



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME PS 50 Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q050

PRINCIPAL: RINA MANJARREZ EMAIL RMANJAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

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
Rina Manjarrez	*Principal or Designee	
Angela Morgan	*UFT Chapter Leader or Designee	
Richard Bowden	*PA/PTA President or Designated Co-President	
Edith Stephens	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tonnie Robinson	Member/ Teacher	
Robin Donovan	Member/ Teacher	
Laurie Greenwald	Member/ Teacher	
Mirtha T. Gil	Member/ Assistant Principal	
Nilsa Roman	Member/ Parent	
Denise Doctor	Member/ Parent	
Virginia Stuart	Member/ Parent	
Delores Williams	Member/ Parent	
Nakisha Beards	Member/ Parent	
	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

By June 2012 there will be a 2% increase in reading achievement of Students with Disabilities (SWD) and English Language Learners (ELL) students scoring level 3 & 4 as measured by NYS ELA exam

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.

Upon reviewing our state test scores on the NYS ELA exam for the past 3 years, it was determined that our ELL and SWD student groups are not meeting the standards and making adequate progress. As a result, we have made our ELL and SWD subgroups a priority goal for the school year.

Students with Disabilities

In 2010/ 2011, 19% of students with disabilities scored at performance level, this is a 2% increase from the 2009/2010 school year. In reviewing the NYS ELA data for students with disabilities we noticed an increase in students performing at levels 3 & 4 for 3rd and 4th grade. There was a decrease in 5th grade students with disabilities scoring at level 3 & 4. The 3rd grade made a 26% increase of students performing at or above grade level from the 2009/2010 school year to the 2010/2011 school year. A total of 43% of these students are on grade level. 4th grade students made a 12% increase of students performing at or above grade level from the 2009/2010 school year to the 2010/2011 school year. A total of 25% of these students are on grade level. The 5th grade students performing at grade level decreased 13% from the 2009/2010 school year to the 2010/2011 school year. A total of 4% of these students are on grade level.

English Language Learners

In 2010/ 2011, 19% of English Language Learners scored at performance level this is a 7% decrease from the 2009/2010 school year. In reviewing the NYS ELA data for English language learners we noticed an increase in students performing at levels 3 & 4 for the 4th and 5th grade and decrease in 3rd grade students performing at levels 3 & 4. The 3rd grade students performing at grade level decreased 25% from the 2009/2010 school year to the 2010/2011 school year. A total of 30% of these students are on grade level. 4th grade students made a 12% increase of students performing at or above grade level from the 2009/2010 school year to the 2010/2011 school year. A total of 64% of these students are on grade level. The 5th grade students performing at grade level increased 18% from the 2009/2010 school year to the 2010/2011 school year. A total of 18% of these students are on grade level.

A review of the data reveals that our ELA test scores for students with disabilities and our English language learners need improvement.

In order to create an upward trend in test scores, we are supporting a focused professional development plan, a focused AIS program, vertical alignment, the revision and modifications to the curriculum to align with the Common Core Standards (CCS) and to meet the needs of our students.

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

- ELL teachers and Special Ed teachers will collaborate to create detailed reading curriculum maps based on that grades specific unit of study that adhere to the Common Core Standards with an emphasis on Reading Informational texts, standards 1 and 10.
- ELL teachers and Special Ed teachers will collaborate to create detailed writing curriculum maps based on that grades specific unit of study that adhere to the Common Core Standards with an emphasis on writing opinion or arguments based on the analysis of informational texts, writing standard 1.
- Teachers will utilize curriculum maps to create pacing calendars that are differentiated based on the class/students needs as obtained from both summative and formative assessments.
- Various programs such as Wilson, Leveled Literacy, and Imagine Learning will be utilized to support the ELL and Special Education Students.
- Teachers will build academic language through shared reading and guided reading with the main focus on non-fiction and informational texts.
- 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.
- AIS providers will push –in / pull-out English Language Learners and students with disabilities to offer an even smaller and differentiated instruction
- ELL teachers and AIS providers will collaborate to improve effective differentiation and modification strategies for students based on their assessed needs and goals.
- Supplemental Academic services will be provided in small group settings during the day and afterschool to address individual student needs. Students will be invited to a Saturday Test Prep Academy where they will learn specific skills and strategies necessary meet the demands of the test. In addition, ELL students will be invited to attend a Title III LEP program that will offer them the opportunity to build English skills across curricular areas.

Activity #2

Using ELA Data

- Teachers, administrators and coaches will meet to review data collected through running records, teacher made tests, ITA's and periodic assessments to develop strategic plans to meet the needs of students.
- Teacher will keep students data in assessment portfolios and keep their daily conference notes in a binder to facilitate regular and on-going collaboration and discussions of growth trends in areas of identified challenges and weaknesses.
- Teachers create flexible/guided groups based on data and continually modify and change the groups and focus based on student strengths and weaknesses.
- Teachers meet weekly on grade level inquiry teams to discuss and analyze detailed information gathered on student performance. This enables teachers to group and modify instruction to students during balanced literacy.
- Teachers will meet at the beginning of each writing unit to analyze on demand writing pieces using the continuum to guide instruction and create flexible and targeted groups.

Activity #3

Professional Development

- Teachers will be provided with professional development opportunities specifically designed to address students with learning disabilities and English Language Learners.
- In cycles network instructional specialists will be providing ongoing professional development based on teacher needs.
- The ELL network specialist will analyze NYSESLAT data with teachers to determine areas of need; create lab sites to provide model lessons to support the data findings.
- The special education support specialist will work with teachers in the following areas: effective strategies, co-teaching models, differentiated instruction
- Aussie specialist will support teachers in creating a cohesive balanced literacy curriculum.
- Literacy coaches will meet regularly with teachers to support them in modifying and planning of curriculum. Coaches will model, observe and coach into teacher lesson to improve the rigorous quality of instruction.
- Administrators will meet with, observe and offer guidance, support and effective feedback that is pertinent in assisting teachers to create a rigorous learning environment.
- Coaches will conduct vertical team meetings to begin the process of ensuring a cohesive curriculum that is aligned vertically and to the CCS.
- Teachers will meet regularly with the coaches and administration to discuss and plan assessments, analyze data and discuss next steps.

Target Population: All teachers responsible for teaching ELL and SWD students

Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist

Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process:

- Teachers will meet regularly as a grade and in vertical teams to review the data gathered
- Teachers will meet with Assistant Principals in grade level conferences to discuss goals established based on the data
- Teachers will meet with coaches to modify and plan curriculum maps based on the CCS, Instructional focus adopted by the city for reading and writing and create/plan/modify literacy tasks

Timeline:**September 2011 - June 2012**

- Daily 90 minute literacy block + 45 minute writing period
- Extended day (Monday – Wednesday) Thursday Inquiry Team Meetings
- Weekly Professional Development provided by coaches, Aussie Consultant and or Network instructional specialists

January 2012 – April 2012

- After school program for academically at risk students
- Saturday Test Sophistication Institute for all students

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.

Parent workshops will be provided throughout the year at different times to accommodate parent schedules. Translators will be present at workshops to accommodate our non-English parents, Workshop topics will include:

- Current Curriculum
- Common Core Standards
- Skills and strategies they can use at home to help their children
- Homework help
- NYS ELA exam

Parents will be provided with timely information regarding performance profiles and individual student assessment results for their child

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 become highly qualified, in order to achieve this goal.

- P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.
- Professional Development is coordinated by the Coaches, Administration, Aussie Consultant, Networks Support Specialists and

Classroom Teachers. Teachers are provided with planning days to work together to combine ideas and to provide vertical articulation for effective planning, the use of authentic assessment tools, and to develop curricula and instructional materials. The Professional Development Team meets once a month to reflect and refine school-based practices and update the weekly professional development plans.

- All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

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.

- Our guidance counselor provides training to all staff to be sensitive to the needs of SWD and ELL students
- Ongoing support is offered to teachers in dealing with anger management and conflict resolution
- Newly arrived ELL's are offered guidance sessions to help them adapt to a new environment

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.

- TL Fair Student Funding – 5 certified ESL/ CB for self contained ELL classes (grades K-4), 2 12:1:1 classes and 4 ICT (grades K-4), Administrators, F-status ESL certified teacher, AIS teacher supplies and books
- Title 1 SWP – 1 - 3 day F-Status ESL certified teacher, AIS teacher, Administration, per diem days to provide coverage for PD, per session for Saturday Test Prep Academy, Aussie Professional Development Consultant, books, supplies, leveled literacy intervention program for AIS program
- TL 09 C4e CTT classes- ICT Classroom teachers
- Contract for Excellence – Upper grade Literacy Coach, AIS teacher, per session for after school AIS program
- TL Children 1st Network – per session for AIS after school program, CFN 207 support
- Title III LEP- per session for after school program, supplies for materials

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012 there will be a 2% increase in math achievement of students scoring level 3 & 4 as measured by the NYS math exam.

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.

Upon reviewing our state assessment data over the past 3 years, it was determined that our percentage of students performing at levels 3 & 4 and making adequate yearly progress has decreased from the 2008/2009 school year. However, we did make a 2% increase from the 2009/2010 school year to the 2010/2011 school year. As a result we have made this a priority goal to continue increasing our student performance and increasing the percentage of students making adequate yearly progress in math.

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

Professional Development: PD will be given across the grades by our lower grade coach and our upper grade math coach to all teachers. Coaches will provide weekly workshops throughout the year and model lessons for teachers.

The following topics will be a focus:

- Creating and delivering a rigorous math curriculum that demands higher order thinking and incorporates Webb's depth of knowledge
- Creating and delivering lessons that Model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others
- Utilizing math tasks
- Using rubrics in mathematical tasks
- Providing viable feedback to students regarding their work
- Multi entry problem solving tasks promoting students to use "a say why" strategy to explain their mathematical thinking
- Implementation of daily problem solving notebooks

Activity #2

Using Math Data: Coaches will work closely with teachers on analyzing math data from past state tests, current unit tests, periodic assessments and ITA's. They will meet regularly throughout the year to ensure that data is being utilized to plan differentiated lessons to promote student growth.

- Analyzing data from multiple sources to inform differentiated lessons plans and plan for upcoming units
- Looking at the item analysis from the 2010/2011 school year to identify trends and modify curriculum and create small differentiated learning groups
- Analyzing student work on word problems and mathematical tasks

Target Population: All teachers responsible for teaching math

Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist

Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process:

- Teachers will meet regularly as a grade and in vertical teams to review the data gathered
- Teachers will meet with Assistant Principals in grade level conferences to discuss goals established based on the data
- Teachers will meet with coaches to modify and plan curriculum maps based on the CCS, Instructional focus adopted by the city for mathematics practice and create/plan/modify math tasks

Timeline:

September 2011 - June 2012

- Daily 60-90 minute math block
- Extended day (Monday – Wednesday) Thursday Inquiry Team Meetings
- Weekly Professional Development provided by coaches

January 2012 – April 2012

- After school program for academically at risk students
- Saturday Test Sophistication Institute for all student

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.

Parent workshops will be provided throughout the year at different times to accommodate parent schedules. Translators will be present at workshops to accommodate our non-English parents, Workshop topics will include:

- Current Curriculum
- Common Core Standards
- Skills and strategies they can use at home to help their children
- Homework help
- NYS Math exam
- Using word problems in everyday life

Parents will be provided with timely information regarding performance profiles and individual student assessment results for their child.

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 become highly qualified, in order to achieve this goal.
 - P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee.
 - Professional Development is coordinated by the Coaches, Administration, Aussie Consultant, Networks Support Specialists and Classroom Teachers. Teachers are provided with planning days to work together to combine ideas and to provide vertical articulation for effective planning, the use of authentic assessment tools, and to develop curricula and instructional materials. The Professional Development Team meets once a month to reflect and refine school-based practices and update the weekly professional development plans.
 - All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly

qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

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.
- Our guidance counselor provides training to all staff to be sensitive to the needs of all students
- Ongoing support is offered to teachers in dealing with anger management and conflict resolution

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.
 - TL Fair Student Funding – Classroom Teachers, (grades K-5), Administrators, Cluster programs, AIS teacher supplies and books
 - Title 1 SWP – Classroom teachers (to support lowered class size), AIS teacher, per diem days to provide coverage for PD, per session for Saturday Test Prep Academy, Aussie Professional Development Consultant, books, supplies , mathematical tools and support materials
 - Contract for Excellence – Upper and Lower grade Math Coaches, per session for after school AIS program
 - TL Children 1st Network – per session for AIS after school program, CFN 207 support
 - NYSTL Funds- Math (textbooks and workbooks)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012 there will be a 5% increase in K-5 students meeting standards as measured by the TC reading level benchmarks.

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.

Upon reviewing our data from TC AssessmentPro over the past 3 years, it was determined that our percentage of students meeting or exceeding the standards has decreased from the 2008/2009 school year. However, we did make an increase from the 2009/2010 school year to the 2010/2011 school year. As a result we have made this a priority goal to continue increasing the amount of students meeting or exceeding the standards benchmarks.

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

- Teachers will collaborate to create detailed reading curriculum maps based on that grades specific unit of study that adhere to the Common Core Standards with an emphasis on Reading Informational texts, standards 1 and 10.
- Teachers will collaborate to create detailed writing curriculum maps based on that grades specific unit of study that adhere to the Common Core Standards with an emphasis on writing opinion or arguments based on the analysis of informational texts, writing standard 1.
- Teachers will utilize curriculum maps to create pacing calendars that are differentiated based on the class/students needs as obtained from both summative and formative assessments.
- AIS providers will push –in / pull-out students to offer a smaller and differentiated instruction.
- Teachers and AIS providers will collaborate to improve effective differentiation and strategies for students based on their assessed needs and goals.
- Supplemental academic services will be provided in small group settings during the day and afterschool to address individual student

needs. Students will be invited to a Saturday Test Prep Academy where they will learn specific skills and strategies necessary to meet the demands of the test.

Activity #2

Using ELA Data

- Teachers, administrators and coaches will meet to review data collected through running records, item analysis of the 2010/2011 NYS test, teacher made tests, ITA's and periodic assessments to develop strategic plans to meet the needs of students.
- Teacher will keep students data in assessment portfolios and keep their daily conference notes in a binder to facilitate regular and on-going collaboration and discussions of growth trends in areas of identified challenges and weaknesses.
- Teachers create flexible/guided groups based on data and continually modify and change the groups and focus based on student strengths and weaknesses.
- Teachers meet weekly on grade level inquiry teams to discuss and analyze detailed information gathered on student performance. This enables teachers to group and modify instruction to students during balanced literacy.
- Teachers will meet at the beginning of each writing unit to analyze on demand writing pieces using the continuum to guide instruction and create flexible and targeted groups.

Activity #3

Professional Development

- Teachers will be provided with professional development opportunities specifically designed to address CCS and the Citywide Expectations.
- Aussie specialist will support teachers in creating a cohesive balanced literacy curriculum.
- Literacy coaches will meet regularly with teachers to support them in planning a rigorous curriculum that adheres to the CCS. Coaches will model, observe and coach into teacher lesson to improve the quality of instruction.
- Administrators will meet with, observe and offer guidance, support and effective feedback that is pertinent in assisting teachers to create a rigorous learning environment.
- Coaches will conduct vertical team meetings to begin the process of ensuring a cohesive curriculum that is aligned vertically and to the CCS.
- Teachers will meet regularly with the coaches and administration to discuss and plan assessments, analyze data and discuss next steps.

Target Population: All teachers responsible for teaching ELL and SWD students

Responsible Staff Members: Principal, Assistant Principals, Coaches, Data Specialist

Implementation Timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process:

- Teachers will meet regularly as a grade and in vertical teams to review the data gathered
- Teachers will meet with Assistant Principals in grade level conferences to discuss goals established based on the data
- Teachers will meet with coaches to modify and plan curriculum maps based on the CCS, Instructional focus adopted by the city for reading and writing and create/plan/modify literacy tasks

Timeline:**September 2011 - June 2012**

- Daily 90 minute literacy block + 45 minute writing period
- Extended day (Monday – Wednesday) Thursday Inquiry Team Meetings
- Weekly Professional Development provided by coaches, Aussie Consultant and or Network instructional specialists

January 2012 – April 2012

- After school program for academically at risk students
- Saturday Test Sophistication Institute for all students

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.

Parent workshops will be provided throughout the year at different times to accommodate parent schedules. Translators will be present at workshops to accommodate our non-English parents, Workshop topics will include:

- Current Curriculum
- Common Core Standards
- Skills and strategies they can use at home to help their children
- Homework help
- NYS ELA exam

Parents will be provided with timely information regarding performance profiles and individual student assessment results for their child

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 become highly qualified, in order to achieve this goal.
 - P.S. 50Q receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview

before the hiring committee.

- Professional Development is coordinated by the Coaches, Administration, Aussie Consultant, Networks Support Specialists and Classroom Teachers. Teachers are provided with planning days to work together to combine ideas and to provide vertical articulation for effective planning, the use of authentic assessment tools, and to develop curricula and instructional materials. The Professional Development Team meets once a month to reflect and refine school-based practices and update the weekly professional development plans.
- All students at P.S. 50Q receive instruction from a highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by expressing to applicants our school's goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for new teachers to help maintain and keep our highly qualified teachers. We provide a collegial atmosphere. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates.

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.
 - Our guidance counselor provides training to all staff to be sensitive to the needs of all students
 - Ongoing support is offered to teachers in dealing with anger management and conflict resolution

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.
 - TL Fair Student Funding – Classroom Teachers, (grades K-5), Administrators, Cluster programs, AIS teacher supplies and books
 - Title 1 SWP – Classroom teachers (to support lowered class size), AIS teacher, per diem days to provide coverage for PD, per session for Saturday Test Prep Academy, Aussie Professional Development Consultant, books, supplies, mathematical tools and support materials
 - Contract for Excellence – Upper and Lower grade Literacy Coaches, per session for after school AIS program
 - TL Children 1st Network – per session for AIS after school program, CFN 207 support
 - NYSTL Funds- classroom library books, software, lending library to support units

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	N/A	N/A	N/A	N/A
1	11		N/A	N/A	1	N/A	1	N/A
2			N/A	N/A	1	N/A	N/A	N/A
3	47	25	N/A	N/A	1	N/A	N/A	N/A
4	96	85	N/A	N/A	N/A	N/A	N/A	N/A
5	22	26	N/A	N/A	N/A	N/A	N/A	N/A
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><u>Type of Programs:</u></p> <p>Fundations: A phonological/phonemic awareness, phonics and spelling program. The lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, decoding, vocabulary, fluency, and spelling. AIS teachers deliver differentiated instruction to small groups of grades K-2 students one period per day during the school day.</p> <p>Wilson Reading System: Teach students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. Teachers deliver differentiated instruction to small groups of grades 3-6 students one period per day during the school day.</p> <p>Leveled Literacy Intervention: A small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.</p> <p>A.I.S Services: A.I.S teachers provides differentiated instruction to small groups of students during the school day. A.I.S provide students who are at risk of not meeting the New York State Learning Standards.</p> <p>A.I.S After School Program: Teachers provide students in grades 3-5 who are at risk of not meeting the New York</p>

	<p>State Learning Standards in ELA with targeted small group instruction. Students receive differentiated instruction and have an opportunity to practice their skills with close supervision. The program is held 2 days a week for 2 hours a day from January through April.</p> <p>Saturday Test Sophistication Grades 3-5 students receive instruction designed to help them prepare for their upcoming State ELA and Math Test. Teachers focus on teaching reading, writing and math strategies. Classes are held for 2 ½ hours.</p> <p>Extended Day Teachers provide 37 ½ minutes small group instruction for at risk students, Monday thru Wednesday.</p>
<p>Mathematics</p>	<p>A.I.S Services: A.I.S teachers provides differentiated instruction to small groups of students during the school day. A.I.S provide students who are at risk of not meeting the New York State Learning Standards.</p> <p>A.I.S After School Program: Teachers provide students in grades 3-5 who are at risk of not meeting the New York State Learning Standards in ELA with targeted small group instruction. Students receive differentiated instruction and have an opportunity to practice their skills with close supervision. The program is held 2 days a week for 2 hours a day from January through April.</p> <p>Saturday Test Sophistication Grades 3-5 students receive instruction designed to help them prepare for their upcoming State ELA and Math Test. Teachers focus on teaching reading, writing and math strategies. Classes are held for 2 ½ hours.</p> <p>Extended Day Teachers provide 37 ½ minutes small group instruction for at risk students, Monday thru Wednesday.</p>

Science	Tier I Intervention – Grades K-5 small group instruction by classroom teachers, three times a week.
Social Studies	Tier I Intervention – Grades K-5 small group instruction by classroom teachers, two times a week.
At-risk Services provided by the Guidance Counselor	Services are provided by a full-time guidance counselor. Counseling is provided to students who are in need. This includes peer mediation, crisis intervention, and parent conferences. Counseling session is conducted in small group setting as well as a 1:1 setting, on a daily basis. The guidance counselor also helps graduating students and their parents with the transition into Middle School.
At-risk Services provided by the School Psychologist	Services are provided by a part-time psychologist. The services provided are agency referrals, educational, social and personal services during the school day on an as needed basis to at risk students. The psychologist identifies emotional, social, neurological factors that impede on student performance and provides prescriptive measures that address student needs by suggesting additional student support services. School Based Support Team meets once to twice a month to discuss progress of students, referrals, and create a plan of action for individual students.
At-risk Services provided by the Social Worker	The school social worker provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline. The social worker as provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers. Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by student's I.E.P. School Based Support Team meets once to twice a month to discuss progress of students, referrals, and create a plan of action for individual students.

At-risk Health-related Services

The school nurse offers health-related services during the school day as needed. Students are assisted in learning how to cope with health related issues such as obesity, asthma, etc. Students who are identified with asthma are serviced on an on-going basis. Based on the students health needs, they are serviced weekly, bi-weekly, or on a monthly basis. These services have proven to decrease acute visits, school absenteeism, and ER visits.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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:

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.

By June 2012, P.S. 50Q will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of the parent's and to support the partnership with the parents, and the community to improve students' academic achievements.

This compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the New York State standards. This compact will be discussed and revisited throughout the year.

School's Responsibilities

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences two times per year and teachers will also make themselves available throughout the year, by appointment, to meet with parents about the academic and social development of their child. Specifically, those conferences will be held both in the daytime and evening to enable the greatest possible parent involvement.
3. Provide parents with frequent additional reports on their children's progress. The school will provide three formal reports (report cards). Frequent reports to parents on their child's progress will be made available through ARIS, progress reports, at-risk meetings and informal teacher assessments.
4. Provide parents reasonable access to staff. Staff will be available for consultation with parents during daily preparation periods, as well as designated parent teacher conferences and parent curriculum conferences days. Teachers are also consistently available by phone, email or by individualized appointments. All parents will have access to teachers email through the school based website. (<http://schools.nyc.gov/SchoolPortals/28/Q050/default.htm>)
5. Provide parents' opportunities to volunteer and participate in the school and to observe classroom activities during scheduled periods, monthly assemblies and reading and writing celebrations, and field trips.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in different community activities, programs accessible for parents, etc. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide parents with information including a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet through monthly newsletter, teacher meetings, administration led coffee and conversations and parent teacher conferences.
11. Provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
12. Provide to each parent an individual student report about the performance of their child on the State assessment and in-house assessments conducted for K-2 in at least math, writing and reading. Additionally, provide them with the opportunity and ability to access ARIS Parent Link.
13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by an Academic Intervention teacher. Meet with parents and suggest ways to help their child at home.
14. Involve parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement, are spent.
15. Offer parents the opportunity to train to become Learning Leaders and to volunteer as Learning Leaders in the school community.
16. Provide parent workshops that will provide material and strategies that the parents can use at home to assist their child at home to succeed academically.
17. All information and meetings will be communicated to parents in their preferred language.

Parent Responsibilities:

As parents of students who attend P.S. 50Q, will support our children's learning in the following ways:

1. Play an integral role in assisting their child's learning
2. Log on to ARIS Parent Link.
3. Monitoring attendance

4. Provide a place and time to allow children to complete homework and check that homework is completed.
5. Monitor the amount and content of video games, television their children watch, and amount of time texting/talking on the phone, and socialize on the internet.
6. Volunteer in my child's classroom.
7. Participating in decisions relating to my children's education.
8. Promoting positive use of my child's extracurricular time.
9. Stay informed about my child's education and communicating with the school by promptly reading and responding to all notices from the school.
10. Speak with my child about his/her school activities every day.
11. Assuring my child is on time and prepared for school.
12. Attending workshops provided by the school.
13. Becoming an active member in the PTA.
14. Communicating positive values and character traits such as: play fairly, act responsibly, work together and show respect.
15. Respecting the cultural difference of others.
16. Reading together with my child every day.
17. Providing my child with a library card.
18. Helping my child accept consequences for inappropriate behavior.
19. Being aware of and following the rules and regulations of the school and district.
20. Supporting school discipline policy.
21. Expressing high expectations and offering praise and encouragement for achievement.
22. Ensuring that the school is updated with accurate contact information (e.g., home address, telephone number).

Student Responsibilities:

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

1. Come to school ready to do our best and be the best;
2. Come to school with all the necessary tools of learning-pens, pencils, books, etc.
3. Listen and follow directions;
4. Participate in class discussions and activities;
5. Behave in a polite, truthful, and cooperative manner toward students, teachers, and other school staff;
6. Follow the school's/class' rules of conduct;
7. Follow the school's dress code;
8. Ask for help when we don't understand;
9. Do our homework every day and ask for help when we need to;
10. Study for tests and complete assignments;
11. Read every day outside of school time;
12. Read at home (with our parents, if appropriate);
13. Get adequate rest every night;
14. Use the library to get information and to find books that we enjoy reading;

15. Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day;
16. Limit our time watching TV, using the internet on social web-sites and cell phone usage.
17. Use technology responsibly; for example, no cyber bullying.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 28Q050 **School Name:** Talfourd Lawn

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.

After conducting an analysis of student performance data on state assessments, it was determined that our Students with Disabilities and English Language Learners subgroup underperformed all other student groups. As a result, we have made progress for our SWD and ELL a priority goal for this school year. The findings of the 2010-2011 School Quality Review did not address the sub-groups identified in the State Accountability report.

Students with Disabilities:

After carefully reviewing the various test data, curriculum and direct instruction the following factors have impeded the progress of our students. Although, the teachers were highly qualified to teach SWD, they lacked the experience needed to differentiate instruction based on a challenging program in bridge classes. Also, the program being used (TCRWP) was not modified and paced correctly to address the individual learning needs. Another factor that hindered the progress of our SWD was teacher attendance and the sudden medical leave of another teacher. As a result, this disrupted the student's educational environment and made it challenging for us to find consistent qualified support in order to meet their individual needs. In order to provide instruction to these classes on a consistent basis, a combination of substitute teachers, coaches and support staff supported the students on a rotating basis.

English Language Learners:

We have established free standing ELL classes on many of our grades to ensure that the students receive highly qualified instruction throughout the day. However, we have been unsuccessful in finding dually licensed ELL teachers to have one class on each grade, particularly our 5th and 6th grade. Budget reductions have negatively impacted our ELL services, although, the f-status teacher that worked with these students for the appropriate allotted time, the groups were larger and ranged in ability level. The general education teachers lacked the skills and strategies necessary to effectively meet the needs of ELL's.

A review of the data reveals that our ELA test scores for students with disabilities and our English language learners need improvement. In order to create an upward trend in test scores, we are supporting a focused professional development plan, a focused AIS program, vertical alignment, the revision and modifications to the curriculum to align with the Common Core Standards (CCS) and to meet the needs of our students.

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.

- Develop a systems approach to gathering, analyzing, and communicating data in order to inform instruction and promote student achievement.
- Teachers will consistently use multiple ongoing assessments in literacy to inform instruction and provide appropriate instruction at all tiers.
- Differentiated Professional Development (School Based Coaches, Network support and AUSSIE) will be provided on an ongoing basis to support teachers in meeting the needs of the identified sub groups.
- Supplemental Academic services will be provided in small group settings during the day and afterschool to address individual student needs. Students will be invited to a Saturday Test Prep Academy where they will learn specific skills and strategies necessary meet the demands of the test. In addition, ELL students will be invited to attend a Title III LEP program that will offer them the opportunity to build English skills across curricular areas.
- Our curriculum has been modified and appropriately paced to meet the needs of our SWD and ELL subgroups.
- Teachers will incorporate research based classroom practices to implement the instructional programs and monitor the effectiveness on meeting the needs of our student population.
- Teacher will keep students data in assessment portfolios and keep their daily conference notes in a binder to facilitate regular and on-going collaboration and discussions of growth trends in areas of identified challenges and weaknesses.
- Teachers create flexible/guided groups based on data and continually modify and change the groups and focus based on student strengths and weaknesses.
- Various programs such as Wilson, Leveled Literacy, and Imagine Learning will be utilized to support the Special Education and ELL Students
- Teachers will build academic language through shared reading and guided reading with the main focus on non-fiction and informational texts.
- Special Education and ESL 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.
- AIS providers will utilize push –in/pull-out models to offer an even smaller and differentiated instruction
- Special Education and ESL teachers and AIS providers will collaborate to improve effective differentiation and modification strategies for students based on their assessed needs and goals.

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.

Teachers will be provided with professional development opportunities specifically designed to address students with learning disabilities and English Language Learners.

- Aussie specialist will support teachers in creating a cohesive balanced literacy curriculum that utilizes best practices for ELL and SWD.
- Literacy coaches will meet regularly with teachers to support them in modifying and planning of curriculum. Coaches will model, observe and coach into teacher lesson to improve the rigorous quality of instruction.
- Teachers will meet regularly with the coaches and administration to discuss and plan assessments, analyze data and discuss next steps.

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

100% of classrooms who provide service to our Students with Disabilities and English Language Learners will self-assess their effectiveness using a Rubric and Template to assess Teacher Effectiveness. A series of meeting will be conducted to facilitate this new initiative.

Teachers will receive ongoing Professional Development and collaborate during weekly planning meetings. Teachers will have Inter-visitations to other classes and schools to view teachers using the best practices in education. Teachers will complete their initial self-assessment and set professional goals for themselves. Individualized PD plans will be implemented, based on teacher responses, with the use of videos and modules on ARIS Learn.

Teachers will engage in a one on one conversation with a supervisor to develop an action plan.

Our Coaches, Network Support Specialists and AUSSIE will provide ongoing Professional Development for the identified teachers to support their work with our SWD and ELL students.

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.

The parent notification letter will be reproduced on school letterhead and sent home to parents and families in the languages represented in our school community. These languages include – English, Spanish and Bengali.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Peggy Miller	District 28	Borough Queens	School Number 050
School Name Talfourd Lawn Elementary School			

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

Principal Rina Manjarrez	Assistant Principal Mirtha T. Gil
Coach Laleana Alfredsson, Literacy	Coach Jillian Vonness, Literacy
ESL Teacher Penny Pavlatos/ESL Teacher	Guidance Counselor
Teacher/Subject Area Jenny Camporeale/ESL Teacher	Parent /Nilsa Roman
Teacher/Subject Area Maria Kassaras/ESL Teacher	Parent Coordinator Isadora Guzman
Related Service Provider Janine Bordo, Speech Teacher	Other type here
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	6	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	5		

D. School Demographics

Total number of students in school	792	Total Number of ELLs	136	ELLs as share of total student population (%)	17.17%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Question # 1 -Upon registration all new entrants are required to complete the Home Language Identification Survey (HLIS). The HLIS is provided in the language spoken by the parent/guardian of the new entrant.

- An informal interview with the parent, new entrant is conducted by a pedagogue of the school. Staff members assigned are: grade supervisors, coaches, ESL teachers.
- If the new entrant speaks Spanish, the informal interview process is conducted by a pedagogue who speaks Spanish. Public School 50 has an administrator, Guidance Counselor and several teachers who speak Spanish and are able to conduct or assist during the interview process. The Spanish speaking Parent Coordinator is also available to translate during the interview process of Spanish speaking families.
- Interviews conducted for new entrants of other languages are facilitated by the Psychologist and Para-Professionals who speak Bengali and Urdu respectively.
- The DOE phone translation services are used, when there is no one to translate in the new entrant's native language. Sometimes parents bring their own translators and/or a relative or neighbor.
- The HLIS are reviewed and the English Language Learners (ELLs) are identified. The ESL teachers administers the Revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The results of the LAB-R are used to determine whether students are entitled to bilingual/ESL programs and/or other services. The ESL teachers, and administrators rely on the LAB-R data to determine instructional programs and initial language allocations. Spanish LAB is administered to any Spanish-speaking student who failed the LAB-R. The results of this exam are used to determine whether the student is proficient in their native language.
- Parents are informed of the results of the LAB-R scores through the Entitlement Letter which classroom teacher gives to the parent. The Entitlement letter informs the Parent the score the child received on the LAB-R; also informs the parents the child is eligible to receive services as an English Language Learner. Through the Entitlement Letter, parents are also invited to attend an Orientation meeting to see a Video, in their native language, that delineates the various programs ELLs are entitled to receive. At the Orientation meeting parents are provided with the Parent Survey and Program Selection Form to enable them to select the program they want for their child/children. When parents do not attend the Orientation meeting, a second notice is sent to

reschedule another Orientation meeting.

Annual Evaluation Of Ells Using the New York State English As a Second Language Achievement Test:

- To measure English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring in accordance with the guidelines of New York State Education Department.
- Proficiency levels are used to determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirement for ESL instruction. P.S. 50 uses a balanced literacy approach, including high-quality instructional practices that facilitate academic excellence for all ELLs at P.S. 50.
- P.S. 50 ensures students receive the required units of study based on proficiency levels: Students (k-8) at beginning and intermediate levels of English proficiency receive two units of ESL. Advance students receive one unit of ESL. A unit of instruction, as defined by state regulations, is 180 minutes per week. As required by State regulations a schedule is designed to ensure the minutes are distributed into equal daily allotments

Question #2-

Structures in place to ensure parents understand all three program choices:

- To ensure parents understand all three program choices available for their child to choose from: Transitional Bilingual Education, English as a Second Language, ongoing orientation sessions are held throughout the school year. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12
 Check all that apply

During the heaviest time of registration, end of August and September, sessions are held in the library and are targeted to accommodate groups of 10-15 parents at a time. If necessary, sessions are held one-on-one with parents.

- At these orientation sessions, the ELL program requirements, expectations, assessments and standards are explained. Parents have an opportunity to view a video in their native language, about the program choices available.
- The Orientation-Video sessions are organized so that a member of the LAP Committee is present at the Orientation. Consequently, one of the Assistant Principals, an ESL Teacher, or the Parent Coordinator are present at the given session. There is always a pedagogue present during the orientaiton meeting.
- After viewing the video, parents receive a Parent Survey and Program Selection Form, which enables them to indicate the program they would like to request for their child. Translation is provided for parents who do not speak English in order for them to answer questions. The forms are always provided in their native language.
- If P.S. 50 does not have the program choice the parent has selected for their child, the staff explains why the program is not available in the school and the requirements for the creation of the program.
- Parents requesting a particular parent choice are provided with a list of schools that have the program.
- The Staff of P.S. 50 is sensitive to the fact that parents want only what is best for their children and makes it clear to the parent that they are more than welcome to register their child at P.S. 50 for the that program is available.
- Parents that miss a scheduled orientation session are accommodated by re-scheduling the sessions at a later time.

Question # 3

Distribution of Entitlement Letters and Collection of Parent Survey and Program Selection Forms:

- Entitlement letters are sent home with the student whose LAB-R scores indicate they are eligible to receive services. Parents that

did not fill out a Parent Survey and/or Program Selection Forms receive a second copy of these forms. Parents who do not return the Parent Survey and Program Selection are informed that as per CR-PART 154 the default program is a Transitional Bilingual Program and that they must contact the school to discuss placement.

- The Parent Survey and Program Selection Form parents filled out during orientation is reviewed and the parent is informed of the program that is available at P.S. 50. The parent is informed that at P. S. 50 the Freestanding English as a Second Language program is available. If parent does not choose the ESL program, that parent is assisted in finding the school that the program.
- Parent Survey and Program Selection Forms are filed in the General Office. These are reviewed to determine if there are 15 or more students with the same Native Language need in a grade or contiguous grades to establish a TBE or Dual Language program. If this is the case, these parents are informed and classes are created combining the two contiguous grades into a bridge class.

Question # 4

P.S. 50 uses the following criteria and procedure to place all identified ELL students in the appropriate ESL program:

- P. S. 50 relies on the results of the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT) to determine who is a Limited English Proficient student (LEP). Students who score below State designated levels of proficiency on the above exams are provided the services as set forth in the CR Part 154.
- Upon analysis of the LAB-R, NYSESLAT- (RLAT), the Principal, Assistant Principals, and ESL teachers ensure LEP students are placed in the appropriate programs.
- Parents receive detailed information regarding the services their child will receive, based on their performance level: Beginner, Intermediate, or Advance.
- Through personal contact and/or letters to parents, P.S. 50 shares the instructional schedule ESL children will have in order to receive English Language instruction. All communication with parents is held in their native language.
- Parents are informed of the program available for the current year of study. In 2011-2012 P. S. 50 expects to continue offering ESL instruction via two models: Self-contained classroom instruction and Pull-Out/Push-in model. Self-contained ESL classes are instructed by teachers who have dual certification in Common Branches and ESL.
- We welcome and encourage all ESL parents to meet with staff and/or Parent Coordinators to discuss questions and/or concerns regarding the ESL programs we have created for the students.

Question # 5

Trends in Parent choices have revealed the following:

- Upon perusal of the Parent Survey and Program Selection Forms, the following trends have surfaced regarding parent program selection. Most parents have opted for the Freestanding ESL program.

Provide Numbers here: TBE: Dual Language: ESL:

Question # 6

- The administration is cognizant of research data which supports Transitional Bilingual Education and Dual Language Education and English as a Second Language. The administration is also committed to providing the program choices of parents based on the Parent Survey and Program Selection Form.
- In the school year 2011-2012, P. S. 50 is only able to offer parents Freestanding ESL programs. The freestanding ESL program includes several components: Language Arts, Math instructional component other content area instructional components. The Language Arts instructional component is delivered through instruction in English Language Arts and English as a second Language. Instruction in all content area subjects, i.e. Science, Social Studies, etc. are delivered in English and ESL methodologies.

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	0								5
Push-In	2	2	2	3	2	3								14
Total	3	3	3	4	3	3	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	138	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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
Dual Language										0
ESL	109	1	7	29	0	7	0	0	0	138
Total	109	1	7	29	0	7	0	0	0	138

Number of ELLs in a TBE program who are in alternate placement: 3

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	18	24	17	19	15	15								108
Chinese				1		1								2
Russian														0
Bengali	5	7	3	1	0	2								18
Urdu														0
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi	2	1		2										5
Polish														0
Albanian														0
Other		1	0		1	2								4
TOTAL	25	33	20	24	16	20	0	0	0	0	0	0	0	138

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here Question # 1

Instruction is delivered in the following manner:

Question # 1

- a. ESL instruction is delivered in several models. For Kindergarten, first grade, 2nd, 3rd, and 4th grade ELL students are serviced through a self-contained model. The Fifth Grade ELL students are serviced through the ESL Pull-Out/Push-In model by an F-Status Certified ESL Teacher for a period of three days a week. During Pull-Out/Push-In model, the ESL teacher may do her own lesson or co-teach with the classroom teacher. In addition, during Pull-Out/Push-In, the ESL teacher may work with a smaller group of ELL students within the General Education classroom who are interacting with the ELLs. Additionally the ESL teacher also focuses on writing strategies to develop the writing skills to help the students prepare to succeed during the administration of the NYSESLAT.
- b. Special Education students are also serviced through a Pull-out/Push-in model. Third grade Special Education students will be receiving ESL services through the Pull-out/Push-in model. The component of the program focuses on exposing the Special Education students to academic language in the content area of Social Studies and Science. These students' IEP reflect the goals of mainstreaming in the Least Restrictive environment in the content area. The program will be closely monitored to ensure these students receive the required amount of ESL Units of instruction.
- b. For the most part English Language Learners students are grouped homogeneously, based on proficiency level and grade, regardless of what class they are in. Due to a very large ELL population at the school, beginners and intermediate students are often grouped together. Also, some ELL students are grouped together based on proficiency level regardless of their grade so long as the grades are contiguous. For newly admitted ELL students, grouping is un-graded—differentiated instruction is provided

based on the level of proficiency; consideration of student's maturity level, social development and proficiency level is always taken into consideration. In the self-contained ESL classrooms, all English Language Learners are heterogeneously grouped.

Question #2

A. Programming and Scheduling Information

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	<p>receive one unit of ESL, the equivalent of 180 minutes per week.</p> <p>In the various content areas the ESL teacher(s) manipulates are used on a regular basis. Total physical response is emphasized in the lower grades. The use of technology, audio visual equipment, and hands on learning is stressed. Students do projects and research based on thematic units and content areas, which stress all four modalities of the ESL classroom (listening, speaking, reading, and writing). The content areas are taught in the ESL classroom with an emphasis placed on grammar, academic language</p>			
75%				
50%				
25%				
Question #3				
Dual Language				
100%	<p>English Language Learners who only speak Spanish as their native language are tested in Spanish LAB. In addition ELL students in the testing grades 3-5 have access to translated versions of the Math and Science Standardized State Exams if it's to the student's best interest.</p>			
75%				
50%				
25%				
Question #4				
Freestanding ESL				
100%				
75%				
50%				
25%				
Question #5				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

with the classroom teachers to provide additional help for the SIFE students within the classroom. Upon acclimation, the students continue with the regular classroom curriculum.

1. Newly admitted ELL students are taught test taking strategies in preparation for the ELA and Math State Exams. For example, they

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?

Paste response to questions 8-17 here

Question #8

In order to ensure that ELLs receive help in specific areas, such as ELA, math, and other content area subjects. Several instructional materials are employed to support the ELL students. The use of technology is a major focus. Some programs we use to enhance ESL instruction is through the use of softwar and hardware, such as the use of Smartboards as a tool to prersent lesson visually. For those whose proficiency level is beginning, picture cards, phonics books, simple readers, technology (computers), and audio-visual equipment are used. For intermediate level ELL students, simple chapter books, writing and grammar books, take home booklets, and games are used. Advanced students use thematic books focusing on the content areas, grammar books, games. Translated math books are also given to Spanish ELLs for use at home. In addition, bilingual glossaries are available to ELL students, to use in class and when taking tests. Hands-on lessons and the use of visuals are also employed in the content areas.

Based on the LAB-R and NYSESLAT results we found 3 major areas that we plan to target this year across the grades, Academic language, Reading and Writing Skills. Using the shared read model in the content area we plan to focus on building academic language and a variety of reading skills (from fluency to higher order thinking). Using the Shared Writing Model, small group strategy lessons, and constantly modeling and analyzing student work to drive instruction based on the individual needs we plan to increase the writing of our

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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Grade specific trageted programs/intervention taught in English follow:

Kindergarten is serviced in a self-contained class with a certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modalities listen/speaking, reading/writing during ELA. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports. The ESL Teacher plans with the Social Studies Specialist to instruct students in the content area of Social Studies, using ESL strategies. In addition students are provided with instruction through technology intervention using various programs such as Imagine Learning and Star Falls.

First Grade Students are serviced through a self-contained certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modolities listen/speaking, reading/writing. In addition students are provided with technology intervention through the use of Imagine Learning and Leveled Literacy Intervention (LLI). These lessons are provided by the ESL Teacher and the Literacy Coach. The ESL Teacher plans with the Social Studies Specialist to instruct students in the content area of Social Studies, using ESL strategies and build Academic Language. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports.

Second Grade Students are serviced through a self-contained certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modalities listen/speaking, reading/writing. In addition students are provided with technology intervention through the use of Imagine Learning and Headsprout. The ESL Teacher plans with the Social Studies Specialist to instruct students in the content area of Social Studies, using ESL strategies and build Academic Language. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing

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Courses Taught in Languages Other than English ⓘ

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here
Not Applicable to P. S. 50 Q

Math:	N/A			
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D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Question #1

All ELL personnel at P.S. 50 take part in professional development. The ESL teachers attend Teacher's Collge professional development for English Language Learners workshops several times a year, they turnkey to other classroom teachers on their grade. During articulation conferences, the ESL teachers meet with the classroom teachers to discuss the progress of the ELL students and discuss the different strategies that may be used to benefit and enhance the learning of the ELLs students. The ESL teachers are also invited to attend all in-house professional development conferences. Several ESL teachers conduct special in-house professional development workshops for each grade, in order to better familiarize classroom teachers with the strategies needed to assist ELL students.

The Network ESL Liaison also provides ongoing professional development to ESL teachers and General Education Teachers who have students that have passed the NYSESLAT. The Network Liaison has established Labsites for teachers to observe and practice the various strategies they can use during instruction. Professional Reading Articles are also discussed during the Network workshops to keep the ESL teachers informed as to the latest research based information. The Language Allocation Policy of the School is also discussed with General Education teachers who work with ELLs, so as to ensure the planning of quality ESL programs throughout the school are implemented.

We have contracted an AUSSIE who will be working on cycles with our ESL Teachers to develop strategies that will enhance instructions in all language modalities; for example: Guided Reading, Shared Reading, Deconstruction of Sentences to build academic language, Reciprocal Teaching (RI)

Proposed scheduled of in-house professional development planned for our teachers:

September: 1) Analysis of the Previous year NYSESLAT results to determine the strengths and weakness of our students and to develop a plan of intervention assistance for students. 2) How to adapt the curriculum to English Language Learners so that they receive the appropriate support within the modalities they are weak in. Models of what the strategies of Shared Read

October: 1) How to Use Share Read Strategies to build reading skills and academic language 2) Reciprocal Teaching: How can we engage students during reading complex text to express themselves verbally and become proficient readers?

November: 1) Modified Guided Reading. 2) Share writing.

December: 1) Analyze student written work to determine how to help students improve their writing skills. 2) Analyze ELL Periodic Assessments to prioritize next steps for individual students and plan for Title III supplemental assistance.

January: 1) How to incorporate Math manipulatives, visuals/problem solving strategies based on Common Core Learning tasks? 2) Prepare and create Common Core Learning tasks for ELA.

February: 1) Plan strategies to help ELL students prepare for the forthcoming ELA, Math and NYSESLAT exams. 2) How to plan the use of Math manipulatives within Math Lessons to maximize learning with the ELLs.

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February: 1) Plan strategies to help ELL students prepare for the forthcoming ELA, Math and NYSESLAT exams. 2) How to plan the use of Math manipulatives within Math Lessons to maximize learning with the ELLs.

March: 1) How to create a rigorous Science Curriculum to help ELLs do well in the Science exam. 2) How to create a rigorous Social Studies Curriculum to help ELLs develop Academic language in the area of Social Studies.

June: Reflect on student progress, curriculum and plan for next year.

Question #2

- During June the guidance counselor holds information sessions to inform transitioning ELLs about the different programs available to them in the next grade.

The Guidance Counselor also distributes a resource packet of books they can read during the summer as well as activities /games that enhance language development.

Information about various activities and programs being held in the Public Library and other Community Resources which are available to the Language Learners during the summer months.

D. Professional Development and Support for School Staff

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

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?

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Parental Involvement is ongoing at P.S. 50. Coffee and Conversation sessions are scheduled on a monthly basis and are held on the various grades from Pre-5 Grade. Invitations are sent out in Spanish/Bengali and Punjabi. Staff who speak these languages are on hand to translate for the parents who attend.

Workshops on the Common Core Standards and other information Parents are invited and encouraged to attend workshops held to explain the new requirements of the Common Core Standards. Translations are conducted by the Parent Coordinator, Assistant Principal and/or Staff who speak the Parents' languages.

The ELL Teachers attend the Coffee And Conversation sessions to share with the parents how they can help their children at home and support the activities the school is implementing with ELL students.

Our Spanish speaking Parent Coordinator conducts regular workshops for parents of ELLs which focus on: math strategies, reading strategies, suggestion on how to help with homework, help with immigration questions/discussion of problems, adjusting to NYC social practices/mores in New York City, information on language development and parents are presented with strategies they can use to help their child and ways to increase their child's English abilities away from school.

The parent coordinator also invites speakers to conduct parent workshops for Parents of ELL students throughout the school year. The Parent Coordinator is actively involved in improving communication with parents and families of ELLs. Several of the workshops are geared towards curriculum help in reading, writing and the content areas.

The school staff meets with parents on a regular basis besides and during Parent/Teacher Conferences. Several staff members are able to serve as translators for foreign born parents and students.

Our PTA also plays an integral part in welcoming and embracing the parents of ELLs. They hold several activities throughout the school year, celebrating the cultural diversity of our school population.

During Spanish Heritage month September 14-October 15 parents are invited to visit the classrooms and speak about their cultures. Ethnic foods are prepared and artists are invited to perform. Hispanic Cultural Festival is planned during the culmination of Hispanic Cultural Month. Everyone is invited to the Hispanic Cultural Celebration.

Several members of the staff also speak Bengali and Punjabi and are available to translate during Parent meetings and during Parent/Teacher Conferences and/or when we have special activities that involve the parents.

Question #2

Catholic Charities partners with P. S. 50 to provide after-school homework assistance to ELL students and General Education students. The organization also provides information to Parents of ELL students.

The Office of Adult Education provides Adult Education to the ELL population. English As a Second Language classes are being provided by this community organization.

Question #3

The Parent Coordinator distributes a survey at the beginning of the year to determine what workshops the ELL parents would like to see presented. The Parent Coordinator assesses the surveys and communicates to the Administrations what programs, workshops need to be put in place to help the parents of ELLs

An inviting sign is permanently displayed in the General Office in native languages inviting parents to share their needs, questions and concerns with the Parent Coordinator and Administration.

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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

Native Language Usage and Supports

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



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

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?

Paste response to questions 8-17 here

Question #8

In order to ensure that ELLs receive help in specific areas, such as ELA, math, and other content area subjects. Several instructional materials are employed to support the ELL students. The use of technology is a major focus. Some programs we use to enhance ESL instruction is through the use of softwar and hardware, such as the use of Smartboards as a tool to present lesson visually. For those whose proficiency level is beginning, picture cards, phonics books, simple readers, technology (computers), and audio-visual equipment are used. For intermediate level ELL students, simple chapter books, writing and grammar books, take home booklets, and games are used.

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Based on the LAB-R and NYSESLAT results we found 3 major areas that we plan to target this year across the grades, Academic language, Reading and Writing Skills. Using the shared read model in the content area we plan to focus on building academic language and a variety of reading skills (from fluency to higher order thinking). Using the Shared Writing Model, small group strategy lessons, and constantly modeling and analyzing student work to drive instruction based on the individual needs we plan to increase the writing of our ELL students. Basic language and phonics is an additional area that our lower grade, primarily Kindergarten and First Grade students will focus on through Foundations, Imagine Learning and utilizing programs such as Star Falls.

Grade specific trageted programs/intervention taught in English follow:

Kindergarten is serviced in a self-contained class with a certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modalities listen/speaking, reading/writing during ELA. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports. The ESL Teacher plans with the Social Studies Specialist to instruct students in the content area of Social Studies, using ESL strategies. In addition students are provided with instruction through technology intervention using various programs such as Imagine Learning and Star Falls.

First Grade Students are serviced through a self-contained certified ESL Teacher. Teacher plans instruction to address all the teaching strategies encompassing all the modolities listen/speaking, reading/writing. In addition students are provided with technology intervention through the use of Imagine Learning and Leveled Literacy Intervention (LLI). These lessons are provided by the ESL Teacher and the Literacy Coach. The ESL Teacher plans with the Social Studies Specialist to instruct students in the content area of Social Studies, using ESL strategies and build Academic Language. The ESL Teacher also adapts the curriculum in Math and Science to provide instruction for the ELLs that incorporates basic language and vocabulary, building academic language, and utilizing picture supports.

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

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Not Applicable to P. S. 50 Q

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Parental Involvement is ongoing at P.S. 50. Coffee and Conversation sessions are scheduled on a monthly basis and are held on the various grades from Pre-5 Grade. Invitations are sent out in Spanish/Bengali and Punjabi. Staff who speak these languages are on hand to translate for the parents who attend.

Workshops on the Common Core Standards and other information Parents are invited and encouraged to attend workshops held to explain the new requirements of the Common Core Standards. Translations are conducted by the Parent Coordinator, Assistant Principal and/or Staff who speak the Parents' languages.

The ELL Teachers attend the Coffee And Conversation sessions to share with the parents how they can help their children at home and support the activities the school is implementing with ELL students.

Our Spanish speaking Parent Coordinator conducts regular workshops for parents of ELLs which focus on: math strategies, reading strategies, suggestion on how to help with homework, help with immigration questions/discussion of problems, adjusting to NYC social practices/mores in New York City, information on language development and parents are presented with strategies they can use to help their child and ways to increase their child's English abilities away from school.

The parent coordinator also invites speakers to conduct parent workshops for Parents of ELL students throughout the school year. The Parent Coordinator is actively involved in improving communication with parents and families of ELLs. Several of the workshops are geared towards curriculum help in reading, writing and the content areas.

The school staff meets with parents on a regular basis besides and during Parent/Teacher Conferences. Several staff members are able to serve as translators for foreign born parents and students.

Our PTA also plays an integral part in welcoming and embracing the parents of ELLs. They hold several activities throughout the school year, celebrating the cultural diversity of our school population.

During Spanish Heritage month September 14-October 15 parents are invited to visit the classrooms and speak about their cultures. Ethnic foods are prepared and artists are invited to perform. Hispanic Cultural Festival is planned during the culmination of Hispanic Cultural Month. Everyone is invited to the Hispanic Cultural Celebration.

Several members of the staff also speak Bengali and Punjabi and are available to translate during Parent meetings and during Parent/Teacher Conferences and/or when we have special activities that involve the parents.

Question #2

Catholic Charities partners with P. S. 50 to provide after-school homework assistance to ELL students and General Education students. The organization also provides information to Parents of ELL students.

The Office of Adult Education provides Adult Education to the ELL population. English As a Second Language classes are being provided by this community organization.

Question #3

The Parent Coordinator distributes a survey at the beginning of the year to determine what workshops the ELL parents would like to see presented. The Parent Coordinator assesses the surveys and communicates to the Administrations what programs, workshops need to be put in place to help the parents of ELLS

An inviting sign is permanently displayed in the General Office in native languages inviting parents to share their needs, questions and concerns with the Parent Coordinator and Administration.

E. Parental Involvement

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

Paste response to questions 1-4 here Question #1

Parental Involvement is ongoing at P.S. 50. Coffee and Conversation sessions are scheduled on a monthly basis and are held on the various grades from Pre-5 Grade. Invitations are sent out in Spanish/Bengali and Punjabi. Staff who speak these languages are on hand to translate for the parents who attend.

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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)	13	16	5	4	2	3								43
Intermediate(I)	1	5	7	12	3	3								31
Advanced (A)	11	12	8	8	11	14								64
Total	25	33	20	24	16	20	0	0	0	0	0	0	0	138

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	12	7	0	23
5	4	11	2	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		15		7		1		24

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		13		5		3		22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		11		6		0		18
8	0								0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Question # 1

P. S. 50 uses the TCRWP running records to assess the early literacy skills of English Language Learners.

The results of the TCRWP running records reveal that in grades Kdgn-First Grade have made little or no progress in Reading and Writing. P.S.50 ESL Teachers in Self-Contained Classes and ESL Teacher servicing students through the Push-in/Pull-out program plan to differentiate instruction, additional Academic Intervention will be provided through the P.S.50 Academic Intervention Program; plus a new literacy intervention program (Leveled Learning Intervention) has been purchased to implement additional support to 20% of the First Grade ELL population to ensure these students make progress in the area of Reading and Writing.

Quantitative data: TCRWP results indicate that: 31% of 1st Grade Students are approaching grade level standards (Level 2) this is based on their reading levels; and 69% of the students are below the grade level (Level 1) as per their reading levels as recorded in September 2011. Data for the Second Grade students indicate that 65% are below grade level standards (Level 1); 23% are approaching grade level standards (Level 2); 12% are meeting grade level standards (Level 3).

Question #2

The LAB-R and the NYSESLAT indicate the students need to receive intensive support in the area of Reading and Writing.

Question # 3

P. S. 50 is addressing the needs of all ELLs in the area of reading and writing by providing intensive support in reading and writing through differentiated instruction; Headsprout and Imagine Learning technology software; building Academic Language. Additionally, P. S. 50 is contemplating, if the budget allows, to purchase another software program entitled Achieve 3000 for students to receive additional support in the area of Reading and Writing.

P. S. 50 consistently schedules created to ensure ELLs to utilize the new Computer Lab to practice and develop technological skills which will prepare the ELLs for life-long achievement in the 21st Century.

Question # 4

a. Test data from the NYSESLAT compared to the ELA State and Science Exams correlate in that the majority of the ELL students tested in grades 4-5 are approaching standards. The data from the NYSESLAT and informal evaluation of student work also reveals that the majority of the ELLs in 4-5 are approaching standards in reading and writing. The data reveals that our major focus is to improve reading and writing for ELLs in grades 4-5.

The results from the NYSESLAT and TC running records for grades 1-3 also reveals that a major focus of improvement needs to be concentrated in reading and writing across these grades.

The majority of students who we assess in their native language results reveal they are not proficient in their native language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Talfourd Lawn Elementary School</u>		School DBN: <u>28Q050</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rina Manjarrez	Principal		10/28/11
Mirtha T. Gil	Assistant Principal		10/28/11
Isadora Guzman	Parent Coordinator		10/28/11
Penny Pavlatos/ESL Teacher	ESL Teacher		10/28/11
Nilsa Roman	Parent		10/28/11
Jenny Camporeale/ESL Teacher	Teacher/Subject Area		10/28/11
Maria Kssaras/ESL Teacher	Teacher/Subject Area		10/28/11
Lalaena Alfredsson	Coach		10/28/11
Jillian Vonness	Coach		10/28/11
	Guidance Counselor		
	Network Leader		
Janine Bordo	Other <u>Speech Teacher</u>		10/28/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q050 **School Name:** Talfourd Lawn Elementary

Cluster: 2 **Network:** 207

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.

1. The data and methodologies used to assess P. S. 50's written translation and oral interpretation needs are through the Home Language Identification Surveys (HLIS). Students' HLIS are examined to determine the primary language spoken by both students and parents.

In addition, data from ATS screen RHLA report are examined. Data from the report is reviewed at the beginning of the school year to determine what language translation materials are needed for students and parents.

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.

Major findings reveal the following:

- a) The majority of our non-English speaking parents speak Spanish.
- b) Findings reveal that there is a growing number of Non-English speaking parents who speak such languages as: Bengali, Punjabi, Haitian Creole and some Chinese.
- c) The above results are reported to the members of the School Based Support Team to support them when conducting EPC meetings, Annual Evaluations, Guidance Counselor Meetings and Annual Reviews with parents. Information on the language trends within the school community are provided during Faculty Conferences, PTA Conference, Grade conference and one-on-one conversations with staff.
- d) Colorful charts/posters reflecting the languages represented within the school community give evidence of the languages present within the school community.
- e) Parent workshops held in the different languages also support and display the languages prominent within the school.

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 written translation services at P.S. 50 are numerous in view of the fact that we have several fluent speakers in the following languages: Spanish, Bengali, Urdu, consequently these fluent speakers in the various languages are able to provide written translations of all documents that are sent out of the school on a timely manner. Written Spanish translations are provided by the Assistant Principal, the Parent Coordinator, the Guidance Counselor, several School Aides. In Bengali, the Psychologist, several Paraprofessionals speak Bengali and Urdu. The Translation and Interpretation Unit provides written and oral translation in Chinese. The Unit is also used during Parent Teacher Conferences and during mass meetings/events to increase the number of translators on the premises in addition to in-house translators.

- a) Documents such as Progress Reports, Quarterly reports to parents regarding student academic progress are distributed in the languages reflected in our school population;
- b) Memos and letters pertaining to School Schedules and changes that affect students and parents are sent home in native languages;
- c) All written invitations inviting parents to attend Coffee & Conversation meetings with Principals, Assistant Principals, Guidance Counselors, Parent Coordinator regarding dissemination of information pertinent to students is translated into the various languages in the School community;
- d) Invitations to Middle School information sessions/ELA/Math Testing information Sessions are sent home in corresponding home languages;
- e) Notices of at risk intervention services and Saturday Academy programs;
- f) Extra-curricular activities and Special Programs such as Boys Scouts and other after-school activities;
- g) Parent workshops on parenting skills, health workshops and curricula and other topics of interest to parents are sent home through written notices in home languages.

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.

Oral translations services will be provided by in-house school staff (i.e. Assistant Principal, Parent Coordinator, Teachers, Guidance Counselor, Paraprofessionals who are proficient in Spanish, Bengali, Urdu, Punjabi). During large pre-scheduled meetings, such as Parent Teacher Conferences, workshops, Per Session will be offered to in-house staff in order to provide oral translations services.

In order to enhance our ability to communicate with and better engage the whole school community, especially our Chinese-speaking parents, oral interpretation/translation services will also be provided by an outside contractor.

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>.

All written/oral Spanish translations will be provided by Assistant Principal, Parent Coordinator, Spanish speaking Teachers, Spanish speaking School Aides, Spanish speaking Guidance Counselor.

Written/oral translations in Bengali, Punjabi and Urdu will be provided by in-house staff members: Paraprofessionals, School Psychologist. When required, translations/oral interpretation will be provided by staff members funded through per session pay. Translations will be scheduled well in advance to ensure parents receive information on a timely fashion.

The services of the Department of Education Translation Unit will also be used when in-house translation is not available and as an additional support to ensure there are sufficient translators available, especially during Parent/Teacher Conferences and/or during large meetings.

Parents Welcome sign and interpretation available signs will be displayed in all languages and posted prominently at the school entrance and general office.

Parents Bill of Rights and Guide to NYC public schools and Discipline code are distributed to parents in their preferred language of communication and kept on display outside of the general office.

Also, all correspondence will have a footnote marking if the parent would like a document translated they should see a staff member.

Any procedures and plan regarding safety will be translated or interpreted in the parents preferred language.

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 50Q	DBN: 28Q050
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
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: 80
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: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

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:

Rationale: The Supplemental program is to help English Language Learners achieve/acquire English proficiency as evidenced in the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language exam. Data indicates that in 2010 80% of English Language Learners did not meet proficiency on the Reading and Writing portion of the NYSESLAT. Also in grades 3-6 81% of English Language Learners did reach Proficiency levels in the NYS ELA exam. Our goal is to supplement and provide additional services to English Language Learners to improve reading and writing skills. Analysis of the NYSESLAT and the ELA exam reveal that the major focus for improvement of the English Language Learners centers in the area of reading and writing.

The Subgroup and grade levels of students to be target will be in the grades 2, 3, 4 & 5 totalling 80 students.

The Program will be conducted by four (4) Certified ESL teachers and (1) content specialty Science/Technology teacher who will provide instruction for 3 hours during a 12 week Saturday program starting in December and ending in March. The major focus will be to improve reading and writing skills and build academic language through a content area approach, Providing test sophistication skills and using technology to improve language acquisition skills. The science/Technology teacher will provide hands-on inquiry based lessons that adhere to the CCSS and build academic language and knowledge.

Placement of students within the Supplemental program Program instruction will be determined by the results of the English Language Learner (ELL) Predictive Assessments, NYSESLAT Item Analysis, NY State English Language test. Instruction will focus on best ELL teaching models and methodology to increase ELLs skills in reading and writing, speaking and listening by 2%. Students will be taught in English and instruction will be planned and designed to align with the Common Core Learning Standards using non-fiction informational text.

Materials: National Geographic Reach, Attanasio & Associates Getting Ready for NYSESLAT and Imagine Learning.

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

Part C: Professional Development

- name of provider

Begin description here: Professional Development will be provided to Title III teachers by a Professional Developer who specializes in methodologies which improve reading and writing skills in English Language Learners. Title III teachers will receive six hours of Professional Training from ELL specialists; Our Aussie and network specialist will provide workshops on the following topics: Strategies for developing ELLs academic language, analysis of student work and determining the next steps, develop and implementation of formative assessment, develop timeline to monitor student progress, Analysis of Data (NYSESLAT, ELL Predictives) to help drive instruction.

Also Professional Training will be provided on using Imagine Learning and on how to implement the Internet based software program.

Other staff responsible for delivering instruction to English Language Learners will receive ongoing professional development from in-house Literacy Coaches. The Literacy Coaches will teach the teachers how to differentiate instruction to include strategies for working with English Language Learners such as building academic language, using picture support, book and article walk throughs and language acquisition.

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:

To promote a partnership that will increase parental involvement and participation in the social, emotional and academic growth of their children. PS 50 believes that parental involvement leads to improved student achievement.

A series of workshops will be conducted on Saturdays, during the school day and in the evenings thorough out the year on various topics such as: The Nuts and Bolts of the NYSESLAT Exam and What Students are Expected to Know, Activities to help parents help their children at home, How to help your Child with Homework?, Creating picture dictionaries, Communicating: Developing an effective home school communication, Volunteering: How can families become involved at school, Learning at home: Supporting learning activities in the home that reinforce school curricula, Community resources and cultural Educational activities. These workshops will be facilitated by the parent coordinator, teachers, guidance counselors, ELA and Math Coach, Aussie Consultant.

In addition GED and ESL classes are being offered to our school community in the evenings, 3 days a week from October to June by the DOE adult education office.

Part D: Parental Engagement Activities

All workshops will be sent out home in the parents preferred language to notify them and invite them 1 to 2 weeks prior to the scheduled workshop.

Part E: Budget

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

Allocation Amount: \$18856

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)		
Travel		
Other		
TOTAL		