



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**



SCHOOL NAME : THE VITO MARCANTONIO SCHOOL

DBN: 04M050

PRINCIPAL: CYNTHIA ROCHEZ EMAIL: CROCHEZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. LUZ CORTAZZO

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
Cynthia Rochez	*Principal or Designee	
Jane Modell-Rosen	*UFT Chapter Leader or Designee	
Selena Johnson	*PA/PTA President or Designated Co-President	
Virginia Nieves	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for	

	<i>high schools)</i>	
Janette Then	CBO Representative, if applicable	
Paul Clarke	Member/ Teacher	
Cheryl Moss	Member/ Teacher	
Vanessa Reel	Member/ Teacher	
Nola Cooper	Member/ Teacher	
	Member/ Parent	
	Member/	
	Member/	

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

The school will make progress in English Language Arts by moving 42 percent of students in grades 4-8 performing at level 2 to level 3 as measured by the June 2012 NYSTP English Language Arts Examination. As well, the school will make progress in English Language Arts by moving 23 percent of students in grades 4-8 performing at level 1 to level 2 as measured by the NYSTP English Language Arts examination.

Comprehensive needs assessment

- ***Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.***

The New York State School Accountability Report Card indicates that PS/MS 50 did not make adequate yearly progress for the school year 2009-2010 in ELA. Our goal centered on the English Language Arts is focused on raising achievement to reach our annual measurable objective.

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:***
 - a) strategies/activities that encompass the needs of identified student subgroups,***
 - b) staff and other resources used to implement these strategies/activities,***
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments***

**to evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.**

Activity #1

Instructional Focus On ELA

- Entire school has developed an English Language Arts Curriculum Map that integrates Social Studies and ELA Standards. Grade level teams and vertical planning teams continue to use a specific framework and process for revising plans and materials that are part of an outcome based, assessment driven approach to designing curriculum. Specific areas of focus include developing sustainable, effective models for differentiating instruction in ELA during each teaching block and designing all experiences to be assessment based for every student.
- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing grades K-8, including SWDs and ELLs and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist will meet with teachers via the following cohorts: K-2, 3-5, 6-8. Administration will meet regularly at pre-established points of time to discuss progress at interim levels of assessment and how this information can drive the refinement of the next module's plans.
- Implementation Timeline: September 2011 through May 2012

Activity #2

- Professional Development: PD will be given on the following topics: Finding consistency in differentiated instruction based on data so that lesson planning reflects purposeful groupings. Creating Tasks to accommodate different learning styles using various forms of questioning that extends student thinking to maximize student learning.

- Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist including support from Network.
- Implementation Timeline: October 2011 through May 2012

*Special Education Teachers will continue to strengthen and improve their use of co-teaching models and strategies for effective differentiation and modifications for students based on their assessed needs and goals.

Steps for Including teachers in the decision making process

- House Leaders who respond to the ELA-related professional development needs of the teaching staff on an ongoing basis. These staff members provide curriculum support as well as professional development workshops during specified scheduled times.
- Middle School AVID Site Team will incorporate an analysis of Middle School Student's needs in ELA and pilot additional support for targeted needs with the assistance of A.U.S.S.I.E consultants, Staff Developer and the school-based support team.
- Teachers will use data from 2011 NYS exams to inform instruction for the school year.
- All teachers of ELA will meet with their House Leader/ Data Specialist to discuss testing data and create an action plan for meeting the needs of each of the students in the class.

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.

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- 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

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g. Great Books, Reading & Writing Workshop).
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- ***Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.***
- Scheduling will provide time for professional development and collaboration among staff. This time will be used for teachers to explore Common Core Task Bundles and student work (writing samples) as well as Exemplars.
- House Leaders who respond to ELA related professional development needs of the teaching staff on an ongoing basis. These staff members provide curriculum support as well as professional development workshops during specified scheduled times.
- Middle School AVID Site Team will incorporate an analysis of Middle School Student's needs in ELA and pilot additional support for targeted needs with the assistance of A.U.S.S.I.E consultants and the school staff developer.

- Special Education teachers who received significant amounts of training within the previous six years will turnkey information to new staff and provide peer coaching and feedback through the use of inter-visitations and other professional development models.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- Mentors are assigned to support struggling teachers

Service and program coordination

- ***Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.***
- Junior Great Books Foundation Shared Inquiry
- Readers & Writers Workshop
- Academic Intervention Program: Kaplan Advantage Program to implement various Test Strategies
- Aussie Consultants
- Saturday Academy which focuses on literacy and math skills
- AVID: an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance.
- CITY YEAR: teams of diverse young people called corps members serve full-time in schools for 10 months working to improve student attendance, behavior and course performance in English and math.

Budget and resources alignment

- ***Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.***

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- After-school Intervention Services (2days a week)
- Saturday Academy (3 Saturdays a month)
- Supervisor per session (2 days per week)
- Teacher per session (1 day per month) differentiated professional development.
- Professional Development
- Title I used to fund professional development for House Leaders, and Teachers as well as future per session offerings for targeted students to receive help on an extended schedule.
- Staff Developer was hired to support teachers at minimum three days a week.

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

The school will make progress in Mathematics by moving 44 percent of students in grades 4-8 performing at level 2 to level 3 as measured by the June 2012 NYSTP Mathematics Exam. As well, the school will make progress in Mathematics by moving 21 percent of students in grades 4-8 performing at level 1 to level 2 as measured by the NYSTP Mathematics examination.

Comprehensive needs assessment

- *Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.*

While the PS/MS 50 New York State Accountability Report Card indicates that all students have made adequate yearly progress, the New York State Testing Program Mathematics Examination indicates that a higher number of level 1's and 2's than meets our academic expectations. Along with state test scores, our formative classroom data sets including Acuity show a need to move an equal number of students from 3's to 4's.

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:*
 - a) strategies/activities that encompass the needs of identified student subgroups,*
 - b) staff and other resources used to implement these strategies/activities,*
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - d) time line for implementation.*

Ongoing school-wide initiative to build math literacy through the use of math word walls, daily quick-writes, vocabulary pre- and post-assessments, and visual aids. The introduction of Singapore Math program in the lower

grades as a visual supplement to the EDM program. Special Education Teachers will continue to strengthen and improve their use of co-teaching models and strategies for effective differentiation and modifications for students based on their assessed needs and goals.

Activity #1

- Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

Using Math Data

ACUITY predictive exams for math will be used to target student needs/weaknesses in math and to group students for intervention strategies/

Classroom teachers use Everyday Math (K-5), and Impact Math (Gr. 6- 8) to guide instruction and ensure that math instruction is aligned with NYS and NYC standards for math performance. Periodic formal assessments (typically one per month) are used to inform ongoing instruction.

Activity #2

- Creation of a Data Room: A data room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Staff will facilitate discussions of the students' progress and strategies for improved student outcomes.
- Target Population(s): Teams of Teachers working with ELLs, SWDs and former ELLs not making acceptable gains.

- Responsible Staff Members: Principal, Assistant Principal, Data Specialist.
- Implementation Timeline: December 2011 & January 2012.

Steps for Including teachers in the decision making process

- House Leaders who respond to the math-related professional development needs of the teaching staff on an ongoing basis. These staff members provide curriculum support as well as professional development workshops during specified scheduled times.
- Middle School AVID Site Team will incorporate an analysis of Middle School Student's needs in Math and pilot additional support for targeted needs with the assistance of A.U.S.S.I.E consultants, Staff Developer and the school-based support team.
- Teachers will use data from 2011 NYS exams to inform instruction for the school year. They will meet in grade-level and cross functional teams to review student data gathered from periodic assessments
- All teachers of math will meet with their House Leader/ Data Specialist to discuss testing data and create an action plan for meeting the needs of each of the students in the class.
- Periodic Assessment Dates: November 2011, January 2012 and March 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.***
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. She 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
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

- 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
- Math and ELL teachers will design training modules and host monthly Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Kaplan Intervention, EDM, MI).
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- ***Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.***
- Scheduling will provide time for professional development and collaboration among staff. This time will be used for teachers to explore math curriculum, the use of manipulatives, and construct teacher – created constructed responses questions, as well as Exemplars.
- House Leaders who respond to the math-related professional development needs of the teaching staff on an ongoing basis. These staff members provide curriculum support as well as professional development workshops during specified scheduled times.
- Middle School AVID Site Team will incorporate an analysis of Middle School Student’s needs in Math and pilot

additional support for targeted needs with the assistance of A.U.S.S.I.E consultants and the school-based team.

- Special Education teachers who received significant amounts of training within the previous six years will turnkey information to new staff and provide peer coaching and feedback through the use of inter-visitations and other professional development models.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- Mentors are assigned to support struggling teachers
- Staff Developer was hired to support teachers at minimum three days a week.

Service and program coordination

- ***Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.***
- Academic Intervention Program: Kaplan Advantage Program to implement various Test Strategies
- All students in our early childhood grades will participate in the Cook Shop Program (nutrition education) where they will utilize math concepts such as measurement, geometry and skills such as reading charts, following directions as they learn about the connection between good nutrition and school performance.
- Aussie Consultants
- Saturday Academy which focuses on literacy and math skills
- AVID: an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance.
- CITY YEAR: teams of diverse young people called corps members serve full-time in schools for 10 months working to improve student attendance, behavior and course performance in English and math.
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Budget and resources alignment

- ***Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.***

Title I SWP school:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- After-school Intervention Services (2days a week)
- Saturday Academy (3 Saturdays a month)
- Supervisor per session (2 days per week)
- Teacher per session (1 day per month) differentiated professional development.
- Professional Development (internal and external)
- Title I used to fund professional development for House Leaders, and Teachers as well as future per session offerings for targeted students to receive help on an extended schedule.
- Staff Developer was hired to support teachers at minimum three days a week.

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

As measured by the Curriculum Mapping and Alignment Coaching Rubric, 100% of teachers will participate in the development and implementation of at least 1 performance based assessment in English Language Arts and Mathematics by March 2012. As a result, 100% of students will be engaged in Common Core Learning Standard aligned content and produce work products that reflect the demands of the CCLS as measured by CCLS aligned rubrics.

Comprehensive needs assessment

- ***Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.***

The most recent analysis of data from 2010-2011 revealed a increase in student progress and performance. The percentage of students making at least one year of progress in ELA increased by 7%, and the percentage of students making at least one year of progress in Math, increased by 2% on our last formal data set The NYCDOE's instructional expectations recommend that principals/assistant principals engage in more cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice including the Common Core Learning Standards (CCLS).

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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:***
 - e) strategies/activities that encompass the needs of identified student subgroups,***
 - f) staff and other resources used to implement these strategies/activities,***

- g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
- h) time line for implementation.*



Activity #1

- In literacy, the task bundle will be aligned to a strategically selected common core literacy focused standard, which are as follows:
 - Literacy Grades -K-2 – Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2)
 - Literacy Grades 3-8: Written analysis of informational texts and/or written opinion or argument based on an analysis of informational texts.

Target Population: Teachers servicing all students in grades K-8 including SWD and ELL’s subgroups.

Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist

Implementation Timeline: September 2011 through May 2012

Activity #2

- In Math, the curriculum unit will be aligned to the overall standard of practice or construct and explore the reasoning behind arguments to arrive at a viable solution. These tasks will focus on the following domain areas:
 - Math Grades K – Operations and Algebraic Thinking

 - Math Grades 1-2 – Number and Operations in Base Ten

 - Math Grade 3 – Operations and Algebraic Thinking

 - Math Grades 4-5 – Number and Operations—Fractions

Math Grades 6-8- will be engaged in a cognitively demanding mathematics task(s) that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

These tasks will focus in the following domain areas:

- Math Grades 6 and 7 – Ratios and Proportional Relationships
- Math Grade 8 – Expressions and Equations

Target Population: Teachers servicing all students in grades K-8 including SWD and ELL's subgroups.

Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist

Implementation Timeline: September 2011 through May 2012

Steps for Including teachers in the decision-making process

- The school will participate in network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core State Standards and which include rigorous student work for all students.
- The school cabinet team and grade leaders will plan for professional development with grade and department teams in consultation with the Aussie consultant in supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.
- Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.
- Principal, assistant principal, literacy coach, bilingual coordinator, special education liaison will support their teachers on implementing the aligned task bundles with their students during grade conference meetings.
- Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks.
- Administrative oversight will act as quality control in the creation and implementation of task bundles.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- Mentors are assigned to support struggling teachers
- Staff Developer was hired to support teachers at minimum three days a week.

Service and program coordination

- ***Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.***
- *PD 360*: School Improvement Network's comprehensive suite of online professional development resources all focus on the most relevant topics in today's schools that improve teacher effectiveness and student achievement.
- Teachscape: The Framework for Teaching Proficiency System

Budget and resources alignment

- ***Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.***

Title I SWP school:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session (1 day per month) differentiated professional development.
- Professional Development
- Staff Developer was hired to support teachers at minimum three days a week

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			N/A	N/A				

1	3	3	N/A	N/A				
2	6	6	N/A	N/A				
3	13	13	N/A	N/A				
4	23	22						
5	40	30						
6	29	31						
7	29	28			2			
8	35	29			2			
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	<ol style="list-style-type: none"> 1. Type of program: Kaplan NY Advantage 2. Method for delivery of service: Small group, one-to-one, tutoring 3. When the service is provided: During the school day, After school and Saturday Academy.

Mathematics	<ol style="list-style-type: none"> 1. Type of program: Kaplan NY Advantage 2. Method for delivery of service: Small group, one-to-one, tutoring 3. When the service is provided: During the school day, After school and Saturday Academy.
Science	<ol style="list-style-type: none"> 1. Type of program: NY Science Coach 2. Method for delivery of service: Small group. 3. When the service is provided: After school
Social Studies	<ol style="list-style-type: none"> 1. Type of program: Kaplan NY Advantage/ Document Based Question's (DBQ's) 2. Method for delivery of service: Whole class 3. When the service is provided: During ELA class
At-risk Services provided by the Guidance Counselor	<p>These services range from individual and group counseling, education, referrals to families and outside agencies. : Provide social skills and behavior related activities that assist students to develop their interpersonal skills and improve on their behavior. Further Services that are addressed are academic, personal/social, and career and post-secondary development. Guidance Counselor</p>
At-risk Services provided by the School Psychologist	<p>These services consist of behavior intervention support, 1:1 counseling, consultation with primary classroom teacher, and parent meetings as needed.</p>
At-risk Services provided by the Social Worker	<p>These services range from individual and group counseling, education, referrals to families and outside agencies</p>
At-risk Health-related Services	<p>The At-risk health and related services support rendered to these students are as following: asthmatic support and education These students are having difficulty breathing or needed to take their medication pre-exercise and 2 were diabetics who are seen daily for glucose monitoring, carbohydrate</p>

	<p>counting and insulin administration. Students are also provided with minor first aid treatments which consist of the following treated children with stomachaches, headaches, minor scrapes and bruises, minor head injuries, 1 student with conjunctivitis (pink eye) and done one lice check.</p>
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**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)

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 with 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: 04M050 **School Name:** The Vito Marcanonio 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.

A review of the data from our pre-populated School Demographics and Accountability Snapshot, indicates that every accountability group (3-8 ELA: All SWD, Black, Hisp, LEP ED) did not meet AYP in ELA for the 2010-2011 school year.

English

In examining the writing, students struggled with higher order thinking, specifically those associated with the critical lens essays. Students were challenged by creating a new perspective using different literary works. For our struggling students, using evidence to support text while using various writing conventions increased the level of difficulty. This also applied to the reading portion. Students were able to identify most information on the comprehension level. However, they struggled with questions on analyzing the text.

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.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- In order to enable students in the subgroup to achieve their academic potential, we will use Teachers & Writers Collaborative Program a research based, developmental reading and language arts program for our special education classes. The foundation of this program is its high-quality children's literature, as well as informational text writing. During a T&W writing residency, students come to think of *themselves* as writers. Most T&W workshops begin with students reading and discussing the work of contemporary and classic writers. Through these activities, students learn literary elements and techniques that they are then asked to use in their own creative writing—guided by a writing prompt assigned by the T&W writer. At the end of most T&W programs, students work with the writer to revise their work, which T&W publishes in an anthology. T&W programs help students develop creative and imaginative skills, increased motivation and skills in reading, and an improved ability to express their experiences and ideas in writing.
- Teachers will meet during their assigned common PREP will meet to discuss test taking strategies that can be implemented in their classrooms to prepare the students for our state assessment.
- Our school's staff developer and teacher trainer Yuisa Davila will facilitate a series of professional development for teachers. It will focus on developing effective strategies for ELA in all subjects while integrating the common core standards and

fostering the use of effective assessment in the classroom to improve student academic performance. Ms. Davila also supports teachers every Tuesday and holds Lunch and Learn meetings open to all faculty members using Critical Friends Protocols to look at student and teacher work.

- A facilitator, who is a retired principal, has been contracted to work with the administrative team and teachers. As a team, we will determine areas of need and work on strategies to remedy these areas of need and enhance teaching practices. She will work specifically with the ELA teachers and the teachers of Students with Disabilities who are our focus groups. The team will work on strategies to differentiate instruction for all groups while ensuring that the demands of a rigorous curriculum are met.
- We also have purchased the Kaplan Intervention program in both ELA and Math to further support the various student groups during AIS and after-school. Furthermore, increased AIS services are being offered in Special needs classes using supplemental materials such as Glass Analysis, Wilson and Foundations, etc.
- Students will be offered support services provided by SES for during and after school tutoring.

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.

Provide the following information: 2010-11 anticipated Title I allocation = \$303,197.00; 10% of Title I allocation = \$30,319.70

In order to support the implementation of Common Core State Standards (CCSS) The Vito Marcantonio School will use SINI funds to: Provide Staff Ongoing, High-Quality, Job-Embedded Professional Development “When school personnel routinely evaluate, invent, and implement new practices, when those changes are motivated by and consistent with reform, and when teachers’ professional learning communities and development are supported by the schools, change can be sustained” (Carpenter et al., 2004) In response to this research The Vito Marcantonio School will sustain reform in our targeted grade levels by providing ongoing and intensive professional development, fostering strong leadership from within professional communities, encouraging collaboration both between teacher and between teachers and administrators.

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

Teachers hired will only be highly qualified and we make a concerted effort to assign teachers in their area of license. Teachers that are eligible will be encouraged and supported to complete the HOUSSSE. Professional development and support are provided for all teachers, especially those that are deemed not highly qualified.

Buddy Mentor Program:

This is a special program for students who are in need of additional support and guidance to do well in all subject classes to improve class attendance and perform well on State assessment exams. Teachers will work as a mentor with a select small number of students in all areas of academic and school life concerns.

1st Year Mentoring Program: Our mentoring program adheres to the DOE mentoring policy. In prior years, new teachers have received two hours a week support and instruction from two highly certified and experienced teachers in their subject areas. The new teachers will do interclass visitations to observe their mentor instructing their class in the various content areas and meet with their mentor to go over strategies and techniques in planning for their daily lessons. The mentor will observe the new teaching instructing the class in order to provide suggestions, strategies and techniques they can implement in their class.

Title I 5% funds have been set aside to reimburse eligible teachers for the maximum allowable in tuition fees for courses taken to satisfy requirements toward becoming highly-qualified. These eligible teachers were informed of this incentive and encouraged to participate

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.
 - Parents are notified in a timely fashion via notices sent home in the 8 recognized languages to inform them of the school's status
 - Letter backpacked home
 - Letter mailed home
 - School Leadership Team and Parent Association. The meetings are conducted in English with translators performing a simultaneous translation utilizing translation devices; parents listen to simultaneous translations via head sets.
 - Monthly memos are sent to parents to keep them abreast of school wide curriculum, instructional, and programmatic developments so that they remain equal partners with school personnel, in terms of providing support for their child's academic achievement.
 - At the end of the year, parent conferences will focus on ways to continue learning during the summer months, ensuring children are engaged year round and do not fall behind in the development of essential academic skills.

WORKS CITED:

Carpenter, T.; Blanton, M.; Cobb, P.; Franke, M.; Kaput, J. & McClain, K. (2004). *Scaling up innovative practices in mathematics and science*. Retrieved February 12, 2010, from National Center for Improving Student Learning and Achievement in Mathematics and Science website. Retrieved from: <http://ncisla.wceruw.org/publications/reports/NCISLAReport1.pdf>

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonaldo/Ben Waxman	District 04	Borough Manhattan	School Number 050
School Name PS/IS 50 Vito Marcantonio			

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

Principal Cynthia Rochez	Assistant Principal Ayo Mendez-Swavy, Mable Elliot
Coach type here	Coach type here
ESL Teacher Scott Fried	Guidance Counselor
Teacher/Subject Area Noelle Dunn/ 5th grade teacher	Parent type here
Teacher/Subject Area Renee Cordova/2nd grade teache	Parent Coordinator Lisette Rios
Related Service Provider	Other type here
Network Leader	Other type here

C. Teacher Qualifications [i](#)

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	2	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	330	Total Number of ELLs	37	ELLs as share of total student population (%)	11.21%
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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. 

1. Possible English Language Learners (ELLs) are identified through several steps, according to DOE procedure. First, the secretary checks for cumulative records from other schools. Parents who are enrolling students in New York City for the first time are given the Home Language Identification Survey (HLIS) by the school secretary. The ESL teacher or another trained pedagogue goes over the HLIS and conducts an informal interview with the child to determine whether the student speaks a language other than English. All students who have qualifying HLIS forms and who, as determined through the informal interview, speak a language other than English are given the formal initial assessment, the LAB-R. Those students who speak Spanish are also given the Spanish LAB. The LAB-R and Spanish Lab are both administered by the ESL teacher. The students who score within the prescribed range are accepted as ELLs, at the beginner, intermediate or advanced level. Those students who achieve a proficient score on the LAB-R do not receive ESL services.

In the spring of each year, all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Students are tested in grade level groups for all tests except the speaking test, when each student is tested individually. All tests are administered according to official testing guidelines. In addition to the certified ESL teacher, other classroom teachers, coaches, and/ or related service providers help administer the test as necessary according to the official testing schedule. These teachers also evaluate the writing portion of the test, following the procedures and rubrics given by the Pearson testing company. Teachers who administer the NYSESLAT view all the materials supplied by Pearson to ensure uniform administration of the test. In addition, the lead scorer attends training in the district. The other scorers then receive turn-key training of scoring procedures using materials from Pearson.

2. In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during parent orientations. Parents receive the program pamphlet and watch the video in their native language when available. Several parent orientations are offered in both morning and evening sessions throughout the year, according to the parents' schedules. Each orientation is conducted within ten days of a student's initial enrollment. The ESL teacher speaks several languages so there has not been a need for interpreters of any other language to be present. If such a need arises, the ESL teacher will contact Translation Services to secure the services of an interpreter.

3. Parent letters (entitlement and non-entitlement) are sent out in both English and the home language in the beginning weeks of school, as eligibility is determined, or within ten days of a new student's enrollment (for those students who enroll late in the year. Parent surveys and selection forms are collected during orientation from those parents who attend the orientation or from the student. The ESL teacher contacts parents by phone in addition to sending letters to ensure that parents have received letters, know about the orientation, and that all efforts are made to set up meetings according to parents' availability.

4. The parents of the ELLs are offered the choice of a TBE, bilingual or free-standing ESL program. All of the parents this year have chosen the free-standing ESL program. This choice is offered through the survey which is given in the parent's native language after an explanation of the three programs and the video in the native language of the parent. The placement letters are distributed to the students to give to their parents when the final results of the LAB-R are known. The placement letters are kept in a binder in the main office, in the ESL teacher's classroom, and in the cumulative records of each student. Continued entitlement letters are distributed at the beginning of the school year based on NYSESLAT performance data. The continued entitlement letter records are also maintained in

the same three locations; in a binder in the main office, in the ESL teacher's classroom, and in the cumulative records of the students.

5. The overwhelming trend in parent selection is the Free-standing ESL program. The program model at our school is aligned with parent requests. When parents request a program other than freestanding ESL, all efforts are made to help fulfill this request. As all the parents have chosen the program offered at this school, there is no present need to change our programs to build alignment.

6. In our school, we have yet to see a growing desire for TBE programs. All Home Language Surveys are reviewed by the ESL team and analyzed for patterns and trends. The trend in program selection is for free standing ESL programs only; as such our program model is in aligned with parental requests.

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●

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	11
SIFE	2	ELLs receiving service 4-6 years	19
		Special Education	20
		Long-Term (completed 6 years)	7

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. [i](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0				0
Dual Language	0	0	0	0	0	0				0
ESL	11	1	2	19	1	12	7		6	37
Total	11	1	2	19	1	12	7	0	6	37

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3		1	1	5	6	1	5	8					30
Chinese				2					1					3
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian														0
French						1			1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	3	0	1	3	5	8	1	6	10	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1a. There is one classroom teacher with ESL certification who teaches all the ESL classes. The second grade teacher is certified in ESL and services her ELL student in her classroom. ELLs in the ESL classes receive structured ESL/ELA time in homogeneous groups. ESL methodologies are used across the curriculum to support these students. The ESL classes are pull-out. Pull-out classes meet for 50 minute periods in groups of 3-8 students.

1b. ESL groups are both ungraded and graded, and heterogeneous. Students are grouped within grade-level bands. Most groups are composed of beginner and intermediate students or advanced students.

2. The ESL pull-out schedule is designed to ensure that students receive the mandated number of ESL instruction hours. The ESL teacher coordinates with the classroom teachers to ensure that students receive explicit ESL, ELA, and content-area instruction each day. In the class where the teacher is ESL certified, the student receives small group and targeted instruction during the ESL and ELA blocks as well as in math instruction. In this way the teacher ensures that the mandated number of instructional minutes are met.

3. All ESL classes are conducted in English. Content is structured into thematic units. Targeted vocabulary instruction, the use of realia and visuals to scaffold material, collaborative work, project-based learning and balanced literacy exploring a variety of genres ensure that content is rich, varied, and accessible to ELLs. Students work on all four modalities- reading, writing, speaking, and listening to ensure that language development is well rounded.

4. Students are appropriately evaluated in their native language by means of native language textbooks during the classes and glossaries that are provided by the Board of Education that are available in a variety of languages. Staff members speak several foreign languages to assist further in the evaluation of students. One student received her end-of-year exams in her native language last year.

5a. For SIFE students, materials are carefully selected. Materials including visual representations, realia, and audio-visuals are used to scaffold texts. In addition, classes use TPR, partner work, and focused word study to build literacy in the target language. As much as possible units are structured around topics that all students have background knowledge with or that deal with non-fiction topics which are more readily accessible to ELLs. This provides a basis for understanding more complex reading and listening materials, and developing expressive language, both written and oral.

5b. Similarly, newcomers are offered a lot of visual support for activities and materials. Newcomers have the opportunity to express their understanding of topics in a variety of ways while their productive language capabilities develop. Due to the strict requirements of NCLB for ELA testing after one year of instruction, students are given extra support to understand and feel comfortable with the ELA test. Focused test preparation instruction is integrated by both classroom teachers and the ESL teacher during the regular school day and during extra after-school and weekend sessions.

5c. For ELLs receiving service for between 4 and 6 years, the ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student. Instruction is focused on these skills and modalities. These students are

A. Programming and Scheduling Information

especially encouraged to attend afterschool programs to receive more focused instruction and practice on these skills. In general writing and reading provide the most difficulty for this group of ELLs. In ESL and across all classes in the upper grades teachers are focusing this year on developing writing skills. By engaging students in activities that develop writing stamina and practice in a variety of genres in all subjects, edents are immersed in this skill. As they practice writing for a variety of purposes throughout the day students will be prepared not only for the NYSESLAT and ELA tests, but also for the variety of authentic writing tasks they will face in high school and college. The school also uses Great Books, a reading program that allows children to develop the reading, writing, oral communication, and critical thinking skills needed to become good readers.

5d. To support long-term ELLs all teachers use the same methods described above for extended service ELLs: intense reading and writing programs across all grade-levels and subjects, integrated test preparation throughout the year, and after-school programs that are aligned with and extend the regular school day while providing increased small-group and individual support. In addition the ESL teacher, related service providers, and classroom teachers work closely to communicate and address the needs of these students.

6. Teachers of ELLs-SWDs use instructional strategies such as small guided groups, visuals, the incorporation of workshop models, collaborative teach teaching models, individualized instruction, materials, leveled libraries, listening centers (K-4), use of technology such as overhead projectors, ELMOs, and smartboards. Also in the middle school, one of the main instructional strategies is the use of the AVID program which teaches organizational strategies for students who are identified as needing additional support.

7. There are collaborative team teaching classes, self-contained classes, and support by SETSS teachers. Service providers communicate amongst themselves so there is no overlap in schedules.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

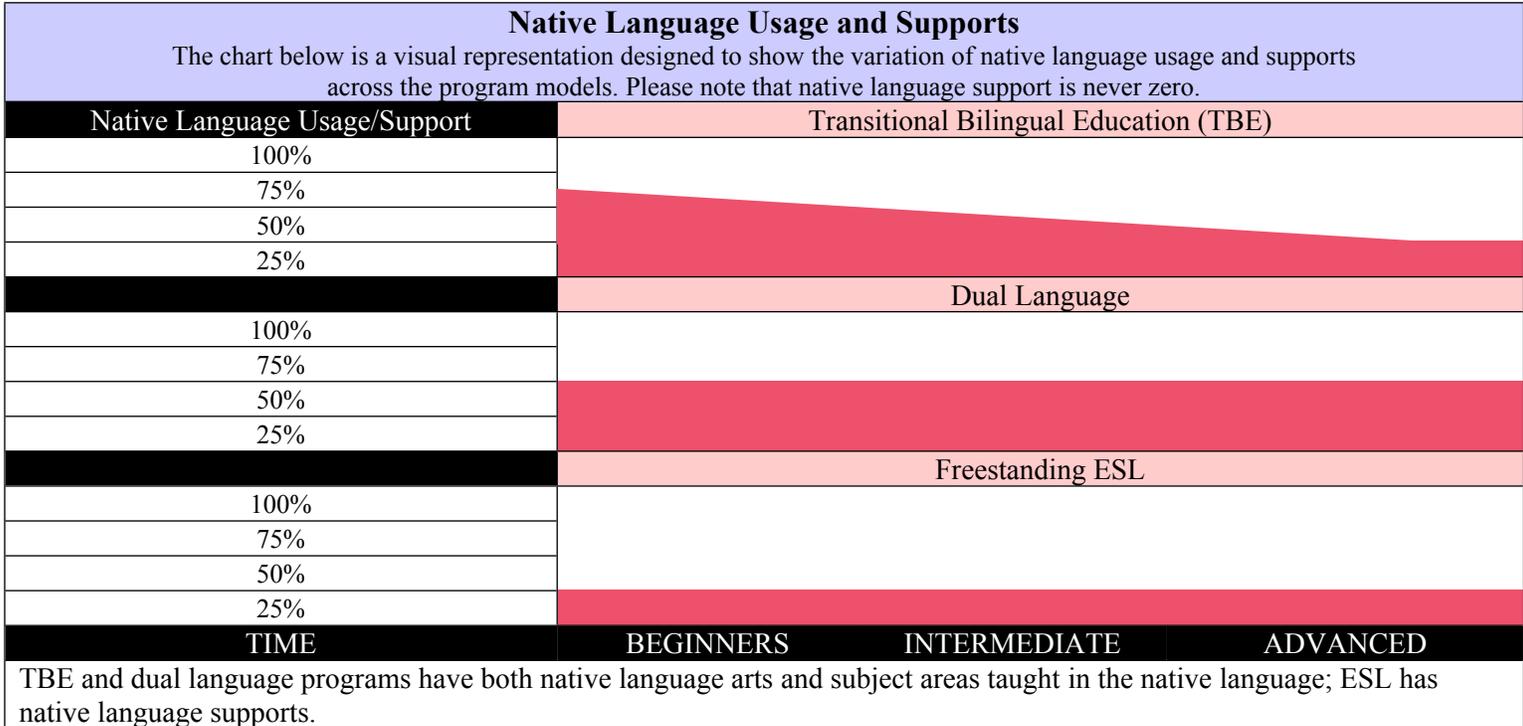
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- B. Programming and Scheduling Information--Continued**
- 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.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 - What new programs or improvements will be considered for the upcoming school year?
 - What programs/services for ELLs will be discontinued and why?
 - How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 - What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 - How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 - Do required services support, and resources correspond to ELLs' ages and grade levels?
 - Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 - What language electives are offered to ELLs?
8. 8. For ELA, math, and other content areas, ELLs are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTs teachers participate in professional development and confer with the ESL teacher to ensure alignment between methodologies use in both classrooms to create consistency for SIFE, Special Education, and Long-term ELLs as well as ELLs who have received 4-6 years of service.
9. Continuing transitional support will be provided for ELLs who have tested as proficient (within the last two years) through small-group

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

8. 8. For ELA, math, and other content areas, ELLs are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTs teachers participate in professional development and confer with the ESL teacher to ensure alignment between methodologies use in both classrooms to create consistency for SIFE, Special Education, and Long-term ELLs as well as ELLs who have received 4-6 years of service.
9. Continuing transitional support will be provided for ELLs who have tested as proficient (within the last two years) through small-group instruction during regular classes, extended day and after-school programs.
10. PS 50 has created grade level teacher planning blocks weekly to increase the time teachers have to plan and engage in professional development together. We will foster stronger collaboration across content levels and improvements in pedagogy with rigorous professional development. New this year will be the incorporation of the Great Books literacy program in grades 3 to 8. Great Books, a reading program that allows children to develop the reading, writing, oral communication, and critical thinking skills needed to become good readers.
11. There are no programs or services that will be discontinued for ELLs this year.
12. We ensure that ELLs are encouraged to participate in all school programs by first communicating with parents in their native languages whenever possible. Within after school and supplemental programs ELLs are given targeted programs and small-group options with the help of City Year volunteers and the Children's Aid Society.
13. ELLs are supported through materials such as books on tape, cd, and iPad, shared reading which integrates language arts and social studies topics, homogeneous spelling groups, technology courses exploring computer programs and research. Teachers use overhead and multimedia projectors to provide images to support shared reading materials in content areas. Bilingual glossaries and books in Spanish and Spanish and English are available in classrooms (including content areas such as math workbooks).
14. Due to the diverse language backgrounds of the students, native language support is provided in a variety of ways. Students are often engaged in comparing words and ideas in their native languages with English, which they are encouraged to share with the class. Bilingual books with both English and Spanish are often used; students literate and fluent in Spanish are given the opportunity to be experts and teach the other students the meaning of Spanish words. Students make use of bilingual glossaries. The materials and resources use are varied in level and content, so as to be appropriate for students of all ages and grade levels. Students are also given opportunities to work with partners using their native language when necessary to support and show understanding of concepts. Several teachers and school staff speak other languages including Spanish, French, and Arabic.
15. Yes, there are grade appropriate books for students of similar ability levels.
16. The school does not offer any activities to assist newly enrolled ELLs before the beginning of the school year.
17. There are no language electives at this time at PS/IS 50.

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)?

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.

1. Our professional development plan includes outside training for the ESL teacher as well as training for classroom teachers of ELLs not certified in ESL. Professional development includes training for the NYSESLAT, pedagogical training as well as development focusing specifically on the needs of specific populations of ELLs.

Assistant principals, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators are involved in receiving professional development. During the school year, the ESL teacher will conduct trainings on Tuesdays for grades 3-8 and for K-2 on Fridays during their common preparation periods. All the teachers are supported by the assistant principals and other administrative staff. In addition, because the Friday sessions consist of a smaller group of teachers, the entire school based support team including related service providers, paraprofessionals, secretaries and parent coordinators will be invited to participate. The professional development will be a 10-week program with two weeks each devoted to one of the four language skills: listening, speaking, reading, and writing. The final two weeks will provide additional support on differentiation and assessment for ELLs for the teachers and staff.

2. Over the past year the staff has worked to develop a strong shared reading structure for the humanities curriculum, incorporating ELA and Social Studies instruction. Maintaining a similar structure across grade levels helps students to understand and decode the material as they transition from elementary to middle school. Being a K-8 school we are a smaller community. Teachers across grade levels communicate to share strategies and experiences to best support ELLs as they transition to higher grades. Additional support has been provided in writing from grades 3-8 through scaffolding strategies developed by a writing AUSSIE consultants.

3. In order to ensure that all teachers of ELLs have access to the tools and techniques most effective for supporting ELLs, professional development is offered throughout the year. Professional development includes turnkeys of new professional development sessions attended by the ESL teacher. Professional development also focuses time on the development and sharing of materials teachers use to scaffold learning for ELLs across the curriculum throughout the school day.

E. Parental Involvement

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

1. Parents are encouraged to be actively involved in their child's education. Family events put on by the school and community organizations as well as PTA meetings and events occur regularly throughout the school year. The parent coordinator and/ or several other Spanish-speaking teachers and staff are always available at these events. DOE-issued posters are displayed informing parents of their right to translated materials. Letters and flyers home are translated into parents' native language as much as possible. In addition to the initial parent orientation, there are ELL parent nights throughout the year to provide parents with information about school programs, testing, and ways and resources to help their children succeed in school.

2. Several community-based organizations partner with the school to provide services to ELL parents. The Children's Aid Society (CAS) has an office within the school. They provide an after school program for students whose parents cannot pick them up until after work. They also provide free health services, including flu shots and, in prior years, eye examinations and glasses. City Year also works with the school.

Volunteers are in the school throughout the week and provide tutoring and activities focused around literature, such as reader's theater and "Bringing Books to Life." Our school also enjoys programs for the 5th grade by "Rosie's Broadway Kids."

3. Parent needs are determined, as much as possible, through direct correspondence with parents. The DOE's Teachers and related service providers maintain regular contact with parents throughout the year. Several members of the staff are bilingual and able to provide translation for meetings with teachers. When a translator or interpreter is not available to be present, the DOE's over-the-phone interpretation services are used, to ensure that parents' needs and concerns are addressed.

4. Parental involvement activities inform parents and provide resources to ensure that they have the resources and knowledge they need to help their children succeed in school.

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4. Parental involvement activities inform parents and provide resources to ensure that they have the resources and knowledge they need to help their children succeed in school.

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)	2				2				2					6
Intermediate(I)				1	1	1		3	2					8
Advanced (A)	1		1	2	2	7	1	3	6					23
Total	3	0	1	3	5	8	1	6	10	0	0	0	0	37

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2			5
4	1	7	3		11
5	2	1			3
6	5	1			6
7	2	5	1		8
8	3	1			4
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	3		1		1				5
4			7		3		1		11
5	1		2						3
6	3		2	1	1				7
7	1		4		3				8
8	1		1	1	1				4
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	3		4		4				11
8			1	1	2				4
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. To assess the early literacy skills of ELLs, teachers use the WRAP (Writing and Reading Assessment Program) and IRLA (Independent Reading Level Assessment of the 100 Book Challenge program). These assessments, paired with teacher observations, provide insight about students understanding of basic literacy concepts and stage of literacy development. This informs each teacher's lessons and the differentiation provided in class. In response to the priority of literacy skills and levels, our school has introduced the 100 Book Challenge

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/IS 50 Vito Marcantonio

School DBN: 04M050

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Rochez	Principal		11/2/11
Ayo Mendez	Assistant Principal		11/3/11
Lisette Rios	Parent Coordinator		11/2/11
Scott Fried	ESL Teacher		11/3/11
	Parent		1/1/01
Noelle Dunn	Teacher/Subject Area		11/3/11
Renee Cordova	Teacher/Subject Area		11/3/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
M.S. Elliott	Other <u>Assistant Principal</u>		11/3/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M50 **School Name:** PS/IS 50 Vito Marcantonio

Cluster: 05 **Network:** DSSI

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.

On the Home Language Identification Survey, parents indicate in which language they want communication. Based on that response, the parents receive materials in the appropriate language. Parents may also request translation and interpretation services during back to school night and parent-teacher conferences.

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.

There are 34 ELLs in the school at the present time, 27 of whom have Spanish speaking parents. Of the remainder, one speaks Bengali, one speaks Cantonese, and five speak French. Several of the Spanish-speaking parents and the Cantonese-speaking parents require written translation and oral interpretation. The French speaking parents can communicate effectively orally and through writing in English. The school community will be made aware of the translation and interpretation needs of the parents of ELLs during upcoming faculty and PTA meetings. The ESL teacher also individually discusses the needs of the ELLs and their parents with their homeroom and content area teachers.

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.

The school uses translation services from the Department of Education when the need arises. For translation of IEPs, the schools pays by the word to have them translated. The school also uses the expertise of teachers who speak and write several languages to translate documents as needed. Finally, many official documents are provided in covered languages on the Department of Education's website, so the school is able to avail themselves of those documents in the required language when necessary.

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.

The school uses the Department of Education's service for oral interpretation when a language is needed that is not spoken by the staff. When school staff or parent volunteers do speak the language in question, they are able to provide that service.

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>.

PS 50 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school posts at the front entrance entrance a sign in the most prominent covered languages, indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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/IS 50 Vito Marcantonio	DBN: 04M50
Cluster Leader: Debora Maldonado	Network Leader: Ben Waxman
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ✱2 ✱3 ✱4 ✱5 ●6 ✱7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

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: The rationale for this program is that students need extra for preparation for the NYSESLAT exam. These students remain ELLs because they did not earn a score of proficient on last year's test. Therefore, with more individualized attention, the students should be able to perform better on this year's test and in the process develop better reading and writing skills that will help them in all their classes.

The students served in this afterschool program range from grade 3 to grade 7. They will be divided based on proficiency level and grade level among the three teachers working in this program.

The class will take place on Mondays and Tuesdays from 3-4. The class will take place in the ESL teacher's classroom.

The language of instruction will be English.

There will be two teachers, both of whom are certified in ESL. One of the teachers is the school's ESL teacher and the other one is currently a homeroom teacher of second grade. The second grade teacher is ESL certified, and she currently services one ELL.

There will be various materials used in the class. One of them is NYSESLAT preparation materials for the students who haven't taken the NYSESLAT yet. The teachers will also create worksheets and activities to help all children with reading and writing skills in English. Finally, there are literacy-minded games in the classroom to help the students.

The students will also have access to computers both in the classroom and in the library to work on various literacy activities.

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: Teachers need professional development so that they are able to carry out their tasks related to the afterschool program.

The teachers that will receive training are the other two teachers involved in the program. As one of them is ESL certified and was involved in the afterschool program last year, she is somewhat familiar with what we are going to do.

The professional development will consist of a single session of an hour to ensure that the teachers involved in the program are all on the same page and have clear expectations for the program.

The topics of the sessions will include information about the NYSESLAT, ESL strategies, and how to work with the specific students involved in the program.

The ESL teacher will lead the session.

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: It is vital that parents are strongly involved with the education of their children. This program is designed to help parents with their English so that they can do more to help their children. The class will take place on Friday once a week for a hour.

The topics to be covered in the class include basic English grammar and vocabulary so that they can strengthen their English abilities.

There will also be an open house for the parents of all ELLs so that they are familiar with the ESL teacher and the curriculum and learn what they can do to help their children with their academic needs. At the open house, the parents and guardians will have the opportunity to ask any questions they may have.

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. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

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.
Travel		
Other		
TOTAL		