heterogeneous groups. In these programs teachers integrate listening, speaking, reading, and writing throughout the content areas.

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 for 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.

At CS150 we differentiate instruction for ELLs through a variety of programs and instructional practices. Our ELLs are organized into four sub-groups: Newcomers, Special Education, ELLs receiving Services 4-6 Years, and Long-Term ELLs. We currently have 178 students in the Newcomers sub-group, 40 in Special Education, 41 ELLs receiving Services 4-6 Years, and 2 Long-Term ELLs.

Our Newcomers are transitioned into a Balanced Literacy approach to reading English within their first year. This is to prepare them for the NYS ELA exam for the next school year as well as to develop proficiency in the English language within the four modalities of language acquisition (speaking, listening, reading, & writing). In order to build language, Newcomers will be provided with instruction using Building Language for Literacy by Scholastic. This program allows students to engage in oral language activities and explore reading and writing skills like making predictions, grammar usage, analytical thinking, and linking new learning experiences to what is already known. In addition, newcomers in grades 3-5 have received Imagine Learning English licenses. This computer software will allow students to log onto the program daily and receive instruction in language vocabulary and reading.

Our Special Education / Limited English Proficient (LEP) students are in an inclusion setting in which there are 2 teachers collaborating daily to provide quality instruction and modifying lessons to meet diverse learning needs. Our inclusion classes in grades 3-5 have Imagine Learning English licenses for two thirds of their students. Teachers ensure that students log-on daily and analyses Imagine Learning English student progress reports. Special Education students in grades K-2 receive instruction through a pull-out ESL program with a 1:10 ratio of teachers to students. LEP students in grade K-2 use the Award Reading program which includes a word study component and computer software that focuses on narrative and informational texts to develop academic English.

ELLs receiving services 4-6 years benefit from being in monolingual and bilingual classes. Those in bilingual classes receive their ESL instruction from their classroom teachers that are certified and plan for this time which is embedded in the school day. Those in monolingual classes receive their ESL instruction from a certified ESL teacher via an ESL program. The ESL teacher ensures students receive their appropriate amount of ESL instruction. These teachers also collaborate with the monolingual classroom teachers in order to support these students academically. The ESL teacher also focuses her lessons on English Language Arts (ELA) as it relates to the reading and writing strands of the NYSESLAT exam. Overall, some of the materials used with this sub-group include: Wilson, Foundations, Reading Reform, and Imagine Learning English.

Our primary goal for our SIFE students is to identify areas of strengths and weaknesses and evaluate and place students with the program that is better fit to meet their needs. In aligning resources to students, we are able to maximize academic potential for our SIFE students. SIFE are invited to participate in our ELL after school programs where the teachers providing instruction are certified in ESL and Bilingual education. These students are included into our school wide data based system for literacy. This allows us to monitor progress and drive rigorous instruction that meets their needs (through the use of guided reading groups, differentiated task, and individualized action plans).

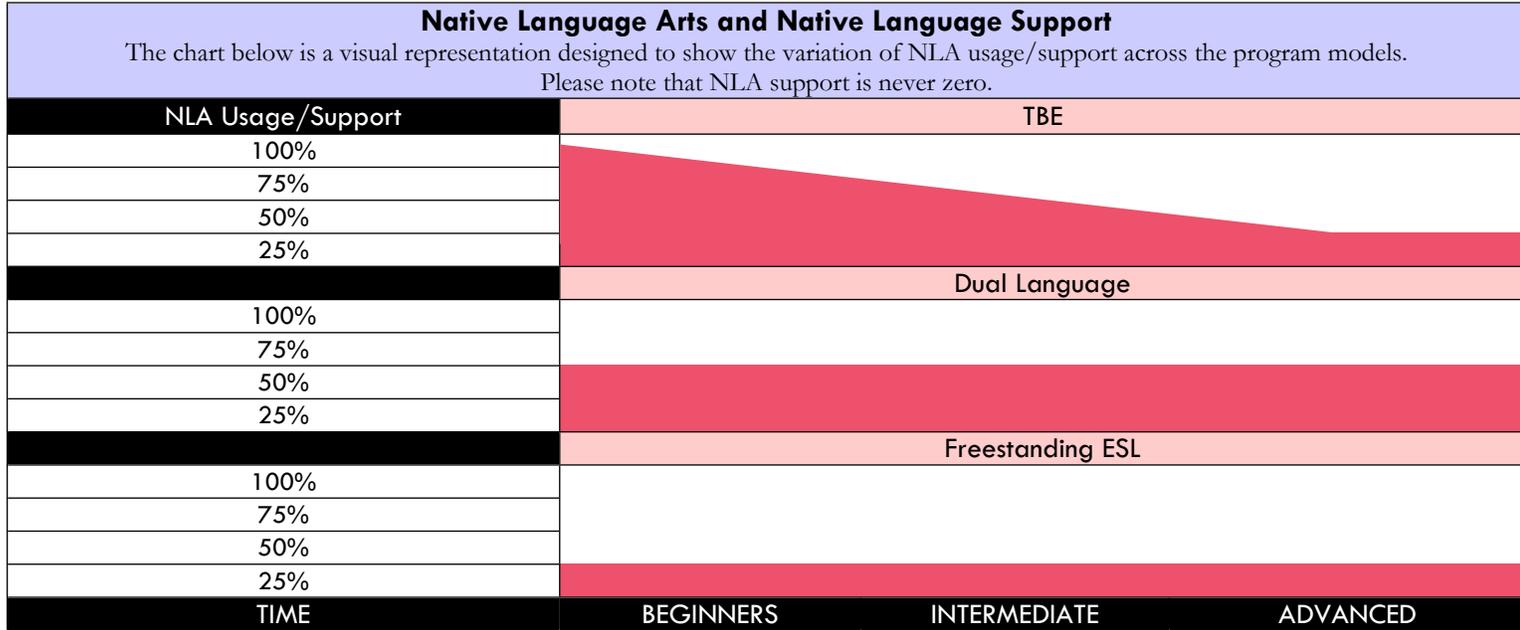
Our Long Term ELLs are part of our ELL after school program. These classes are organized by student's NYSESLAT levels. This allows us to bring together all our long term ELLs and provides instruction in the areas that prove to be a challenge to them. Some of the programs that are used to provide instruction in reading and writing include Mondo guided reading program and the GPS reading program which is aligned to New York State Performance indicators in ELA. This allows teachers to provide systematic instruction in reading and writing that is standard based.

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



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

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

Paste response to questions 5-14 here

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.

The following is a description of targeted intervention programs provided and materials used to service our general education monolingual students, ELL students, and Special Education Students at CS150. Due to the large number of ELL students at CS150 which consists of about 1/4 of our population, they are serviced in all AIS services provided in ELA, Mathematics, Science, and Social Studies. In TBE programs students are provided with AIS in their native language for Mathematics, Science and Social Studies.

**ELA:** During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with co-teachers or AIS providers in grades K-5. In 3rd and 5th grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model. Programs used include: Wilson, Foundations, Early Success, Words Their Way, Award Reading, Imagine Learning English software, and Options.

**Saturday Academy-** Students will attend selected Saturdays. Reading instruction will be provided. Students will focus on reading skills and strategies as well as test sophistication practice.

**ELL After-school Program:** ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5:15 pm. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided.

**AIS Literacy Intervention:** Literacy Intervention Specialist and Literacy Coach provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block.

**Mandated Extended Day Grade K-5:** The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5. Three days a week, Tuesday, Wednesday and Thursday, students remain until 3:10 p.m. to receive additional support and focus instruction.

**Mathematics:** During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math from February through May. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students.

**Saturday Academy-** students will attend selected Saturdays. Math instruction will be provided. Students will focus on skills and strategies in mathematics as well as test sophistication practice.

**Science:** The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students.

**Social Studies:** Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5th grade students in small-group instruction using both push-in and pull-out methods during extended day time.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students that have reached proficiency on the NYSESLAT are monitored on a school-wide database which tracks their assessment results in ELA, Mathematics, Science, and Social Studies. Each student also has an individualized Literacy Action Plan which teachers develop and adjust periodically to identify short and long term goals. In addition, former ELLs get testing accommodations for two years after passing the NYSESLAT. They receive time and a half for assessments given throughout the year, ELL students are grouped together for testing, Spanish/English translation dictionaries are provided, and listening selections are read aloud three times.

7. What new programs or improvements will be considered for the upcoming school year?

This school year, we will expand our ESL program to include two ESL teachers. In addition, we will offer an ESL after-school program for grades 1-5 that will service ESL students in the TBE program as well as monolingual programs in ELA, language development, and test sophistication for NYSESLAT.

8. What programs/services for ELLs will be discontinued and why?

None at this time.

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

ELL students are afforded equal access to all school programs. All ELL students regardless of level are given applications to all after school programs and given the opportunity to participate. We also include ELL students in our extended day program which is based on student need. We provide numerous workshops for parents of ELL to keep them informed on the latest programs available for ELL students and the opportunity to have their child partake in programs available at our school.

A variety of methods are used according to the English level of proficiency of the students by incorporating more educational trips, more literacy integrated into the content areas, as well as the established variety of methods such as TPR, Natural approach, and Calla. Also incorporated into our plan for meeting individual needs of our students' proficiency levels are individualized instruction based on specific language deficits, small group instruction, and extended day focusing on literacy in both the native language and English for all the content areas but especially reading and math.

10. What instructional materials, including technology, are used to support ELLs?

Both our ESL and Bilingual Programs in grades K-5 utilize the following programs and materials:

- MONDO ESL
- On Our Way to English
- Imagine Learning English –computer software program (3-5)
- Reading & Writing A-Z (K-5)
- NYSESLAT & Beyond test prep books
- Award Reading (K-2)
- \* GPS Reading Program
- Award Reading computer software

Native language/Content Area/Language Material include:

- \* Classroom libraries in Native language including big books
- \* Every Day Mathematics books
- \* Core curriculum materials in Science and Social Studies(Harcourt Brace)
- \* Test Ready Plus
- \* Imagining Learning English- Computer software program (Native Language Mode)
- \* Mondo Let's Talk about it (Language Development)
- \*Measuring Up Science Workbooks by People's Publishing

11. How is native language support delivered in each program model?

The transitional bilingual program provides native language support through content area instruction in the student's native language. In our Transitional Bilingual program beginners students receive native language arts through thematic content area unit in science and social

studies for 2 periods a day. Intermediate students receive native language arts through thematic content area unit in science and social studies for 1 period a day. The advanced students in our TBE program receive one 45 minute period of NLA daily. Materials used within our Transitional Bilingual Program include: Imagine Learning English, Every Day Mathematics Program, Core Curriculum Science/Social Studies, and Classroom Libraries in Native Language.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

At our school we work within two different bands. The first is a K-2 band and the second is a 3-5 band. Each band has a distinctive ESL teacher that specializes in Early Childhood/ESL for the lower grade and an ESL teacher for upper grades that specializes in Reading/ESL. These two teachers work cooperatively in planning differentiated instruction for students in each band. Grades K-2 use the Award Reading program and utilize the computer software program that individualizes instruction. In addition, grades K-2 uses Mondo Language Development program for ESL students "Lets Talk About It" to support vocabulary development. In grades 3-5 students are serviced by an ESL teacher that is certified in reading. Many of our long term ELLs that have challenges with reading and writing in English as measured on the NYSESLAT, benefit from guided reading and writing sessions provided.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Not Applicable.

14. What language electives are offered to ELLs? Not Applicable.

### 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)?

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.

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school.
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 of ELL training for all staff (including non-ELL teachers) as per Jose P.

In our efforts to provide quality staff development for all ELL personnel we offer different professional development opportunities. Teachers attend various workshops through our CFN (Child First Network), BETAC, NYC office of English Language Learners, outside consultant,

Imagine Learning English tech support and other organizations. Bilingual inclusion teachers attend team teaching workshops that help their instruction practices and support ELL students. In addition, there is an ELL Coordinator on site to support teachers and provide professional development in the area of ESL.

Selected instructional staff will receive two hour training on the implementation of Award Reading in the classroom. This program is currently used in our ESL program and TBE program.

A contracted outside consultant will provide ESL professional development for the following staff members: Assistant Principals, common branch teachers, subject area teachers, guidance counselors, secretaries, and our parent coordinator. These professional development opportunities will include workshops on the following topics: Ways to differentiate instruction for ELL students, Effective ESL/Bilingual Strategies for English Language Learners, Effective Teaching of Writing to English Language Learners (ELLs), NYSESLAT Training, How to develop oral retelling of stories and Extending students writing/transferring ideas and thoughts into writing.

In order to support ELLs transitioning from elementary school to middle school, C.S.150 provides various support systems for parents as well as students. Our Assistant Principal arranges inter-visitations with neighboring middle schools to provide a forum for students to learn about neighboring schools and make informed decisions. Our Parent Coordinator and school social workers monitor and support the middle school selection and application and process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms.

Professional Development (PD) for all staff (excluding teachers holding ESL / Bilingual licenses) will be provided by in-house ESL Coordinator and outside consultant for a total of 7.5 hours. Topics will include: Understanding Second Language Acquisition, Effective ESL/Bilingual strategies, Identification of ELLs and Support Services Provided. Throughout these workshops attendance will be monitored and logged to ensure completion of 7.5 hours by all staff members.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1) Describe parent involvement in your school, including parents of ELLs.

One of our major goals is to involve parents of ELL students in their child's education, and provide support services for parents. Our work with our parents involves our Parent Coordinator who works to conduct outreach to engage parents in our community as learning resources for literacy, math, science and social studies.

2) Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? N/A

3) How do you evaluate the needs of the parents?

In the beginning of the year we have informal discussions with parents about topics of interest and areas of need. The feedback given by parents is analyzed and discussed with administrators to plan for future workshops and services for parents.

4) How do your parental involvement activities address the needs of the parents?

Parents will be invited to attend a number of workshops given by our staff development team, which will include the following:

- C.S.150 ELL program overview/selecting a program that meets the needs of each individual student (Parent Choice)
- ESL Program Showcase (Parents will get an opportunity to learn about all of the ESL programs currently being implemented in ESL classes eg. Award Reading, and Imagine Learning English).
- Learning about NYS assessments in ELA, Math, Science, & Social Studies
- Criteria for promotion and ELL student regulations for testing.
- Using technology to improve academic performance

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	2	10	6	5	4	3	2	40
4	1	0	6	5	11	3	1	0	27
5	5	1	13	5	9	1	1	1	36
6									0
7	<b>Part V: Assessment Analysis</b>								
8									
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	2	11	4	7	1	27
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	4	5	3	15	0	1	0	32
8									0
NYSAA Bilingual Spe Ed									0
WRITING	A		2	7	3	21	17		

New York State Regents Exam						
Grade	Number of ELLs Taking Test				Number of ELLs Passing Test	
	English		Native Language		English	Native Language
	Level 1	Level 2	Level 3	Level 4	Total	
Math	13	10	10	4	37	
Math	2	18	6	0	26	
Biology	7	9	13	1	30	
Chemistry					0	
Earth Science					0	
Living Environment					0	
Physics					0	
Global History and Geography					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
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	4	8	18	4				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform your school instructional plan? Please provide any quantitative data available to support your response.

For the early grades, DRA 2 in English and Spanish is used as well as El Sol to assess literacy skills. According to our literacy data base system, our ELL subgroup is currently performing at the following levels of proficiency in grades 1-2. In grade 1, there are 26% of students performing in level 1, 35% in level 2, 35% in level 3, and 4% in level 4.

2. What is revealed by the data patterns across proficiency levels and grades?

The NYSESLAT modality analysis indicates that in listening and speaking 19% of our students have reached English proficiency and only 3% have reached proficiency in reading/writing. There is a significant disparity between these strands. In our analysis of the data we find that the majority of our students in grades 1-5 performed at the advanced and proficient levels in listening and speaking. However, in reading and writing we have a decline in the number of students that reached the advanced and proficient level.

3. How will patterns across NYSESLAT modalities reading/writing and listening/speaking affect instructional decisions?

A. Assessment Analysis

NYSESLAT

Tracking our ELLs' progress over the past few years indicates growing proficiency in all 4 communicative strands measured on the NYSESLAT. Those students who do not reach English proficiency in all 4 strands within 3 years require extension of services. Almost all students in our school receiving ESL services for 4 – 6 years have an overall NYSESLAT proficiency level of advanced. Although the majority of ELLs at this stage have achieved proficiency in the Listening & Speaking modalities, they have not yet reached proficiency in Reading & Writing. Generally after 4 or 5 years most of them are at the advanced level in those strands. ELLs who have not yet reached at least an advanced level of reading & writing by their 6th year are for the most part students with IEPs. At this point the CSE may exempt them from ESL or bilingual services if they feel that their difficulty in passing the NYSESLAT does not stem from a second language acquisition issue but rather a learning disability. As a preface to the following content area State assessments, we made AYP for our ELLs (as well as all our 5 other subgroups) on all exams in 2010.

After careful analysis of NYSESLAT data in all 4 modalities we have concluded that reading/writing continues to be a great challenge for our ELL students. As a result we will work within our Professional Learning Teams in grades K-5 to align our writing curriculum with the Common Core State Standards. A team of ESL and bilingual teachers will modify writing lessons for ELL students based on levels of proficiency. In addition we will purchase Teach Bright for grades K-2. This program will provide opportunities for students to build sight word vocabulary, develop fluency and vocabulary and comprehension. This program uses adult sight word lists supported by colorful photographs, lesson cards for teachers and manipulatives (such as letter tiles, slates, word cards).

4. For each program answer the following:

a. What are the patterns across proficiencies and grades?

How are ELLs fairing on test taking in English as compared to the native language.

NYSESLAT

In the Modalities of Listening/Speaking and Reading/Writing there are various patterns across proficiencies. In the Modalities of Listening/Speaking 6% of ELL students are at the beginning proficiency levels, 21% in intermediate, 47% in advance, and 26% in proficient. In the Modalities of Reading/Writing, 30% of the students across grades 1-5 are at a beginner level, 34% are intermediate, 32% are at advance and 4% are at proficient. Across proficiency levels we notice that there is a larger number of students at the advanced and proficient levels in listening/speaking in comparison to reading/writing. In reading/writing 64% of students are at the beginner and intermediate levels, as compared to 36% in advance and proficient. In listening/speaking, there are 27% at the beginner and intermediate levels. There are 73% at the advance and proficient levels. We can conclude that students score higher in listening/speaking across the grades as compared to reading/writing. In the beginner, intermediate and advance levels in reading/writing there is a similar percentage of students at each proficient level.

In the Modalities of listening/speaking and reading/writing, there are various patterns across grades. In listening/speaking, there is a steady increase in advance and proficient levels from first to fifth grade. As students move up in grade, they also move up in proficiency levels in listening and speaking. On the other hand, in the Modalities of reading/writing, the data shows that there is a large number of students in the advanced level in grades 4 and 5. We noticed that there is a high percentage of students moving up to the advanced levels but remaining at this advance level for a number of years. This analysis of the NYSESLAT modalities shows that academic English is a challenging aspect of reaching a proficient level in the NYSESLAT for a large number of our students.

ELA

The outcome of the 2010 NYS ELA showed that 37% of our ELL students in grades 3-5 performed in levels 3 and 4. This percentage

decrease is a result of NYS changes within scale scores and performance levels. Factors that influenced performance were: the amount of time students had been receiving Bilingual/ESL services, their proficiency levels on the Reading and Writing strands of the NYSESLAT and whether or not a student had an IEP.

**MATH**

For the last few years, all students in grades 3-5 used a spanish edition and a spanish /English glossary during their Math test. In third grade, 14 out 40 students took the test in Spanish. Out of the 40 students, 14 performed at level 3 and 4. In fourth grade, 8 out 27 students took the test in Spanish. Out of the 27 students, 15 performed at level 3 and 4. In fifth grade, 8 out 35 students took the test in Spanish. Out of the 35 students, 12 performed at level 3 and 4. This percentage decrease is a result of NYS changes within scale scores and performance levels.

That may have accounted for the lesser percentage of ELLs scoring at or above grade level when compared to English Proficient students

## Part VI: LAP Assurances

below were either relative newcomers to the system, leaving them with a great disadvantage in terms of prior science curriculums which vary not only from different states but from different countries as well. Our NYS Science exam is a based on a foundation of cumulative

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		