



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL PS 150

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K150

PRINCIPAL: PAMELA BRADLEY EMAIL: PBRADLE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Pamela Bradley	*Principal or Designee	
Marisol Pena	*UFT Chapter Leader or Designee	
Sheila Nash	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Valerie Daniels	Member/Teacher	
Corey Braswell	Member/ Teacher	
Paula Carter	Member/ Teacher	
Monalee Brown	Member/Teacher	
Andrea John	Member/ Parent	
Drake Hilbert	Member/Parent	
Marisol Alicea	Member/Parent	
Andrea Palmer	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, the school will reduce the amount of level 4 infractions occurring in classroom locations by 5% as measured by OORS.

Comprehensive needs assessment

- As a result of the number of occurrences documented last school year, PS 150 is currently on the Potentially Persistently Dangerous list.
- As per the OORS report last year approximately 50% of the occurrences, 187 incidences in total, took place in the classroom.

Instructional strategies/activities

Dean Support and Life Skills/Conflict Resolution/Character Education Classes

- The school will hire a dean and provide Life Skills/Conflict Resolution classes
- Targeted Population: Students in K-5
- Responsible Staff Members/Resources: The SAPIS Worker and the Dean; Title I SWP and FSF funding for incentive program
- Timeline: September 2011 – June 2011

PBIS Program

- The school will have a PBIS program and will hold a school-wide incentive assembly program where students will receive awards for best behavior. The school will also begin a Walking School Bus program on Friday's to ensure that students who walk home alone arrive home without conflict.
- Targeted Population: Students in K-5
- Responsible Staff Members: The Program will be organized by the Dean and SAPIS Worker. All staff members including kitchen, custodial staff, office staff, teaching staff and the administration will distribute coupons for great behavior throughout the month
- Timeline: September 2011 – June 2011

Observation and Support

- Short Frequent Observations and Professional Development: Conduct short frequent observations using a researched-based rubric to provide meaningful feedback to teachers . Conduct individualized and/or small group professional development sessions for teachers that demonstrate a need for such support (as needed)
- Targeted Population: Classroom Teachers; specifically classroom teachers who demonstrate difficulty with classroom management

- Responsible Staff Members: The Dean (Administrative Intern), the Assistant Principal. The Dean will document occurrence location by room in order to disaggregate data and provide specific teachers with their data (within 24 hours of occurrence).
- Timeline: October 2011- June 2012

Strategies to increase parental involvement

- The school will conduct a monthly parent breakfast which will give parents the opportunity to meet with the principal. During at least one of these meetings an anti-bullying workshop will be offered to parents.
- When incidences occur the school, specifically the dean, will contact parents and arrange a parent meeting with the parents of students that are involved.
- When students return from a Superintendent’s suspension, the school, the guidance counselor specifically, will conduct a reorientation conference with both the student and the parent.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will conduct a two-level interview process. The first level of interviews will be conducted for screening candidates. Candidates of interest, making it past the first interview, will be invited back to conduct a demonstration lesson.
- Candidates will be interviewed by a team of stakeholders.
- If a suitable candidate is not found, the principal, working in conjunction with the CFN, will appeal to the state for an exception to hire a candidate that is not in the current pool of DOE employees.

Service and program coordination

- The school has a PBIS program which includes a monthly incentive program.
- The school has a PBIS team that coordinates the incentive program
- The Dean and SAPIS worker will conduct a Life Skills/Conflict Resolution class with every class (one or two grades per day)
- The Dean and the Assistant Principal will conduct short frequent observations on classroom environment and provide individualized and small group professional development sessions for teachers who demonstrate a need.

Budget and resources alignment

OASAS Sub Abuse (SAPIS worker)
 OASAS Sub Abuse OTPS (SAPIS worker)
 School Support Supplement (Dean)

TL Fair Student Funding (AP, Dean, Supervisor of School Aides, Family Worker, OTPS- incentive program)
 TL Mandated Counseling Shared
 TL Parent Coordinator (Parent Coordinator)
 TL Parent Coordinator OTPS
 TL SBST Shared (School Psychologist)
 Title I SWP (AP, Guidance Counselor, Professional Development, Parent Involvement, Highly Qualified)
 Title IV Drug Free (SAPIS worker)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, the school's attendance rate will improve by at least 2% as measured by the attendance rate on the school's Progress Report.

Comprehensive needs assessment

- According to the 2009-2010 Progress Report, the school's attendance rate was 87%, below the city's requirement.
- During the 2010-2011 school year the school's attendance rate was 89.2%, .8% below the cities requirement.

Instructional strategies/activities

Parent Outreach

- School Messenger and the Family Attendance worker will make daily calls to parents about absences and lateness. The Wake Up NY program will call homes to remind parents to send their children to school that day. Each month we will distribute RISA's to be signed by parents. Home visits will be made to address students with recidivistic patterns of absences or lateness (after 3 days of absence). We will utilize ILOG to record parent outreach.
- Targeted Populations: Students who are late and their parents
- Responsible Staff Members/Resources: Family Attendance Worker, Attendance Teacher, Technology Teacher; Title I and TL FSF money for incentives

- Timeline: September 2011- June 2012

Student Incentive Program

- The school will have a monthly incentive program for students with perfect attendance and for the class with the highest monthly attendance rates. The school will post the daily attendance rate for the school on a board in the hallway. At the morning school-wide assembly meeting the school will give daily ‘shout outs’ to classes that had 100% attendance the previous day.
- Targeted populations: Students
- Responsible Staff Members: The Dean, The Family Attendance Worker, the Parent Coordinator, The Principal
- Timeline: September 2011- June 2012

Strategies to increase parental involvement

- Distribute RISA’s once a month to be signed by parents
- Family Worker will run School Messenger daily to call parents about absences and lateness
- Utilize the Wake Up NY program to contact parents about attendance
- Schedule home visits to address students with recidivistic patterns of absences or lateness (after 3 days of absence)
- Post a family information board at the main entrance

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will conduct a two-level interview process. The first level of interviews will be conducted for screening candidates. Candidates of interest, making it past the first interview, will be invited back to conduct a demonstration lesson.
- Candidates will be interviewed by a team of stakeholders.
- If a suitable candidate is not found, the principal, working in conjunction with the CFN, will appeal to the state for an exception to hire a candidate that is not in the current pool of DOE employees.

Service and program coordination

- The School has established a PBIS incentive program that will support our Attendance program.
- The School has maintained a Family Worker whose primary responsibility is to reach out to parents about attendance and to work jointly with the principal and Attendance Teacher to devise ways to improve attendance.

Budget and resources alignment

AIDP (Family Worker- attendance)
 Title I Translation SWP
 Title 1 SWP (Parent Involvement- School Messenger, OTPS- incentives)
 TL Children First Network Support (set aside for CFN- attendance teacher,

TL Fair Student Funding (Family worker- outreach, secretary per diem, OTPS- incentives)
TL Parent Coordinator (Parent Coordinator)
TL Parent Coordinator OTPS (Parent Involvement)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, all students, including Hispanics and Blacks, will demonstrate progress towards achieving state standards as measured by a 3-5 level increase on the Fountas and Pinnel/Teacher's College Reading Text Gradient.

Comprehensive needs assessment

- According to the New York State School Accountability Report, Hispanic/Latino students did not make AYP in ELA.
- In the category of "All Students," the school made AYP by Safe Harbor.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Literacy Program Development

- The school will redevelop the literacy program to include the in the following:
 - a. Students' reading levels will be assessed via the Teacher's College Reading Assessment
 - b. Students will be taught how to select a "Just Right" Book
 - c. Literacy instruction will utilize the Workshop Model (with an emphasis on Guided Reading)
 - d. 120 minutes dedicated to literacy instruction in grades K-2
 - e. 90 minute literacy block in grades 3-5
 - f. The school will design a prototype for literacy
 - g. The school will purchase and utilize Achieve 3000 (reading program)
 - h. The school will purchase and utilize the I-Ready Diagnostic and Instruction- reading programs
 - i. The school will purchase and utilize the Destination Reading Program
 - j. Students will complete at least one end of unit rigorous literacy task developed by teacher teams.
 - k. Weekday morning program for ELL students and their parents.
 - l. Saturday academy for ELL students, overage and hold over students (Spring 2012)
 - m. The school will work closely with SES providers to select materials to enhance learning and align the focus of the after school program with the schools' general focus (IEP will utilize content area text as the prime reading material for the SES program. Students will be grouped by reading levels) November – March/April
- Targeted Populations- Students
- Responsible Staff Members: Teachers, Staff Developers, Principal

- Timeline: September 2011- June 2012

Professional Development

- Professional development will be provided to improve literacy instruction. Job embedded staff development will be provided to model best practices. Administrators will engage in short-frequent observation to monitor the implementation of strategies taught during professional development sessions.
- Targets Population(s): Teaching staff
- Responsible Staff Members/Resources: Principal, Assistant Principal, Teachers
- Timeline: September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The school will conduct Literacy workshops for parents (including holding a Family Literacy Night)
- The school will distribute progress reports 5 times a year that include students' reading levels.
- The school will provide parents with strategies they can utilize at home to improve students' reading levels.
- The school will conduct Parent Teacher Conferences upon request and during citywide conference dates.
- The principal will host a monthly "Muffins for Moms/Donuts for Dad's" meeting with parents and principal.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will conduct a two-level interview process. The first level of interviews will be conducted for screening candidates. Candidates of interest, making it past the first interview, will be invited back to conduct a demonstration lesson.
- Candidates are interviewed by a team of stakeholders (parents, students, teachers, administrators, staff members).
- If a suitable candidate is not found, the principal, working in conjunction with the CFN, will appeal to the state for an exception to hire a candidate that is not in the current pool of DOE employees.

Service and program coordination

- The school will partner with various SES providers to design curriculum based on CCLS

Budget and resources alignment

- Contract for Excellence FY 09 (classroom teachers)
- Rollover Title I Correct 91 (Achieve 3000, I-Ready Instruction and Diagnostics)
- School Support Supplement (classroom teachers)
- Title I SWP (AP- professional development and short-frequent observations, classroom teachers, per diem, per session, parent involvement)
- Title IIA Supplemental (classroom teachers)
- Title III LEP (ESL teacher, supplies/text/materials)
- TL 09 C4E CTT (GE teacher in CTT)
- TL Children First Network Support (OTPS- supplies, Set Aside for CFN)
- TL Fair Student Funding (Classroom Teachers, ESL Teacher, per session- Saturday Academies-overage, ESL, Bridge classes, OTPS- general supplies, educational software)
- TL FSF Legacy Teacher Supplement (classroom teacher)
- TL IEP Teacher (IEP Teacher)
- TL Mandated Speech Shared (Speech Teacher)
- TL NYSTL Library Books
- TL NYSTL Software
- TL NYSTL Textbooks

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, 100% of Students with Disabilities will engage in at least one math task that is embedded in a rigorous unit aligned to Common Core Learning Standards as evidenced by products in students' portfolio.

Comprehensive needs assessment

- As per the New York State School Accountability report, Students with Disabilities did not make AYP in mathematics.
- In the category of "All Students," the school made AYP by Safe Harbor.

Instructional strategies/activities

Instruction

- The school will utilize the Workshop Model in mathematics
 - a. Staff developers and the principal will design a 90-minute prototype for mathematics.
 - b. The school will utilize the Destination Math Program as an independent activity.
 - c. Teachers will open lessons with a dilemma/task that is related to the skill that is being taught. At the end of the lesson, students will be required to apply their new knowledge to solve the dilemma/mini task.
 - d. Lessons will include a problem of the day that is reflective of a multiple choice question on the NYS exam.
 - e. Saturday academy for ELL students, overage and hold over students.
- Targeted Population: students
- Responsible Staff Members/Resources: Principal, Assistant Principal, Teachers, Staff Developer
- Timeline: September 2011- June 2012

Planning and Professional Development

- Teachers will engage in ongoing professional development and planning.
 - a. Teacher teams will develop and implement at least one rigorous task in mathematics.
 - b. Teacher teams will develop monthly curriculum maps
 - c. Job embedded staff development will be provided in which administrators and staff developers model best practices.
 - d. Administrators will conduct short-frequent observations to monitor the implementation of strategies taught during professional development sessions.
 - e. Professional development will be provided by school administrators, the CFN and outside professional developer to improve instruction
 - f. A Professional Developer (former Special Education Supervisor) will work specifically with Special Education teachers and classes.
- Targeted Population: Teachers
- Responsible Staff Members/Resources: Teachers, Staff Developers, Principal and Assistant Principal
- Timeline: September 2011- June 2012

Strategies to increase parental involvement

- The school will conduct Math workshops for parents (including holding a Family Math Night)
- The school will distribute progress reports 5 times a year.
- The school will conduct Parent Teacher Conferences upon request and during citywide conference dates.
- The principal will host a monthly “Muffins for Moms/Donuts for Dad’s” meeting with parents and principal.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will conduct a two-level interview process. The first level of interviews will be conducted for screening candidates. Candidates of interest, making it past the first interview, will be invited back to conduct a demonstration lesson.
- Candidates will be interviewed by a team of stakeholders.
- If a suitable candidate is not found, the principal, working in conjunction with the CFN, will appeal to the state for an exception to hire a candidate that is not in the current pool of DOE employees.

Service and program coordination

- SES programs will be available

Budget and resources alignment

- Contract for Excellence FY 09 (classroom teachers)
- School Support Supplement (classroom teachers)
- Title I SWP (AP- professional development and short-frequent observations, teachers, per diem, per session, parent involvement)
- Title IIA Supplemental (classroom teachers)
- Title III LEP (ESL teacher, supplies/text/materials)
- TL 09 C4E CTT (GE teacher in CTT)
- TL Children First Network Support (OTPS- supplies, Set Aside for CFN)
- TL Fair Student Funding (Classroom Teachers, ESL Teacher, per session- Saturday Academies-overage, ESL, Bridge classes, OTPS- general supplies, educational software)
- TL FSF Legacy Teacher Supplement (Classroom Teacher)
- TL IEP Teacher (IEP Teacher)
- TL Mandated Speech Shared (Speech Teacher)
- TL NYSTL Library Books
- TL NYSTL Software
- TL NYSTL Textbooks

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	14	14	N/A	N/A	0	0	9	0
1	30	30	N/A	N/A	1	0	8	0
2	26	26	N/A	N/A	0	0	6	0
3	25	25	N/A	N/A	0	0	6	0
4	32	32	32	0	1	0	5	0
5	20	20	20	0	0	0	5	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • The IEP Teacher pulls At-Risk Students in small groups during the day • Achieve 3000/Destination Reading/I-Ready Computer Programs: During the day, including extended day; on line one-on-one/small group; Saturday Academy • SES services (BELL, READ, IEP): small group during after school • Wilson: small group; after school
Mathematics	<ul style="list-style-type: none"> • The IEP Teacher pulls At-Risk Students in small groups during the day • Destination Math Program: one-on-one/small group-during the day, extended day and Saturday Academy (Saturday Academy –Jan-April) • SES services (BELL, READ, IEP): small group and after school
Science	<ul style="list-style-type: none"> • Hands on Science activities using science leveled text- small group instruction and after school
Social Studies	
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • One –on-one behavior management counseling • Small group counseling for students in the SAVE room or who are on detention
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	<ul style="list-style-type: none">• One-on-one counseling (conflict resolution, anger management, familial concerns, self esteem issues, anti-bullying, character education)• Small group (character education, leadership, self motivation)
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- 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 Annual Title I Parent Meeting on or before December 1st 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;

- 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;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- 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;
- 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;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- 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., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. 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;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 23K150 **School Name:** PS 150 The Christopher Street School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Areas of school improvement:

Mathematics:

Students with Disabilities

English Language Arts:

Hispanic or Latino

The data from the New York State Report Card shows that Hispanic students did not make AYP in ELA. Students with Disabilities, and African American students only made AYP as a result of Safe Harbor.

With regard to math, Students with Disabilities did not make AYP. Hispanic students and African American students made AYP as result of Safe Harbor. As part of a school-wide initiative for all students, we will be focusing our efforts on improving student achievement in both ELA and math.

Via observations conducted by the administration, CFN and outside consultants, it is concluded that academic rigor is lacking in instruction.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Mathematics

This year the school hired a math consultant to assist teacher in developing rigorous math task and to provide job embedded staff development. The consultant comes to the school twice a month. In order to improve instruction, teacher teams are developing curriculum maps that are aligned to CCLS. The school has also invested in computer based software and online instructional programs such as Destination Math, I-Ready Diagnosis and Instruction and V-Math Live.

In addition, via funding from the SINI grant, the school intends to hire AUSSIE consultants. AUSSIE will provide support in Math, with a focus on strategies for ELL and Special Needs Students. The work with AUSSIE will be designed around the critical assumption that the single most important factor in improving student outcomes is the quality of classroom instruction. We know that in order to support excellent teaching, teachers need to understand and develop expertise about what constitutes powerful instruction for students with Special Needs and for students learning English as an additional language. The greater the challenge of the student needs, the greater the need for a deliberate focus on student learning and well-being.

To achieve the goal of raising student achievement, an AUSSIE consultant will work collaboratively with the principal and staff to create structures that sustain professional learning and will, from the outset, support and guide the teachers to ensure there is internal capacity.

The professional development provided by AUSSIE will focus on:

- supporting the school in holding students with special needs and English Language Learners accountable for goals that are standards-based. IEPs should reflect Common Core Learning Standards and emphasize long-term educational outcomes.
- supporting teachers to focus on student achievement particularly for students at risk;
- supporting the curricular, instructional, and scheduling flexibility needed to meet the diverse needs of students with Special Needs and English Language Learners;
- supporting the principal and teachers as they respond to the learning needs of an increasingly diverse student population, including those with learning challenges, as well as English Language Learners and to better serve students at risk.

The ability to guide schools in implementing and developing a rigorous, engaging, standards-based and assessment driven curriculum is a key feature of AUSSIE work in schools. In supporting the implementation of the school's program, the emphasis will be on ensuring the curriculum in place;

- allows students to develop a deep understanding of essential math concepts and processes
- has content and process objectives within authentic tasks
- engages students in complex and holistic thinking, rather than focusing on simple and discrete skills
- is vertically aligned and developmental

AUSSIE professional development is geared to ensuring that there is effective math instruction for every student.

English Language Arts

This year the school developed a literacy prototype for teachers to follow. The school also hired an English Language Arts consultant. The consultant was hired to assist teachers in developing units of study and literacy tasks aligned to the Common Core Learning Standards. She was also hired to provide job-embedded staff development, specifically in terms of guided reading and instruction. The consultant supports the school twice a month. The school intends to utilize some of the funding from the SINI grant to increase the staff developer's presence to once a week (January- March). In addition to the support provided by the staff developer, the CFN and the administration also provides job embedded staff development based on data collected from short-frequent observations.

In addition to the staff development, teacher teams are developing monthly curriculum maps that are aligned to CCLS. The school has also invested in computer based software and online instructional programs such as Achieve 3000, I-Ready Diagnosis and Instruction and Destination Reading. In grade 4 the school is piloting Simple Solutions grammar program.

In an effort to improve the performance of ELL students, the school will begin an innovative morning program for ELL students and their parents. The school will purchase Rosetta Stone software that will be used to supplement instruction to ELL and students and their parents. The Destination Reading program will also be utilized to support the ELL students. The morning program will be held twice a week; one day for students in grades K-2 and one day for students in grades 3-5. The school will also offer a Saturday Academy for ELL's.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Professional Development monies will be spent on improving instruction for all students including Hispanic students and students with disabilities, our two targeted populations.

Math Consultant Karen Stavis will meet with teachers on an average of twice per month. Karen's focus is three fold: curriculum mapping, task development and improving instruction.

Literacy consultant Deborah Jones currently meets with teachers on an average of twice per month. Deborah's focus is guided reading, unit and rigorous task development and improving the quality of instruction. Deborah's focus is guided reading, unit and rigorous task development and improving the quality of instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The schools strategy for providing high quality professional development includes but is not limited to the following: Formal and informal observations are part of the professional learning community, where teachers expect and are given in depth feedback and next steps as part of their professional growth. Teachers receive regular feedback from short frequent observations in the areas of classroom management, classroom environment and classroom instruction. All observations include immediate analysis and feedback for teacher's professional growth. In addition, classroom teachers are given an additional preparation period, a "7th" prep, in order to attend the school's mandated professional development: Inquiry, Data, and Professional Development (I-D/PD). During this time teacher teams meet with professional developers and administrators for math and ELA instruction, classroom management, and the implementation of technology in the classroom.

In terms of AUSSIE support:

The consultant will assist the school in critical reflection of current programs, creating meaningful, inquiry-based instruction and, using a backwards design approach, tailor curricula that are aligned to the new Common Core Learning Standards and current research.

They will support the school in developing a thinking curriculum, arising out of analysis of data. This analysis will drive instruction. The consultant will assist teachers in developing sound strategies to ensure a differentiated approach. This will promote an emphasis on creating programs that identify and disseminate best practices in teaching and learning.

The consultant will support teachers through faculty meetings and job embedded professional development as they:

- build on their foundation knowledge of the CCLS;
- examine student work to understand what is required for students to reach the appropriate CCLS level;
- develop meaningful performance tasks which are strategically aligned to the CCLS;
- develop curriculum maps and unit maps that are aligned to the CCLS and which include entry points for all learners and provide for rigorous differentiated instruction;
- design interim assessments, aligned to the CCLS and which provide the data to inform ongoing instruction.

During the consultancy period the consultant will:

- meet with the school leadership team to perform a needs assessment, evaluate the school's strengths and needs and ascertain in collaboration with you the goals of the consultancy period;
- develop a school based plan that will outline the specific professional development for the teachers that they will be working with in order to meet these goals;
- provide advice on appropriate use of current resources and suggestions for resources that would support the goals of the project;
- demonstrate exemplary practice using existing programs, encouraging as many teachers as possible to observe demonstrations, provide times for teachers to meet to discuss these demonstrations, and become involved in the learning with the teachers;
- work one on-one with teachers modeling strong pedagogy and planning ensuring a differentiation of support as appropriate to individual needs and experience levels;
- coach teachers so that they are able to work independently and articulate what they have learned and how it has been applied to their teaching;

- facilitate workshops, meetings, and discussion where necessary throughout the consultancy period, with particular emphasis on achieving success for all students;
- establish a consistent evaluation system and ongoing student assessment (as part of the daily work with students), train teachers to use these evaluations to inform their teaching, and to use continual monitoring of students to ensure their needs are met.

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. PS 150 will conduct a parent meeting to notify parents of the school's status; a Spanish speaking translator will be available for parents who need translation. Additional notification will be sent home via student backpack. The letter will be written in English and Spanish.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/J. Brucella	District 23	Borough Brooklyn	School Number 150
School Name The Christopher Street School			

B. Language Allocation Policy Team Composition [?](#)

Principal Pamela Bradley	Assistant Principal Pamela Bridges-Price
Coach	Coach
ESL Teacher Adekunle Ibrahim	Guidance Counselor G. Fox
Teacher/Subject Area Mathew Chalil/IEP Teacher	Parent
Teacher/Subject Area Kinsley Kwateng	Parent Coordinator Veronica Elikens
Related Service Provider Renee Riley-Banks/Speech Teach	Other type here
Network Leader Joanne Brucella	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	235	Total Number of ELLs	29	ELLs as share of total student population (%)	12.34%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

Initial Identification

Initial Identification

At enrollment, a trained school pedagogue meets and discusses orally with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in the child's language—that parents complete to show what language the child speaks at home. A student is considered to have a home language other than English when: (a) a response to one of the initial 1-4 questions indicate that the student uses a language other than English, and (b) when two responses the last 1-5 questions indicate that the student uses a language other English. The trained pedagogue usually conducts an interview with the parents in their native language to complete the second part of the survey and to determine Language Assessment Battery-Revised (LAB-R) eligibility. At our school, Ms. Pena and Ms. Muniz have been designated to interview Spanish speaking parents, and Ms. Irfan interviews Bengali speaking parents. We determine NYSESLAT eligibility based on current RLAT information generated from the ATS. ALL current ELLs are NYSELAT eligible. Our school has a NYSELAT team that includes Dr. Chalil, Ms. Riley, and Dr. Ibrahim. The team schedules the dates of the different components of the test, administer and score the test.

Once the school pedagogue collects the HLIS from parents and determines that a language other than English is spoken in the student's home, then the student is administered a (LAB-R), which is a test that establishes English proficiency level. Dr. Ibrahim, the ELL Teacher, administers the LAB-R to eligible students within ten days of initial enrolment at our school. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. We notify parents of their child's eligibility for services and provide them with information and service options. All current ELLs are eligible to take the New York English as a Second Language Achievement Test (NYSESLAT) annually. The test measures the annual progress of ELLs and it also determines their exit from the program.

School structures that ensure parents understand the three choices

In order to ensure that parents understand the choices of programs for their children, we give them program choice in the their native language. Parents have the opportunity to choose from Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. After students have been identified and for LABR and determined to be ELL entitled, Dr. Ibrahim, the ESL teacher, liaisons with Ms. Elkins, the parent coordinator in informing the parents to attend an orientation about program choice, within 10 days of registration. Ms. Elkins gives out program choice brochures in the parents' languages and establishes contact between them and Dr. Ibrahim, who conducts the orientation. In addition, she contacts and reminds reluctant parents to attend the orientation session. Ms. Pena and Ms. Muniz, who are elementary education certified, are available during video orientation to respond to parents' questions in Spanish.

Distribution of the entitlement letters and returning of the survey

Dr. Ibrahim, the ESL teacher, sends entitlement letters to parents through their children within the first 10 days of the LABR test. He

sometimes mails or gives the letters in person to parents of students in the kindergarten and first grades. The survey and parent choice letters are given to parents on the day of the orientation and video presentation. We believe that the the immediate collection of the survey during the the orientation is a practical way of answering questions that parents need to complete the needed information. Dr. Ibrahim collects the Parent Survey and Program Selection forms from parents during the video orientation. Original copies of the survey and program choice and copies of the entitlement letters are stored in the students' cumulative records.

Criteria and procedure for placing ELLs

Students's placement are determined by honoring parental choice. During the orientation, parents carefully consider the choice that satisfies the interests of their child. Translation services are offered by Ms. Pena and Ms. Muniz to parents in Spanish in order to answer any questions that are related to the video presentation. After parents have indicated their program preference, they are given placement letters. Copies of the placement letters are kept in the students cumulative records. In addition, parents of returning ELLs receive letters of continued entitlement from Dr. Ibrahim. A copy of the entitlement letters are kept in the students records.

Aligning program model at our school with parents' requests

After reviewing the Parent Survey and the Program Selection forms for the past few years, we found that 90% of the parents have chosen the Free Standing ESL programs for their children. Students have benefitted from this program as indicated by the NYSESLAT results. The 2010/2011 NYSESLAT showed that 65% of ELLs, from across the grades moved to higher proficiency levels. In addition, there a significant gains in the listening and speaking modalities of the test. ELLs at our school, this year are receiving rigorous instruction through pull-out programs such as achieve 3000, Destination Reading, and Treasures. These interactive programs allow our ELLs to experience English with the combination of self-directed and well-guided interactions. Our ELLs have access to quality instruction and material like their English-only pairs. The Treasure program is one such program that ensures that ELLs receive the content knowledge with a differentiated language need. Parents who choose the free standing ESL generally express their interests in fast acquisition of English for their children. Our goal is to prepare students to acquire proficiency in English and exit the ESL program. Students may exit ESL after attaining the passing grade in NYSESLAT, which is the annual assessment test that measues students' progress. We inform parents when their children tested out of ESL and that continue to support them for at least one year during this transitional phase of ELL.

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 ●
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This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No *	If yes, indicate language(s):
Dual language program	Yes ●	No *	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	6	8	5	6	1								29
Total	3	6	8	5	6	1	0	0	0	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24	2	2	4	0	0	1	0	0	29
Total	24	2	2	4	0	0	1	0	0	29

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	6	7	5	6	1								28

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
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	6	8	5	6	1	0	29						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Instructional delivery

The ELL models at our school is the free-standing ESL. It consists of 70% pull-out and 30% push-in. During the push-in model, the ELL teacher works with a group of ELLs in their classrooms, employing the best ELLs methods and practices. The ELLs teacher also works collaboratively with the other pedagogues on curriculum evaluation and delivery, as well as on assessment and data inquiry. The uniformity of the school curricula, through the grades make the curricula accessible to all teachers, including the out of classroom teachers.

A. Programming and Scheduling Information

The ELL teacher takes advantage of these curricula to pull-out low performing ELLs for special instruction. Hence, ELLs benefit from individual instruction and are in tune with the pace of the curriculum as the other students who remain in the class. The push-in model of instruction is delivered in two periods of 90 minutes each, while the pull-out varies between one and two periods of 45 and 90 minutes each.

Minutes of instructional delivery in ESL, ELA, and content areas/grouping

Our ELLs belong in all categories of English proficient levels. Beginning and intermediate ELLs receive two units or 360 minutes of ESL instruction, while advanced students receive one unit or 180 minutes of ESL instruction. In addition, advanced ESL students receive one unit of ELA per week. The language of instruction in the content areas is English, and teachers utilize ESL methodologies during instruction to facilitate students' academic content learning. The homogeneous grouping of ELLs according to grade level makes it possible for us to fulfill the mandated minutes of instructional service per student per week. Dr. Ibrahim, ESL teacher, provides six periods of instruction daily. The size of the classes ranges from three students to ten students, allowing the ESL teacher to address the students' diverse learning needs and to differentiate instruction.

Instructional differentiation

At PS 150, we differentiate instruction for ELLs according to their English proficiency. The computer program, Achieve 3000 and Destination Reading are the reading programs that we use here to assess and assign reading level based on proficiency. Students move on to a more challenging level after they have demonstrated a mastery of their comfort reading level. In addition, ELLs use Treasures Readers. Treasures are assigned to students based on their reading level. The language of the Treasures texts are simplified for students who are approaching proficiency, and more challenging for students on the reading level. Students who read beyond the reading level have the most difficult text. Since students study the same topic, they are given the same assessment, although with modified language difficulty level.

Since SIFE traditionally fall behind in academic, we expect them to benefit from the array of programs at the school: Achieve 3000, Treasures, and Destination Reading. They will also benefit from small group pull-out model of ESL and the after school instructional programs. Likewise, ELLs receiving service between 4-6 years are expected to benefit from Achieve 3000 and Destination Reading, since they can now self-direct their own reading level by moving up to the more challenging reading after mastery of easy texts.

Long-Term ELLs will receive intensive English instruction that strengthens their vocabulary and comprehension. In addition to Achieve 3000, Treasures, and Destination Reading, the QTEL instructional approach will be utilized to enhance their comprehension of texts and literacy skills. Finally, students with special needs will have the opportunity to use technology based programs focus on listening, speaking, reading and writing. These programs will include self-assessment components that rewards students with success, instantly.

ELLs having special needs at PS 150, we employ strategies that are effective with English learners who have special needs, such as drawing on their prior knowledge and providing them the opportunities to review previously learned concepts. We teach them to apply and extend concepts to new knowledge. We support ELLs with special needs with learning experience in the form of technology, and relevant materials to fill gaps in background knowledge. We allow special needs ELLs to construct meaning from concepts using their funds of knowledge as a way of enhancing their creativity and encouraging them to be self-directed.

Native Language support

The Destination Reading and math program, which we use at PS 150, has the Spanish version, which is tailored to the needs of the beginner ELLs. Reading topics are fitted for content subjects in science and social studies. The math program is also available in Spanish. These programs are interactive, audio-visual and of measured language difficulty level for the beginner ELLs. In addition, the Spanish versions of the programs is a direct duplicate of the English versions. Thus, all students work on the same topic, albeit, in two different languages. In order to give native language support to our students, we make library books available to them in the content areas in wholly Spanish and in Dual language (English and Spanish). The ESL teacher trains ELLs on how to use the bilingual dictionary.

Instructional Strategies and materials for ELL-SWDs

Dr. Ibrahim meets with the IEP team, periodically, to review the IEP mandates for ELLs. Students whose IEP mandate ESL instruction gets the appropriate minutes of instruction, according to their LABR or NYSESLAT proficiency level. Our Destination Reading and math programs are geared toward the needs of these students. The ESL strategy is the Cognitive Academic Language Learning Approach

A. Programming and Scheduling Information

(CALLA). CALLA combines language learning, academic concepts with cognitive and metacognitive skills. Thus, students develop language skills at the same time as they acquire concepts in the contents, and as their critical and analytical skills are enhanced. As at this time, we do not have any bilingual mandated IEP students. If we have in the future, we would consider providing a bilingual paraprofessional support.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	who are pulled out for ESL instruction in another building location, to be picked up at another time when there are emergencies that mandate change in the daily schedule. Since most of our ELL instruction is pulled-out, our SWDs who are beginners meet and learn with their non-disabled peers for at least 360 minutes per week.			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. 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.
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Targeted intervention programs

Intervention services in ELA, math, social studies and science for ELLs consist of the After School program, Innovative Education Program (IEP), which targets students in the testing grades (3-5), BELL Program for the lower grades, and the Early Morning Intervention Program (7-8 am), which broadly caters for all ELLs in our school who mostly consist of beginners. Content subjects in these programs are structured in ways that enable students to solve problems, learn literacy skills, and perform the four ELL modalities of speaking, listening, reading, and writing.

Our beginning ELLs, across linguistic spectrum have difficulties with academic language, reading and writing. The Cognitive Academic Language Learning Approach (CALLA) has been used to teach content at PS 150 in both the push-in and pull-out models. The purpose of CALLA is to focus on the content being studied, then select the academic language, and the learning strategies to be taught. ELLs are motivated to learn the language that represents the ideas of the content. Instructional scaffolding and a lot of activities that rely on students' prior knowledge are utilized during the initial stage of the program until students attain English proficiency. As students acquire academic

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Professional Development for pedagogical staff

The school offers in-house instructional and professional developments (ID/PD) in ELL. This year ID/PDs, to be delivered by the ESL teacher will be announced. ID/PDs will focus on teachers and paraprofessional roles, instructional delivery for ELLs, instructional and assessment equity for ELLs, cultural responsive teaching, and the goal of creating ELLs who will be self-directed learners. In order to support the pedagogical personnel with ELLs' transition from elementary to middle and high schools, teachers of graduating ELLs at the advanced and transitional levels are considered for more indepth English learning. They will utilize text and technology based programs. Also, pedagogical staff dealing with ELLs at the beginning and intermediate levels of proficiency are trained to teach ELLs the subject areas. Content areas workshop will touch on modified language or difficulty level for ELLs, acquiring academic language in the content areas without jeopardizing the communicative English. Teachers are trained on how to teach strategies to ELLs while they learn English. Teachers and paraprofessionals will receive trainings in ESL methodologies and assessment tool for ELLs. The ELL teacher will utilize some school professional days to discuss relevant ELL topic with the staff. Our school has scheduled 4 in-house ELL instructional and professional development (ID/PD) days for all the staff for the year 2011/2012. The ID/PDs will be delivered by the ELL teacher of the school.

Supporting Staff on ELLs Transition

The school guidance counselors, psychologist, and parent coordinator will receive training on the cultural aspect of ELLs, ELLs homes, and the need to strenghten students cultural identity to shore up their sense of pride as they transition from one school to another. ELLs face the dilemma of the entrenched cultural forces that seek to dominate and assimilate them within their stay in the American society. The struggle by ELLs to retain their cultural identity or to abandon it is a good workshop for teachers, parent coordinators, and guidance counselors. They will also benefit from and applicable theories concerning ELLs, such as cultural deficit and cultural mismatch and their impact on adults' relationship with students and their parents. These are theories that examine our roles in the lives of ELLs as unknowingly deal with them in isolation, depriving them of fundamental home experiences that are connected to school learning. The school secretaries will receive both the human and clerical training issues concerning ELLs.

7.5 hours ELL Training

The ID/PDs that are conducted in-house by the ESL teacher and those that are attended outside count toward the 7.5 hours of training by all teachers. Teachers will sign at the beginning and end of the sessions. They will bring prove of attendance from outside the school and an indication of period of attendance. The Principal will keep a record of attainment of these hours.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
1. How much time (%) is the target language used for EPs and ELLs in each grade? 100%	
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? 75%	

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

Parents of newly enrolled ELLs are invited to attend the Parent Orientation session in September in order to obtain information about the ELL programs and to select a program of their choice. At this session, parents of newly enrolled ELLs will have an opportunity to listen to a presentation of the three ELL programs. They will view a video and ask questions that will guide them to make a choice they consider suitable for their children. In addition, Open Houses and Open School Nights are held for parents to discuss ELLs' progress and to explain the instructional methodologies and approaches employed by the teachers to meet their learning needs. School related information are also distributed to parents of ELLs in English, and when necessary, in the language they understand. Parents receive translation and interpretation services in order for them to be effectively involved in their children's education. As a result of this services, they are able to attend school activities such as the Pajama Night, which is a book reading night for children and parents.

Partnership With Outside Agencies

We are currently developing plans to involve agencies and community-based organizations to provide workshops and services to our ELL parents. We anticipate that these will include the Fire fighters, Police Officers, the neighborhood Librarian, and the Health Center in the community. We would translation and interpretation services.

Evaluating the Needs of Parents

We evaluate parental needs based on the data collected from focus point discussions with parents during the parent-teacher association (PTA) meetings and from the principal's monthly meetings with parents called 'Muffins for Moms' and 'Donuts for Dads.' Finally, data that are gathered from the parent coordinators interviews with parents, the NYDOE paper and online surveys are analyzed to address parental needs. Translation and interpretation services are available to collect information from parents and to respond to their needs.

Description of Parental Involvement

After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed at our school that about 80% of our parents have chosen the Free Standing ESL program, the rest 20% have transferred to the Transitional Bilingual program. Because of this parental choice, our school has aligned our program to the parents' choice of ESL. Also, our parental involvement has enabled us to focus on students who need extra help with homework because parents are unable to help them due to their limited English proficiency. Through our involvement with parents, we advise them of the danger of formal education interruption (SIFE), and data shows that most of our parents have chosen to keep their children in school, rather than move them back and forth in and out of the country. Parents indicate that they want Afterschool for their children. Their involvement in the Afterschool attendance and their presence at pick-up time shows their need in this area is addressed. There sre translation services to collect information and to respond to parents' needs.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development for pedagogical staff

The school offers in-house instructional and professional developments (ID/PD) in ELL. This year ID/PDs, to be delivered by the ESL teacher will be announced. ID/PDs will focus on teachers and paraprofessional roles, instructional delivery for ELLs, instructional and assessment equity for ELLs, cultural responsive teaching, and the goal of creating ELLs who will be self-directed learners. In order to support the pedagogical personnel with ELLs' transition from elementary to middle and high schools, teachers of graduating ELLs at the advanced and transitional levels are considered for more indepth English learning. They will utilize text and technology based programs. Also, pedagogical staff dealing with ELLs at the beginning and intermediate levels of proficiency are trained to teach ELLs the subject areas. Content areas workshop will touch on modified language or difficulty level for ELLs, acquiring academic language in the content areas without jeopardizing the communicative English. Teachers are trained on how to teach strategies to ELLs while they learn English. Teachers and paraprofessionals will receive trainings in ESL methodologies and assessment tool for ELLs. The ELL teacher will utilize some school professional days to discuss relevant ELL topic with the staff. Our school has scheduled 4 in-house ELL instructional and professional development (ID/PD) days for all the staff for the year 2011/2012. The ID/PDs will be delivered by the ELL teacher of the school.

Supporting Staff on ELLs Transition

The school guidance counselors, psychologist, and parent coordinator will receive training on the cultural aspect of ELLs, ELLs homes, and the need to strenghten students cultural identity to shore up their sense of pride as they transition from one school to another. ELLs face the dilemma of the entrenched cultural forces that seek to dominate and assimilate them within their stay in the American society. The struggle by ELLs to retain their cultural identity or to abandon it is a good workshop for teachers, parent coordinators, and guidance counselors. They will also benefit from and applicable theories concerning ELLs, such as cultural deficit and cultural mismatch and their impact on adults' relationship with students and their parents. These are theories that examine our roles in the lives of ELLs as unknowingly deal with them in isolation, depriving them of fundamental home experiences that are connected to school learning. The school secretaries will receive both the human and clerical training issues concerning ELLs.

7.5 hours ELL Training

The ID/PDs that are conducted in-house by the ESL teacher and those that are attended outside count toward the 7.5 hours of training by all

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The ID/PDs that are conducted in-house by the ESL teacher and those that are attended outside count toward the 7.5 hours of training by all teachers. Teachers will sign at the beginning and end of the sessions. They will bring prove of attendance from outside the school and an indication of period of attendance. The Principal will keep a record of attainment of these hours.

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

Parents of newly enrolled ELLs are invited to attend the Parent Orientation session in September in order to obtain information about the ELL programs and to select a program of their choice. At this session, parents of newly enrolled ELLs will have an oppportunity to listen to a presentation of the three ELL programs. They will view a video and ask questions that will guide them to make a choice they consider suitable for their children. In addition, Open Houses and Open School Nights are held for parents to discuss ELLs' progress and to explain the instructional methodologies and approaches employed by the teachers to meet their learning needs. School related information are also distributed to parents of ELLs in English, and when necessary, in the language they understand. Parents receive translation and interpretation services in order for them to be effectively involved in their children's education. As a result of this services, they are able to attend school activities such as the Pajama Night, which is a book reading night for children and parents.

Partnership With Outside Agencies

We are currently developing plans to involve agencies and community based organizations to provide workshops and services to our ELL

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Partnership With Outside Agencies

We are currently developing plans to involve agencies and community-based organizations to provide workshops and services to our ELL parents. We anticipate that these will include the Fire fighters, Police Officers, the neighborhood Librarian, and the Health Center in the community. We would translation and interpretation services.

Evaluating the Needs of Parents

We evaluate parental needs based on the data collected from focus point discussions with parents during the parent-teacher association (PTA) meetings and from the principal's monthly meetings with parents called 'Muffins for Moms' and 'Donuts for Dads.' Finally, data that are gathered from the parent coordinators interviews with parents, the NYDOE paper and online surveys are analyzed to address parental needs. Translation and interpretation services are available to collect information from parents and to respond to their needs.

Description of Parental Involvement

After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed at our school that about 80% of our parents have chosen the Free Standing ESL program, the rest 20% have transferred to the Transitional Bilingual program. Because of this parental choice, our school has aligned our program to the parents' choice of ESL. Also, our parental involvement has enabled us to focus on students who need extra help with homework because parents are unable to help them due to their limited English proficiency. Through our involvement with parents, we advise them of the danger of formal education interruption (SIFE), and data shows that most of our parents have chosen to keep their children in school, rather than move them back and forth in and out of the country. Parents indicate that they want Afterschool for their children. Their involvement in the Afterschool attendance and their presence at pick-up time shows their need in this area is addressed. There sre translation services to collect information and to respond to parents' needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	4	1	3	1								17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	2	3	3	0								8
Advanced (A)	0	1	2	0	1	0								4
Total	3	6	8	4	7	1	0	0	0	0	0	0	0	29

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		2		1				4
5					1				1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 150

School DBN: 23K150

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/1/11
	Assistant Principal		12/1/11
	Parent Coordinator		12/1/11
	ESL Teacher		12/1/11
	Parent		12/1/11
	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
	Coach		
	Coach		
	Guidance Counselor		12/1/11
	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **23K150** School Name: **The Christopher Street School**

Cluster: **2** Network: **210**

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

Part A: Needs Assessment Findings

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

Our primary data source is the Home Language Identification Survey and interviews when students are enrolled. Parents are interviewed by our ELL teacher. The Home Language Identification Survey requests how the parent/guardian wants the school to communicate to them verbally and in writing (Part 3- Questions 1 and 2). Based on these answers we provide both written translation and oral interviews as requested to ensure that all parents are provided with appropriate and timely information in a language they can understand. If we recognize that a parent is struggling to understand the English language at any meeting such as our ESL Orientation, Parent-Teacher Conference, Annual IEP or EPC or any other informative session, we inquire if translation or interpretation services are needed. We provide oral interpretation at the time of registration if needed.

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.

Translation and interpretation needs are contingent upon admission and discharge of ELL students. A vast majority of our second language learners are Spanish speaking (39). In terms of other languages, the school has 1 family in each of the following languages: Bengali, French and Fulani. These findings were reported to the school via the Home Language Identification Survey.

Part B: Strategies and Activities

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

We provide NYCDOE documents in translated forms (if available). We provide language assistance at Parent-Teacher conferences and provide parents with translated questionnaires and notices. The school has the School Messenger program which translates our phone messages into Spanish. The school messenger is used to inform parents of programs, such as PTA, Parent Teacher Conferences, emergencies and workshops. It is also used to inform parents of absences and lateness.

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.

We conduct oral interpretation as needs arise. We have staff members who can provide support in Spanish, Bengali, Arabic and Haitian Creole. Per-session funding is provided for staff if needed. For non-confidential informational sessions we utilize parent support for translation.

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>.

At PS 150, we follow the Department of Education procedures regarding parents notification and enlisting the service of minors. We do not utilize minors in translating achievement and conduct. We utilize staff members to interpret for parents at meetings and workshops. We also provide parents with the opportunity to request translation services through the NYCDOE. If a document needs to be translated and a staff member is not able to do so, the document is faxed to the translation service via the NYCDOE.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 150	DBN: 23K150
Cluster Leader: Charles Amundsen	Network Leader: Joanne Brucella
This school is (check one): <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> *Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 29 Grades to be served by this program (check all that apply): <input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

For 20 weeks, the school will offer a morning ELL classes for students who are English Language Learners and their parents. The program will take place before school from 7:20 a.m to 8:20 pm. The K-2 program will occur on Tuesdays and the program for grades 3-5 will occur on Wednesdays.

Each session will be open to 15 students. Each student may bring one parent for a total of 30 participants. The class will take place in the school's computer lab and will be facilitated by 3 NYCDOE teachers. The lead teacher will be a certified ELL Teacher. There will be 2 other certified teachers to work with small groups, a Special Education Teacher and a teacher fluent in Spanish.

The teachers will utilize the Rosetta Stone program (level 1-5) and the Destination Reading program. All lessons will begin with a whole group mini lesson. The program will also provide students and their parents with dual language reading materials for home reading.

The same program will be offered on Saturdays for students and parents who cannot attend during the week. The program will occur on Saturdays from 9 a.m. to 12 noon.

Subgroup: ELL student- Beginners and Intermediate Level ELL students:

Tuesday and Wednesdays: January- April/May

Staffing: 1 certified ELL teacher, 1 certified Special Education Teacher and 1 General Education Teacher who is fluent in Spanish.

Programs and Resources: Destination Reading, Destination Math, Rosetta Stone, Dual Language trade books.

Instruction will be primarily in English with Spanish support.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ELL teacher, Dr. Ibrahim, will conduct professional development sessions for staff members during at least 2 Inquiry, Data and Professional Development sessions- 1 session in November 2011 and 1 session in February, Outside staff developers will conduct professional development sessions on the Destination Reading and Math programs in January 2012. The ELL teacher will attend PD sessions organized by CFN-210

Part C: Professional Development

CFN Fall ELL PD- 9/14/2011, 10/14/2011 Spring PD-TBA

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The school will institute an a.m. program and Saturday Academy for ELL students and their parents. The school will utilize the Rosetta Stone program and Destination Reading and the Destination Math programs. The school will send home book baggies containing dual language books for parents and students to read together. The school will include parents in monthly school wide workshops and activities. We will provide translation services at parent related events. Workshops that will be offered include but are not limited to Open House (Sept. 2011), SES Fair (Oct. 2011), Parent-Teacher Conference (Nov. 2011), Family Literacy Night (Oct. 2011), Honor Roll Dinners (Fall and Spring), Family Game Night (Dec. 2011), Family Math Night (Jan. 2011), Test prep workshops (Spring 2012) and Family and Friends Day (June 2012). The principal will also hold monthly parent meetings (Muffins for Moms/Donuts for Dads).

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		